

**A-level**  
**SPANISH**  
**7692/3T/3V**

Paper 3 Speaking

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**Mark scheme**

June 2022

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Version: 1.0 Final



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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](http://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 corresponds to the two parts of the NEA in speaking

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

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

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

### Students asking questions

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

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

### Assessment objective 2

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

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

### Assessment Objective 4

For part 2 of the NEA, students must identify a subject or a key question which is of interest to them and which relates to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken this will affect the marks that can be awarded under AO4. Examiners will assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

Further guidance on the choice of a suitable IRP title is available in our [Teaching Guide](#) and from our IRP advisers.

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

### Notes

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

<b>DISCUSSION OF SUB-THEME</b>	
<b>Assessment Objective 2:</b> Understand and respond in speech to written language drawn from a variety of sources.	
<b>Mark</b>	<b>Descriptors</b>
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

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

**Notes**

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

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

**Notes**

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

Serious errors are defined as those which adversely affect communication.

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

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

**Minor errors include:**

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

**Serious errors include:**

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

**Complex language includes:**

subordinate clauses

- Relative
- Conditional
- Purpose etc

appropriate use of subjunctive

formation of regular and irregular verbs in a variety of tenses

reflexive verbs

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

value judgements

verb + infinitive (+ preposition) expressions.

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

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

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

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

**Points related to the three questions:**

- *¿Cómo reaccionas tú ante esta información?*

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

- the International Day of the Family on 15 May is celebrated to raise awareness of the importance of the family and its values
- a survey in Mexico revealed that over 80% of Mexicans are satisfied with their family life and that a happy family does not depend on how much they have in material terms, but the love there is between them
- other important aspects in a happy family life are generosity, honesty, respect, tolerance and equality.
- *En tu opinión, ¿por qué juega la familia un papel muy importante en la vida de los hispanos?*

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 families in the Hispanic world usually seem close and grandparents play an important part in the upbringing of the children
- historically families in Spain were brought up as Catholics and followed the traditions of the Church
- many young people live with their parents until they are in their thirties.

- *¿Qué diferencias hay entre las familias del mundo hispánico de ahora y las del pasado?*

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

- modern families in the Hispanic world tend to be smaller as the birth rate has gone down considerably over the last 50 years
- some Hispanic families today may be made up of single parents, divorced couples with new partners and children, or same sex couples due to the changes in attitudes and laws
- most women work outside the home and men help with housework, whereas in the past, being a mother equated to being a housewife and undertaking all of the domestic chores.



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

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

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

**Points related to the three questions:**

- *¿Cómo reaccionas tú ante esta información?*

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

- the Christmas card posted online from the right-wing political party, Vox, in Cádiz was very controversial as all three Kings were white
- the card went viral on Twitter
- many people have accused Vox of posting an inappropriate message, but Vox said it was a simple mistake.

- *¿Crees que el uso de las redes sociales en el mundo hispánico genera mucha polémica?*

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

Thoughtful and developed answers could include:

- politicians using Twitter in Spain can give the wrong messages
- social media is used to incite debate about controversial topics such as bullfighting, the need for a monarchy or Catalan independence
- demonstrations can be organised via social media such as the protests about the Venezuelan crisis.

- *¿Qué otros peligros hay con el uso de la tecnología en el mundo hispánico?*

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

- there is an increase in the number of young people in the Hispanic world suffering cyberbullying
- piracy of films and music was rife in Mexico and digital kiosks were set up to offer cheap downloads to combat it
- an article in *La Vanguardia* stated that young Hispanic people spend too many hours in front of screens and their mental health is being affected.

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

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

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

**Points related to the three questions:**

- *¿Cómo reaccionas tú ante esta información?*

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

- the Basque government is creating new laws about the size of kitchens in new apartments
- the aim is to have enough space for couples to work together in the kitchen and share the chores
- this is because in the past, in traditional family models, only the woman spent time in the kitchen and did the chores, but this has now changed.
- *¿Crees que el papel del hombre y de la mujer en las sociedades del mundo hispánico ha cambiado?*

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 there is much more equality today in the Hispanic world in the workplace and in relationships
- surprise that it has taken so long since the Franco dictatorship in Spain to reach a more equal society
- the fact that the move away from strict traditional values has meant that there is more equality.
- *¿Qué más sabes sobre otros cambios que ha habido en los países hispanos para lograr la igualdad entre los sexos?*

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

- the fact that women are now taking a more active role in the government of many Hispanic countries, including Paraguay and Mexico as well as Spain
- the changes that have taken place in Spain regarding women's rights in terms of the gender pay gap and how men now have paid paternity leave
- the rights that same sex couples now have in Spain to marry and adopt children.

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

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

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

**Points related to the three questions:**

- *¿Cómo reaccionas tú ante esta información?*

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

- Eva Duarte was from a humble background and yet she married Juan Perón, who became the president of Argentina
- at the age of 15, she moved to Buenos Aires to be an actress
- she helped improve women's rights in employment and getting the vote for women.
- *En general, ¿qué crees que los ídolos del mundo hispano deberían hacer para ser admirados como buenos ejemplos a seguir?*

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

- they must get involved with humanitarian work, in a way that is not to gain admirers but to ensure that what they do is to support others
- awareness campaigns that highlight the plight of local citizens: Ricky Martin's LGBTQ+ campaign for gay rights; Luis Fonsi's campaign after the hurricane in Puerto Rico
- some sportsmen and women and other celebrities have also been very supportive of causes and have raised lots of money for charities – Messi and Nadal are good examples of this.
- *¿Conoces a otros ídolos hispanos que estén ayudando a los más desventajados?*

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

- the work done by Juanes to remove mines in Colombia or the work done by Penélope Cruz with young girls in India
- Shakira and her different foundations; Enrique Iglesias supporting young people both in Spain and Latin America
- Salma Hayek has also worked to benefit the progress of Latin American women as she has fought against domestic violence.

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

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

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

**Points related to the three questions:**

- *¿Qué nos dice esta información?*

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

- every year on 1 March the people of the Balearics have a day full of activities to celebrate the *Día de las Islas Baleares*
  - this shows that they are happy about celebrating their regional identity
  - among the 300 activities are dance performances, horse shows in the streets and craft markets with regional foods and concerts of regional music.
- *¿Crees que es importante celebrar días regionales de este tipo en cada región española?*

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

- how by celebrating regional culture, it raises awareness of the traditions of each region for future generations
  - the fact that it is important to retain regional traditions such as *Las Fallas* in Valencia, or *Carnaval* in Tenerife and Cadiz, a celebration which was banned during Franco's time
  - the fact that these special days allow visitors to learn about the regional differences and thus increase tourism to boost the economy.
- *¿Qué sabes de otros aspectos que marcan la identidad regional de las distintas regiones españolas?*

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

- the different regional languages that are spoken in Spain, from Catalan to Euskera and Gallego
- the regional dishes that show how Spain's gastronomy is so varied, from *pulpo a la gallega* in Galicia to the refreshing drink of *horchata* in Valencia
- regional dances such as *la sardana* in Catalonia to *la jota*, originally from Aragón, or *la sevillana* from Sevilla.

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

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

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

**Points related to the three questions:**

- *¿Cómo reaccionas tú ante esta información?*

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

- the fact that this enormous painting in black and white by Picasso is an iconic emblem which links war and art
  - it was Picasso's response to the bombing of the town of Guernica in 1937 during the Spanish Civil War
  - the symbols in the painting tell us what Picasso was thinking.
- *¿Piensas que el arte y la literatura nos pueden ayudar a comprender la historia y la cultura del mundo hispánico?*

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 we can learn about the historical context of a book or a piece of art and from this, we gain an understanding of the country's history, an example would be life in rural Andalucía in Lorca's plays
  - the symbols in a painting may tell us what was happening in the artist's life, for example, Frida Kahlo's accident or Picasso's blue period of depression
  - literature and art help us understand traditions and culture of a country, for example, the youngest daughter not marrying in Mexican culture, as seen in *Como agua para chocolate*.
- *¿Qué otros ejemplos del patrimonio cultural en el mundo hispánico te han impresionado?*

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

- architects such as Gaudí with his iconic cathedral *La Sagrada Familia*
- places such as *Las Cuevas de Altamira*, Machu Picchu or *La Alhambra*
- musicians such as Montserrat Caballé or Albéniz who have contributed greatly to the world of music.

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

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

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

**Points related to the three questions:**

- *¿Te sorprende esta información?*

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

- surprise that companies in Soria, the province with the lowest number of inhabitants, will need 1700 more workers over the next three years
- they need to attract foreigners to work as they cannot cover the vacancies with Spanish workers as these have already moved away
- according to official data, Soria has the second lowest number of foreigners in Spain.
- *En tu opinión, ¿la inmigración en el mundo hispánico es siempre una cosa positiva?*

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

- how immigration can help fill job vacancies but can also create more unemployment
- how immigration can help with the ageing population of Spain
- how immigration can help the economy grow but can also cause social conflict.

- *¿Qué sabes sobre las razones por las que la gente deja su propio país en el mundo hispánico?*

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

- examples of the huge increase in those fleeing Venezuela due to political issues
- the caravan of migrants heading to the US, escaping from poverty and violence in Honduras, Guatemala and El Salvador
- the migrants who risk their lives and spend their savings crossing to Spain from Africa in *pateras* to seek a better life.

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

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

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

**Points related to the three questions:**

- *¿Cómo reaccionas tú ante esta información?*

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

- racism in Panama is an issue despite the fact that 15% of the population are of African descent
- in 2012 the *Día de la Trenza* was introduced after girls were banned from schools
- the aim of this day is to celebrate the contribution that this minority has made to Panamanian society.

- *¿Crees que los grupos minoritarios deberían tener la libertad de mostrar su identidad étnica 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:

- agreement or disagreement with the question with justification made
- the fact that the influx of different aspects of cultures enriches a society
- specific examples can include the influence of reggaeton music on current mainstream music, the influence of gypsy culture on Spanish society and the fact that Muslim girls are allowed to wear the veil in Spanish schools.

- *¿Qué hacen los gobiernos hispanos para ayudar a todos a integrarse en la sociedad?*

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

- mention of *el Plan de Ciudadanía* in Spain, which fosters the integration of immigrants in society
- examples of initiatives like *El Plan Nacional de Acción Para la Inclusión Social* introduced by the Spanish government to help those marginalised into jobs and adequate homes
- governments supporting UN initiatives like *El Día Internacional de los Pueblos Indígenas*, aimed at promoting indigenous populations and languages that are being lost around the world.

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

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

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

**Points related to the three questions:**

- *¿Qué nos dice esta información?*

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

- a football academy called *Orcasur sin Fronteras* in Madrid was founded 12 years ago by Edgar Silva, a Colombian migrant
- now there are about 110 youngsters who play football there every afternoon and this helps them make friends and integrate
- Pablo, a boy from Madrid, attends this academy and has made friends from many South American countries due to their shared love for football.
- *Aparte del deporte, ¿qué otras cosas pueden ayudar a mejorar la convivencia 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:

- projects can be undertaken in schools to raise awareness of the acceptance of others such as *En los pies de otros* in Uruguay
- workshops including film, theatre and poetry can encourage the need for tolerance of others
- free language lessons in the community to give immigrants the opportunity to learn Spanish or another regional language to enable them to communicate in their new environment.
- *¿Qué barreras encuentran los extranjeros a la hora de integrarse en un país del mundo hispánico?*

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

- how stereotypes can create barriers, for example, Colombians are regarded by some Spanish people as drug dealers or criminals just because they are associated with people such as Pablo Escobar
- reference to political issues such as the need to learn Catalan to work in Catalonia
- skin colour can provoke racist attitudes and differences in accent and vocabulary can lead to misunderstandings.



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

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

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

**Points related to the three questions:**

- *¿Cómo reaccionas tú ante esta información?*

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

- since 2012 the organisation *Gira Jóvenes* has changed the lives of many young Spanish people for the better
- the unemployment rate amongst young Spaniards has decreased
- the worry now is the issues that young people face living in rural areas.
- *¿Qué pueden hacer los jóvenes en los países hispánicos para mejorar su situación a nivel laboral?*

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

- evaluation of what young people are doing in Hispanic countries to demonstrate for a better future, eg the anti-austerity movement 15 M
- reference to specific organisations like *El Foro de la Juventud* whose aim is to give the youth a political voice despite the fact that only 47% voted in the last general election
- make use of initiatives to improve levels of literacy and opportunities for training and apprenticeships.
- *¿Qué están haciendo los gobiernos en el mundo hispano para ayudar a los jóvenes desempleados?*

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

- examples of initiatives that have been introduced like *El Plan de Choque por el Empleo Joven*, introduced by the Spanish government to help young people find work and cut youth unemployment by 10% in three years
- grants offered by the government in the initiative *Un País para Volver* to entice those university graduates under 30 who have left Spain to work abroad, to return
- The Global Apprenticeships Network is fostering collaboration between global companies and governments in Argentina, Colombia and Mexico to provide more job opportunities.

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

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

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

**Points related to the three questions:**

- *¿Qué nos dice esta información?*

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

- Paz Errázuriz was a female photographer during the Pinochet regime in Chile when it was unusual for a woman to work as a photographer
- her photos reveal the cruel reality that took place where people were tortured with electric shocks, burns, hunger and loud noises
- with her exhibition, we can witness the torture and violation of human rights that over 30 000 people suffered during this dictatorship.
- *En tu opinión, ¿es importante saber lo que ocurrió durante las dictaduras 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:

- the fact that it is important to appreciate what went on during dictatorships such as those of Pinochet, Franco, Videla and Batista
- by understanding what went on, decisions can be made in modern times to make changes such as *La Ley de la Memoria Histórica*
- by having a better understanding of history, people can work together to avoid making the same mistakes again.
- *¿Qué más has aprendido sobre el sufrimiento durante las dictaduras en los países hispánicos?*

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

- reference to hyperinflation, escalating starvation, disease, crime and mortality rates in Venezuela under Maduro
- reference to the babies stolen and sold to Nationalist families and how homosexuals were badly treated and imprisoned during the Franco regime
- reference to those killed in the death flights during *La Guerra Sucia* in Argentina.

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

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

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

**Points related to the three questions:**

- *¿Qué nos dice esta información?*

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

- on the first day of the San Fermín festival in Pamplona, around 100 activists from animal rights organisations protested with a campaign called *Sanfermín Sin Sangre* which is against bull fights and bull runs in Pamplona
- the protesters dressed up as dead bulls to represent the bulls that die in the *Sanfermines*
- they state that only 9.5% of Spanish people went to a bullfight last year.

- *¿Crees que estas protestas son buenas y se pueden justificar?*

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

- empathy with the protest and what it stands for or arguments against it
- a critical analysis of the reasons for and against bullfighting
- reference to other festivals that use animals such as *El Toro de la Vega*, *Pero Palo* or *Las Luminarias* in Ávila in which horses are drawn through flames on *el Día de San Antón*.

- *¿Qué otras protestas en el mundo hispano te han llamado la atención?*

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

- reference to the protests in Barcelona following the referendum for Catalan independence
- reference to *Las Madres de la Plaza de Mayo* in Argentina
- recent protests in Andalucía against the political party Vox.

<b>PRESENTATION OF INDIVIDUAL RESEARCH PROJECT</b>	
<b>Assessment Objective 4:</b> Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
<b>Mark</b>	<b>Descriptors</b>
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

### Notes

The IRP presentation must relate to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken, assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

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

**Notes**

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

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

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

**Notes**

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

Serious errors are defined as those which adversely affect communication.

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

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

**Minor errors include:**

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

**Serious errors include:**

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

**Complex language includes:**

subordinate clauses

- Relative
- Conditional
- Purpose etc

appropriate use of subjunctive

formation of regular and irregular verbs in a variety of tenses

reflexive verbs

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

value judgements

verb + infinitive (+ preposition) expressions.

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

**Notes**

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

AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's discussion does not consistently relate to a country where the target language is spoken, assess the performance as if the content was appropriate and then move down to the equivalent mark in the next band.

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

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

**The presentation**

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

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

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



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

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