
AS
SPANISH
7691/3T+7691/3V

PAPER 3 SPEAKING

Mark scheme

V1.0

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' performances. Alternative performances not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual performances which have not been raised they are required to refer these to the Lead Assessment Writer.

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

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

Level of response marking instructions

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

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

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.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark-scheme will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

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

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

Students asking questions

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

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

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

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement. Sample questions to show the sort of questions students could ask are shown in this mark scheme.

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

Notes

The pace of delivery refers to the hesitation and pauses that may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

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

Notes

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

| DISCUSSION – SUB-THEME 1 AND SUB-THEME 2 | | Assessment Objective 3 |
|--|--|------------------------|
| Mark | Descriptors | |
| 9-10 | A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good. | |
| 7-8 | Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good. | |
| 5-6 | Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good. | |
| 3-4 | Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible. | |
| 1-2 | The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. Pronunciation and intonation are poor. | |
| 0 | Nothing in the performance is worthy of a mark. | |

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

confusion of noun/adjective e.g. *peligro/peligroso*;
occasional slips in gender/adjectival agreements;

Serious errors include:

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

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of Subjunctive;

formation of regular and irregular verbs in a variety of tenses;

reflexive verbs;

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

value judgements;

verb + infinitive (+ preposition) expressions.

| DISCUSSION – SUB-THEME 1 AND SUB-THEME 2 | | Assessment Objective 4 |
|--|---|------------------------|
| Mark | Descriptors | |
| 9-10 | <p>Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p> | |
| 7-8 | <p>Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p> | |
| 5-6 | <p>Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p> | |
| 3-4 | <p>Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p> | |
| 1-2 | <p>Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p> | |
| 0 | Nothing in the performance is worthy of a mark | |

Indicative content points: Tarjeta A**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo se explica el creciente número de familias hispánicas en las que los dos padres trabajan ?*

Student responses may cover some of the following: Informed comments on changes in social values: the role of women in society; more women in higher education, women prefer to have a career, economic pressures because of rising cost of living and global crisis, aspirations to higher standard of living.

- *¿Qué otros cambios se han visto en las familias tradicionales hispánicas en los últimos años ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt: General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information such as: the tendency to have smaller families because of economic pressures; an understanding of the reluctance to accept the teachings of the Catholic church on birth control; an evaluation of traditional "machismo" and how this is changing leading to greater equality in the home; an appreciation of changing attitudes to single-sex partnerships and marriage and to the increasing number of children of homosexual parents through adoption/surrogacy.

- *En tu opinión, ¿cuáles son las ventajas e inconvenientes de dejar el cuidado de los niños a otras personas?*

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

Students may feel that it is advantageous for mothers to be free to pursue a career, that the family income is increased, grandparents may feel more involved, children acquire independence. A very good critical response will involve balancing these advantages with the cost of child care, reduced parental contact, poorer quality of relationships between parents and children, danger of spoiling by grandparents, possibility of poor quality child care. A conclusion may be reached based on a considered evaluation of the points raised.

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

- *En tu opinión, ¿es mejor que la madre se quede en casa con los hijos?*
- *¿Crees que se debe pagar a los abuelos que cuidan de sus nietos?*
- *¿Puede ser perjudicial para el niño pasar muchas horas en una guardería?*
- *¿Es siempre bueno dejar a los hijos con una niñera?*

Indicative content points: Tarjeta B**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué nos dicen estos porcentajes sobre la importancia de la Iglesia Católica en España hoy en día?*

Informed analysis of the importance of the Catholic church in modern society; an appreciation of the discrepancies between the number of people who consider themselves catholic and those who regularly observe its practices. Students may explore the significance of the social and ceremonial role of the church (marriages, baptism, funerals) for some people who otherwise do not consider Catholicism to be central or even important in their lives.

- *¿Qué sabes de la actitud de la Iglesia Católica hacia los nuevos tipos de la familia en el mundo hispánico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: the tendency to view the Catholic Church as old fashioned and repressive by many young people in the Hispanic world: awareness that strict adherence to church dogma is still practised in various groups in society e.g: Opus Dei; an understanding of how these beliefs do not collide with alternative models for the family, same sex relationships, abortion and contraception. A strong critical response will clarify the student's own views on the validity of non traditional family models based on knowledge of the issues studied in the context of a Hispanic society and justified with sound arguments.

- *En tu opinión ¿el catolicismo puede existir en armonía con las otras religiones en el mundo hispánico?*

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

Students may consider that younger people of most religions are tolerant towards the beliefs and practices of others, and conclude that there is no reason to suggest that Catholicism cannot peacefully co-exist with other religions. A strong critical answer might explore the possibility that, as immigration and migration increase, so will religious plurality and possibly conflict. Students who base their answer on a study of Spain might refer to the repressive society of the Franco regime; the peaceful co-existence of Islam, Judaism and Christianity in earlier centuries; a consideration of the controversy surrounding the Mezquita of Córdoba. Other possible avenues for discussion will depend on the particular country and/or historical period that the student has studied. Any appropriate evidence will be valid when justifying points of view and drawing conclusions.

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

- *¿Juega la religión un papel importante en la sociedad moderna?*
- *¿Crees que el catolicismo es positivo para España y otros países hispánicos?*
- *¿Son buenos los colegios religiosos?*
- *¿Es peligroso el conflicto religioso en España o en otros países hispánicos?*

Indicative content points: Tarjeta C**General:**

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué significa 'maltrato psicológico a través de la Red' para ti?*

Student responses may cover some of the following:

A good critical response would include examples of the ways in which verbal abuse is communicated via mobile phone, social networks or even websites in order to cause emotional distress to the recipient. Students might argue that technology has made this more common because the bullies can remain anonymous. They may have strong opinions based on personal experience which they can use to illustrate their response or they may have recommendations for the victims of cyber bullying or even suggestions for tackling the problem.

- *¿Crees que el problema del ciberacoso existe en otros países del mundo hispánico?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: the global nature of communication in the modern world and the increasing ease of connectivity across the Hispanic world. Other possible issues for discussion will depend on the countries or societies studied. Students who base their answers on study of a South American country might reflect on socio-economic factors and the urban or agricultural nature of the society studied and how that might affect access to and use or misuse of new technologies.

- *En tu opinión, ¿tiene el ciberespacio demasiados peligros para los jóvenes?*

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

A good critical response might involve a consideration of the risks to adolescents who spend too long alone, have computers in bedrooms or absent parents compared with more secure and supervised young people and may recommend parental controls and filters. Candidates may argue that schools should offer presentations and workshops by the Police and instructions and guidance about what to do when uncomfortable with something seen on-line. Good answers might develop the argument that much has been gained much from the use of technology and explore whether the benefits outweigh the disadvantages.

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

- *¿Quiénes sufren más del maltrato psicológico, los chicos o las chicas?*
- *¿Crees que deberíamos hacer más en los colegios para proteger a los alumnos del maltrato cibernético?*
- *¿Hay otros grupos en la sociedad que también sufren del ciberacoso?*
- *¿Qué harías tú si recibieras algún mensaje ofensivo?*

Indicative content points: Tarjeta D**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions.

The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme

Points related to specific questions:

- *¿Cuáles son las circunstancias en las que una persona puede sufrir nomofobia?*

Student responses may cover some of the following:

An appreciation of the nature of cyberaddiction and an exploration of different situations which could lead to anxiety for some people eg: losing a mobile device, running out of credit or having no charge in the device. They may explore ideas which could include worry or panic when unable to communicate for personal or professional reasons such as a job interview, needing to contact parents, any kind of emergency situation or simply to chat with friends.

- *¿Crees que la nomofobia es un problema común en otros países del mundo hispanico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information such as: an exploration of the increasingly global nature of this phobia, the extent to which it is a common problem in the particular Hispanic country studied. Good critical answers might explore socio-economic factors such as family income, access to education etc. which could influence the availability and affordability of new technologies.

- *¿En tu opinión ¿las nuevas tecnologías tienen más inconvenientes que ventajas?*

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

Students may compare and contrast the benefits and disadvantages of new technologies and will draw their own conclusions. Examples might include listing the benefits of advances in communication, work and study on one hand with criminality and damaging social issues on the other hand. Students may consider whether their lives are easier and possibilities greater with new technologies. Students who base their answers on South America may explore the potential benefits and disadvantages of new technologies in remote or socially disadvantaged areas.

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

- *¿Has sufrido tú la nomofobia alguna vez?*
- *¿Son buenos para los jóvenes, los sitios como Facebook?*
- *¿Tú serías capaz de sobrevivir una semana sin tu teléfono móvil?*
- *¿Crees que el uso exagerado del teléfono móvil o la tableta puede llevar a enfermedades mentales?*

Indicative content points: Tarjeta E**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo reaccionas tú ante esta información?*

Student responses may cover some of the following:

Informed comment and reaction to discrimination in the workplace in Hispanic countries, an appreciation of the discrepancies between the high percentage of female university graduates and the low percentage of those who occupy top positions, an awareness of unequal pay scales for similar roles according to gender. Students who base their answers on Spain might refer to the repressive nature of society and restrictive professional lives for women during Franco's time and explore social change since democracy. Students who base their answers on South American countries will show awareness of the conditions prevailing there with regard to women in education and in the workplace.

- *¿Qué sabes de la situación de la mujer en el mundo laboral hispánico?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information such as: Knowledge and understanding of socio-economic factors in the Hispanic world and any practices which discriminate against women. Students may critically evaluate conditions in urban and rural economies and compare and contrast professional opportunities for women in different Hispanic countries. Other possible answers might explore patriarchal attitudes to women in some parts of the Hispanic world.

- *En tu opinión, ¿es posible la igualdad de sexos en el mundo laboral?*

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

Students might explore issues relating to education, aspirations and the changing nature of the work place, and critically evaluate how much or how little has changed in recent years, citing issues such as the 'glass ceiling' phenomenon. A strong critical response will clarify the student's views on this question and lead to an evaluation of factors which might include: balancing work demands with family life, traditional roles within the family, the expectations of women and society, present and future laws and trends.

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

- *¿Crees que existe el sexismo donde tú trabajas?*
- *¿Es mejor que la madre se quede en casa con los niños pequeños o que vuelva al trabajo?*
- *¿Hay ciertos trabajos que son mejores para los hombres?*
- *¿Por qué trabajan tantas mujeres a tiempo parcial?*

Indicative content points: Tarjeta F**General:**

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Tú ves la adopción de niños por parejas del mismo sexo como algo positivo?*

Student responses may cover some of the following:

Exploration of cultural, religious and financial issues surrounding same sex adoption and consideration of the growing trend for international adoptions, government policy to offer more children for adoption and adoption of children whose lives are disrupted by conflict and poverty. A strong critical answer would explore and evaluate the rights of same sex couples to adopt balanced against the benefits to the child and might reflect on practices and beliefs of different cultures before reaching a conclusion.

- *¿Por qué crees que la adopción de niños por parejas homosexuales no es aceptada en otros países hispánicos?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information such as: the tendency for most Hispanic countries to be Catholic and the Church's position on same sex relationships. A strong critical answer may evaluate the future of such adoptions and why Spain, Uruguay and Argentina have legalised same sex adoptions and other countries have not and may explore the conflicts this may cause in Hispanic society.

- *En tu opinión, ¿es aceptable oponerse a este tipo de familia por razones religiosas o culturales?*

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

Students may feel that it is advantageous or harmful for society to legalise same sex adoptions and develop arguments, based on wider reading, discussion or cultural beliefs. Students may decide to espouse or oppose cultural or religious beliefs but strong answers will show understanding of the difficulty of establishing a universal approach that does not depend upon values shared by only those who hold certain beliefs. Students may consider a number of advantages and implications for children of same sex adoptions and reach well-argued conclusions.

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

- *¿Es importante que un niño tenga dos padres?*
- *¿Es más difícil ser padre hoy en día que en el pasado?*
- *¿Qué problemas podrían tener los padres del mismo sexo?*
- *¿Te sorprende que ciertos países hispánicos se opongan a la adopción por parte de padres del mismo sexo?*

Indicative content points: Tarjeta G**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Te parece que Salma Hayek es una actriz típica de hoy en día?*

Student responses may cover some of the following:

Considerations why she may or may not be typical, consideration of her various social causes and quote others who fulfil similar roles. Mention could be made of other Hispanic actresses not generally known for their humanitarian activities. A strong, critical answer would compare and contrast modern actresses, explore issues of social responsibility and expectations of the public and use of social media to promote their activities. Students may wish to question the commitment or sincerity of such celebrities and whether they are motivated more by self-promotion.

- *¿Conoces a otras celebridades del mundo hispánico que militan por los derechos de los marginados?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by wider study; reference to some knowledge that endorses the information such as: the tendency for modern actors, actresses and other celebrities to espouse and support a wide range of social concerns. Students who base their answers on Spain might mention and comment critically on celebrities like Penélope Cruz and Javier Bardem who publicise their political views. Students who focus on South American celebrities may explore causes supported by famous footballers and Shakira (education for poor children in Colombia and civil rights) and evaluate the relevance or importance of celebrity endorsements of social and political issues.

- *En tu opinión, ¿tienen las celebridades la responsabilidad de ser un buen modelo a seguir para los jóvenes?*

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

Students may feel that it is important that celebrities provide good role models and might explore examples from other areas of public life, for example sport, music, cinema etc. evaluating information and drawing conclusions about the celebrities mentioned. Good answers will critically evaluate the behaviour of celebrities and consider the different aspects of their lives which influence young people, for example, fashion, family relationships, fund raising, support for charities and political activism. Other possible avenues for discussion might explore issues of privacy and the rights of the individual to a private life, to avoid public statements of social support and to maintain private beliefs.

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

- *¿Quién es la celebridad a la que más admiras?*
- *¿Crees que las celebridades ganan demasiado dinero hoy en día?*
- *¿Tienen las celebridades/los famosos el derecho de ser irresponsables?*
- *¿Te gustaría ser famoso/a?*

Indicative content points: Tarjeta H**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Puedes explicar por qué algunos 'fans' se obsesionan tanto con sus ídolos?*

Student responses may cover some of the following:

Exploration of the influence of social media and other new technologies which make the details of the daily life of celebrities accessible, the increasing number of celebrities who correspond with and meet up with their fans, e.g. via social media such as Twitter or by winning a competition, an evaluation of why fans may want to imitate their idols, an exploration of other activities which interest fans: gossip magazines, fashion ranges etc. Students may explore issues of desirable lifestyles and perceptions of success and might explore the relationship between the desire to belong to a group or to "worship" their celebrity.

- *¿Te parece que, para los jóvenes en el mundo hispánico, es importante seguir a gente famosa de su propia cultura?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information such as: exploration of factors which may encourage young Hispanic people to admire role models of their own culture, a sense of belonging and a shared language and cultural background. Alternatively, an acknowledgement that celebrity is an increasingly global phenomenon, an awareness that role models of different nationalities and cultures can share the same positive behaviours and interests and thus explore whether role models transcend national borders. Some students may explore the preference to follow role models from different cultures for reasons which may include the attraction of learning a foreign language, an exotic or unfamiliar image or an interest in the foreign culture.

- *En tu opinión, ¿es el 'culto a la celebridad' un aspecto positivo de la sociedad?*

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

Students may feel that it is advantageous to aspire to celebrity status and applaud programmes which parachute young artists to stardom. Students may critically evaluate the influence and responsibilities of different celebrities and draw conclusions, based on behaviour or lifestyle. Students who have studied Hispanic icons may explore and evaluate the influence, positive or negative, of footballers, film stars or pop stars, the investment and support given to finance promising young people from disadvantaged backgrounds. A strong critical response might compare and contrast positive and negative role models. Any appropriate evidence will be valid when justifying points of view and drawing conclusions.

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

- *¿Crees que son buenos los programas como Factor X?*
- *¿Es sólo la gente joven la que está obsesionada con los ídolos?*
- *¿ Tienen los famosos/los ídolos que comportarse de forma responsable y pensando en sus fans?*
- *¿ Tienen los famosos el derecho a una vida privada?*

Indicative content points : Tarjeta I**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cuál de estas tradiciones valencianas te interesa? ¿Por qué ?*

Student responses may cover some of the following:

Whichever of the traditions illustrated is chosen will initiate discussion of one or all of gastronomy, processions, fiestas or regional language. Students will need to justify their choice based not just on their personal preferences but also on some understanding of its cultural significance. It is likely that students will have some familiarity with the "Tomatina" and be able to comment on it but this is not essential. They may question the need for a regional language, the waste of tomatoes or the dangers of setting fire to large objects in public.

- *¿Conoces algunas tradiciones de otras comunidades de España ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study ; reference to some knowledge that endorses the information such as: the significance of the Semana Santa processions; local ferias and fiestas; bullfighting/bull running; regional languages; music; gastronomy. Students should offer a personal opinion on the value of the traditions mentioned and may draw on personal experience resulting from a visit to one of the regions.

- *En tu opinión, ¿es importante que las Comunidades Autónomas de España mantengan su propias tradiciones?*

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

Students might refer to pride in regional identity and whether this is a positive thing, they might explore the recreational value of fiestas as well as the preservation of cultural and historical traditions, the differences in gastronomy based on available ingredients or the economic benefits of certain tourist attractions. Further development, in the form of questioning the artificial nature of some celebrations, the possible offence caused by celebration of historic tensions, the attitude of some Spaniards to the ill-treatment of animals and health and safety issues, will contribute to a very good critical response.

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

- *¿Has visto alguna vez una fiesta regional española?*
- *¿Hay alguna fiesta en la que te gustaría participar?*
- *¿Qué opinas de la corrida de toros?*
- *¿Tienes un plato regional favorito?*

Indicative content points: Tarjeta J**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Te sorprende que sea el flamenco el baile que los turistas asocian más con España?*

Student responses may cover some of the following:

Answers expressing surprise or otherwise could be based on the tendency to associate flamenco with Spain due to mass tourism in the south, exposure to flamenco images, music and costume due to marketing and merchandising. More recently, greater and more varied travel and study opportunities make appreciation of other regional dances easier, influence of mass media eg: You Tube to appreciate greater variety of dance, salsa and other Latin dance classes in most major cities, popularity of programmes like *¡Mira quien baila!* featuring several Latin dances, holidays which allow experience of regional festivals.

- *¿Te parece que los bailes tradicionales reflejan la personalidad de la gente de la región?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information such as: informed comment on the character of the dances, whether vibrant and exciting or sedate and solemn, the relationship between a culture and its dance, based on the student's study of Spanish and/or South American communities. Students may explore issues relating to climate, traditional costumes, general temperament, indigenous music and historical factors to offer opinions based on knowledge and understanding of the topic.

- *¿Qué otros aspectos de la cultura pueden definir la identidad de una región?*

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

Good answers will be based on study of individual and/or varied Hispanic cultures and communities. Students may explore issues relating to food and drink, citing natural resources and climate as those which influence and may define identity and may exemplify answers, whether from Spain, (paella and the cultivation of rice in the region of Valencia) or South America (Argentinian beef and the Pampa.) Other possible avenues could include the exploration of music and how it relates to a community's history and heritage. Students may explore how climate and available resources influence and define the architecture of a region and could compare and contrast styles in Spain or South America. Language, dialect and accent could be further avenues for development. Any appropriate examples will be valid when showing knowledge and understanding and when justifying points of view and drawing conclusions.

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

- *¿Es importante que las regiones de un país tengan sus propias costumbres?*
- *¿Qué opinas de los diferentes acentos?*
- *¿Te sorprende que haya tantos bailes diferentes en el mundo hispánico?*
- *¿Has participado alguna vez en un festival hispánico?*

Indicative content points : Tarjeta K**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué significa ser « Patrimonio de la Humanidad » ?*

Student responses may cover some of the following:

Some understanding of the concept of "heritage" with reference to historical importance and cultural significance. The idea that such sites have a global value and are of interest to visitors from all parts of the world and from other cultures. The importance of preserving them for future generations. Students may also point out the educational value of such sites in encouraging an interest in other civilizations and how people lived and inviting comparison with modern values and those of other cultures.

- *¿Conoces algún otro sitio en el mundo hispánico que sea muy visitado por su valor cultural e histórico ?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study ; reference to some knowledge that endorses the information; reference to other heritage sites in the Hispanic world e.g. Aztec remains in central America, Moorish architecture in Spain, Iguazú National Park in Argentina; a possible personal account of a visit to such a place, what was learnt and the emotions it aroused; some knowledge of the historical/cultural significance of the site and interesting aspects of the civilization represented by it. Students might also say why they would recommend others to visit the site.

- *En tu opinión, ¿se debe limitar el número de visitantes para proteger estos lugares?*

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

Students should demonstrate an awareness of the damage inflicted on sites as a result of the volume of visitors; the dilemma of whether to preserve the sites if no-one is allowed to visit them; the income derived from tourism that may be used to help maintain the sites; the difference between informed visitors with a genuine interest in the culture and the casual tourists ticking off "must-see" sites. Some sort of conclusion should be reached in which the student demonstrates an ability to evaluate the positives and negatives.

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

- *¿Has visitado alguno de estos sitios ?*
- *En tu opinión, ¿qué sitio vale la pena visitar ?*
- *¿Es el vandalismo un problema en estos sitios ?*
- *¿Crees que es justo que los visitantes tengan que pagar tanto dinero ?*

Indicative points: Tarjeta L**General:**

In studying sub-themes students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Por qué piensas que los turistas quieren visitar estas estatuas?*

Student responses may cover some of the following:

An appreciation of humankind's desire to travel and experience unfamiliar and wonderful sights, a need to understand the heritage of our ancestors, to admire structures and sculptures erected without modern tools, to connect with the spirituality of other cultures. They may also consider the increasing number of tour operators who facilitate visits to otherwise difficult to access sites and the social prestige of showing off first-hand knowledge of famous world heritage sites.

- *¿Hay algún sitio histórico del mundo hispánico que quisieras visitar? ¿Por qué?*

A thoughtful and developed response to this type of question will include supported arguments and justified conclusions. It will link the information on the card to the knowledge gained through the student's study of the sub-theme and therefore this could prompt:

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information such as: any appropriate reference to a historical site in the Hispanic world. Students will base their answers on countries/ regions studied in class and, perhaps, places visited. Students may explore ideas from cross curricular and independent study. Those who base their answers on South America may explore reasons for wishing to visit Macchu Picchu or Cuzco. Students basing their answers on study of Spain may develop answers, based on the Alhambra Palace of Granada or the Roman aqueduct of Segovia. Any historical site in the Hispanic world is appropriate but good answers will show thorough knowledge, sound understanding of historical factors and strong personal conviction which may explain why the chosen site is worthy of a visit.

- *En tu opinión, para ser considerado Patrimonio de la Humanidad, ¿qué características debería tener un monumento histórico?*

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

Students may explore issues relating to sites they have visited or studied and may draw from personal experience and preference, in addition to critical study. A strong response would include specific details and reasons why a site should be considered for World Heritage status. Students may explore issues of location, size, complexity of construction, aesthetics, intricacy of décor or cultural or religious significance but any considered and developed response with evidence will be valid when offering and justifying points of view and drawing conclusions.

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

- *¿Has visitado algún monumento histórico en el mundo hispánico?*
- *¿Por qué son tan populares las excursiones a monumentos históricos?*
- *¿Es mejor hacer una visita guiada a un monumento histórico o hacer la visita sin guía?*
- *¿Crees que las visitas a monumentos históricos deberían ser gratis?*

