



AS
SPANISH
7691/3T/3V

Paper 3 Speaking

Mark scheme

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2 2 6 A 7 6 9 1 / 3 / M S

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

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

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

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

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

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

Students asking questions

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

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

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

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

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

Notes

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

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

Notes

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

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

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

Serious errors include:

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

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of subjunctive

formation of regular and irregular verbs in a variety of tenses

reflexive verbs

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

value judgements

verb + infinitive (+ preposition) expressions.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9–10	<p>Very good critical response</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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	

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the fact that Spain is the third country in the world with the highest life expectancy
- that those over 55 years of age feel marginalised by society
- that many are travellers, use social networks and enjoy a variety of experiences.

- *¿Por qué crees que la situación de los mayores en España ha cambiado?*

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

- specific information about why those over 55 years of age feel discriminated in society
- 35% of the total population in Spain will be over 65 by 2050 compared to only 18% currently
- companies are seeing that this sector has a greater purchasing power than any other group in society.

- *¿Qué sabes de los cambios en la familia que se han visto en los países hispánicos en los últimos años?*

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

- the dramatic fall in birth rates – Spain's fertility rate of 1.47 is lower than the EU average – the number of childless couples tripled between 1977 and 2015
- Spanish women, on average, have their first child aged 32 making them the oldest first-time mothers in Europe
- the traditional family unit is no longer the norm – other family types are becoming more common: eg single mothers – furthermore, same sex marriage has been legalised in countries like Spain, Argentina, Colombia, Ecuador and Uruguay.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the fact that women in Colombia are part of an ever-increasing group who are deciding not to have children
- Colombia saw the lowest number of births in 2019 since 1941 with many women deciding to have no children at all
- despite the opinions of other people, women can still have a fulfilling life.

- *¿Por qué crees que la tasa de natalidad ha bajado en muchos países hispanos?*

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

- women are deciding not to have children because they want to have a career – according to a report by the *Buró de Estadísticas Laborales* in Mexico, women only stay in a job on average two years before trying for promotion
- not all women have a maternal instinct
- some women increasingly prefer to use the money they would spend on bringing up children on themselves.

- *¿Cómo ha cambiado el concepto de familia en muchos países del mundo hispánico en las últimas décadas?*

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

- in the last 20/30 years, the idea of a traditional family has changed in many countries, including Spain – there are more single parents and families made up of same sex partners
- the average age to get married in Spain is now 34, compared to 25 in 1978
- 28% of couples in Spain get married in a church now, compared to 96% in 1978
- divorce is a key factor in Spain now, having been legalised in 1981.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the fact that the app *¿Tienes sal?* has been created so neighbours can help each other
- it is used for many reasons, for example to combat loneliness or to tell people if a new shop has opened in the area
- currently there are over 100 000 users.

- *En tu opinión, ¿por qué son las redes sociales cada vez más populares en los países hispanos?*

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

- as in many countries all over the world social networks are popular to keep in contact with friends and family
- Facebook, Instagram and YouTube are popular in Spanish-speaking countries, eg in Mexico 95% of the population have a Facebook account
- most users in South America use a social network for over 3 hours a day – this is much less in Spain where the figure is just over 90 mins, according to *Hootsuite*.

- *¿Qué has aprendido sobre los peligros que tiene la tecnología en el mundo hispánico?*

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

- the fact that people can get addicted to technology, eg in a recent survey it was revealed that Colombians under 25 have more virtual friends than real ones
- people can be easily manipulated through the content allowed, eg in Venezuela where news of the current economic crisis is censored by the government
- it is estimated that, by 2040, over 30% of current jobs in South America will be lost through technology.

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

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

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

Points related to the three questions:

- *¿Te sorprende esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the fact that the devices that Argentinians use for work, relationships and free time can cause addiction
- it is recommended that users restrict their time to two hours a day
- The Ministry for Health has now included this issue in their national health plan against addictions.
- *En tu opinión, ¿por qué está la gente tan enganchada a la tecnología en el mundo hispánico?*

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

- as in many countries all over the world, technology is becoming part of people's lives and therefore, for some, it can cause addictions
- according to a report by Mexican psychologists, 15% of children between 5 and 15 years of age have had to seek some help from experts for being addicted to videogames
- the book *Tecnoestrés* has concluded that technology is only addictive if used incorrectly – some trade unions in Uruguay have urged companies to stop their email service to workers between 7pm and 7am.
- *¿Qué ventajas ha traído la tecnología a los países hispanos?*

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

- it facilitates education, social relationships, business and safety, eg *Taxis Rosas* in Mexico
- at the medical level, technology can help treat more sick people and consequently save many lives and combat very harmful viruses and bacteria
- access to technology makes research easier.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the campaign has been launched by the *Instituto Andaluz de la Mujer* to stop the sexist and violent content that many toys have
- the campaign is aimed at parents, students and teachers
- Christmas adverts still promote boy toys and girl toys and therefore keep this inequality going.
- *En tu opinión, ¿por qué crees que el machismo aún existe en los países hispanos?*

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

- an agreement or disagreement with the question asked with a justification added
- the fact that in a report in *www.eldiario.es* conducted in 8 South American countries, including Guatemala and Bolivia, it was found that 80% of young people between the ages of 15–25 see male chauvinism as normal
- the initiative *Rompiendo Moldes* set up by *ONG Oxfam Intermón* is making people aware of the problem of male chauvinism in South America.
- *¿Qué sabes sobre los avances en la igualdad de los sexos en el mundo hispánico?*

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

- women still find themselves stopped by *el techo de cristal* – although there are more men than women in politics, a greater number of women are taking on more senior roles in politics, eg in 2018, the Spanish Prime Minister, Pedro Sánchez, announced that two thirds of his cabinet would be comprised of women
- despite more women in executive positions, on average they earn 25% less than men, eg in Spain, where on average men earn 21 000 euros and women earn 4000 less
- more than half the women of working age in Latin America are in the workforce – the number has reached more than 100 million and continues to increase.

Possible content

Tarjeta F: La igualdad de los sexos

General:

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- Joana Biarnés was a pioneer in the world of photojournalism in Spain, a world dominated by men
- she photographed the Beatles during their tour in Spain and later both Dalí and Buñuel
- the fact that her professional life was not easy, being verbally abused whilst she did her job.

- *¿Crees que la mujer hispana aún es víctima de algunos prejuicios en la sociedad?*

This question invites the student to evaluate the information on the card and to express opinions.

Thoughtful and developed answers could include:

- according to a survey by *Statista*, 13% of Argentinians and 10% of Spaniards think that women are not as capable as men when it comes to the workplace
- women are still paid less and undervalued in Hispanic society
- women's position in Francoist Spain became more regressive following the end of the Spanish Civil War – women, who had achieved some degree of liberation during the Second Republic, were forced back into the home, although this has changed since Franco's death in 1975.

- *¿Qué sabes sobre el feminismo en los países hispanos?*

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

- the 8th of March was designated *el Día Internacional de la Mujer* with the aim of improving the plight of women in society
- in 2006, Bolivia elected Evo Morales for president, who spearheaded a new Bolivian movement called the *Movimiento al Socialismo* – this movement allowed for Indigenous working-class women to become members of parliament as well as serve in other branches of the government
- Nicaragua has emerged as a top reformer in South America due to its introduction of paternity leave, giving married men and women equal rights to be head of the household.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- a lot of famous Spaniards like to spend their holidays helping others
- the two examples (Miguel Angel Silvestre and Pau Gasol) on the card of famous people helping with good causes
- despite all of this, only three out of ten Spaniards would like to do voluntary work.

- *¿Por qué crees que algunos ídolos hispanos ayudan a los desfavorecidos?*

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

- most famous Hispanics use their status to help charities and make people aware of issues they feel strongly about and not only to achieve more fame – some help others just to gain fame and popularity
- some Hispanics help those less fortunate to make amends for past negative acts, eg Maradona who was imprisoned for drugs later gave financial aid to hundreds of poor people through charitable organisations
- information about Hispanic figures, why they have set a good example to others and provide an evaluation of how their contributions have helped society.

- *¿Qué otros ídolos del mundo hispánico dan un buen ejemplo con sus acciones benéficas?*

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

- examples of stars like Miguel Bosé who take part in events to help raise money for charities and organisations – Bosé's *Gala SIDA* has taken over a million euros to benefit AIDS research, a record setting amount for one of Spain's most celebrated charity events
- Luis Fonsi has been ambassador of Jude Children's Research Hospital, which fights against childhood cancer and, after Hurricane María in Puerto Rico and the Dominican Republic, the singer became one of the major helpers to raise the islands from the devastation
- Shakira who is a UNICEF ambassador, Ricky Martin who has done some humanitarian work and Rafa Nadal who helped with clearing up after the floods in Mallorca in 2019.

Possible content

Tarjeta H: La influencia de los ídolos

General:

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the Spanish singer, Miguel Bosé, helps with the fight against AIDS
- Bosé has set up a charity event called *la Gala SIDA* which, with the help of famous people, aims to collect money for this illness
- there are currently 150 000 people that are living with the virus in Spain.

- *¿Crees que los famosos del mundo hispano deberían involucrarse en este tipo de causas?*

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

- an initial agreement/disagreement with the question followed up by justifications
- many offer help for altruistic reasons
- according to a survey conducted by *diariosur.es*, many members of the public volunteer their time, money, or energy to help others because they see famous people helping others.

- *¿Conoces a algún famoso del mundo hispánico que haya sido un mal ejemplo para los jóvenes?*

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

- the fact that despite being a world class national and international footballer, Diego Maradona has suffered both drug and alcohol abuse as well as tax fraud whilst in Italy
- the rapper Valtonyc, who has gone through legal proceedings for anti-Spanish state remarks in his lyrics – it is believed he was the first Spanish musician to be imprisoned for his lyrics since the 1977 restoration of democracy in Spain
- Messi's financial affairs came under investigation in 2013 for suspected tax evasion – offshore companies in tax havens Uruguay and Belize were used to evade over €4 million in taxes related to sponsorship earnings between 2007 and 2009.

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

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

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

Points related to the three questions:

- *¿Qué te dice esta información sobre Joan Manuel Serrat?*

Students' responses will be based on the information on the card and may cover the following:

- the fact that he has always been proud of his Catalan identity
- in a recent concert, he was heckled by a member of the audience who demanded he sing in Catalan
- nevertheless, due to his stance, Serrat has been criticised by separatists.

- *¿Crees que es importante defender el uso de las lenguas regionales en España?*

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

- agreement/disagreement to the question followed by a justification
- a regional language, like Catalan, is seen as a sign of identity and it is therefore important to defend its use – according to a survey in *La Vanguardia* newspaper, Catalan is spoken predominantly in the workplace whilst Castilian is more commonly used in social set-ups
- the fact that under Franco, regional languages like Catalan were banned and only used between family members – Castilian became the only language of education, administration and the media.

- *¿Qué sabes de otros aspectos polémicos de la identidad regional en España?*

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

- the fact that some festivals, seen as part of regional identity, are seen as barbaric, eg bull-fighting
- the desire for independence from Spain has caused many recent demonstrations, eg in Cataluña – also, the Basque group ETA used terrorist methods to steer the region away from Spain and become independent
- Spaniards see themselves more as Spaniards than natives of their region – according to a survey by *El Real Instituto El Cano*, over 80% felt Spanish rather than regional.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- that regions in Spain have different ways of celebrating Christmas
- in the Canaries, Nativity scenes made of sand are found on the beaches
- in Catalonia, children sing to the *Tió de Nadal*, a log that is filled with sweets and presents
- the Basque Country have their own Father Christmas called the *Olentzero*.

- *¿Qué piensas sobre cómo celebran los españoles sus diferentes fiestas regionales?*

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

- the fact that Spanish people celebrate hundreds of festivals throughout Spain and why they do so
- examples of different festivals in Spain, eg *La Tomatina* (in Buñuel) and *Las Fallas* (in Valencia)
- the impact a regional identity can have on an area, eg in Arnes (Tarragona) where every March the local patron saint, Santa Madrona, is celebrated to ward off evil spirits and bring prosperity to the region for the coming year.

- *¿Qué sabes sobre la gastronomía y otras tradiciones regionales en España?*

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

- the fact that some regions have their own languages such as Basque, Galician and Catalan
- the gastronomy varies from region to region, from *cocido* in Madrid to *gazpacho* in the south and *bacalao al pil pil* in Bilbao
- each region has its own music and dance, from *La Jota* in Aragón to *Flamenco* in Andalucía.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the *Festival de los Patios de Córdoba* in May is recognised by UNESCO as a means of promoting cultural heritage
 - the patios are visited by people for free
 - the patios are decorated with flowers and during the festival one can appreciate flamenco music, typical of Andalucía.
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- *¿Piensas que se debe enseñar a los jóvenes hispanos la importancia del patrimonio cultural?*

This question invites the student to evaluate the information on the card and to express opinions.

Thoughtful and developed answers could include:

- the fact that it is important for young people in the Hispanic world to learn about the traditions and history of their country
 - an evaluation of the benefits for young people of visiting places of cultural heritage in the modern-day world of technology and screens
 - the need to preserve places and works of art and not allow them to deteriorate, such as the example of Machu Picchu.
-
- *¿Qué otros ejemplos del patrimonio cultural en el mundo hispánico consideras interesantes?*

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

- the pre-Hispanic cultures and the sites such as Machu Picchu or Chichén Itzá
- architectural icons such as La Sagrada Familia in Barcelona or El Museo de las Ciencias in Valencia
- places of historical beauty such as La Alhambra, La Giralda or Santiago de Compostela.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the reasons that Teotihuacán is so important for the world: it has the most developed art of the Mexican civilizations with murals that are still visible nowadays
- historical importance during I-VII century with a population of 150 000 people
- the structures on the site are some of the most beautiful: temple, pyramids and the citadel.
- *¿Por qué crees que los países hispanos deben cuidar su patrimonio cultural?*

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

- the importance of preserving the sites for the future
- discussion of any measure that could be undertaken to ensure their future viability, eg cutting down the amount of visitors to Machu Picchu
- the economic/social impact of these sites within the local or national community.
- *¿Qué otros ejemplos puedes dar de lugares que son Patrimonio de la Humanidad en el mundo hispano?*

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

- talking about sites they have studied related to Spain, for example Andalucía and Arabic influence and Roman Spain
- the knowledge acquired during their studies on Latin-American countries, eg Aztec, Maya and Inca civilizations
- palaeolithic sites both in the South American continent and Spain (eg *Las Cuevas de Altamira*).