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# A-LEVEL Spanish

7692/3T/3V – Paper 3 Speaking  
Mark scheme

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Version/Stage: 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 Assessment Writer.

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

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

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

Before you apply the mark scheme to a student's 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.

Sample questions to show the sort of questions students could ask are shown in this mark scheme.

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.

DISCUSSION OF SUB-THEME		Assessment Objective 1
Mark	Descriptors	
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.

DISCUSSION OF SUB-THEME		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.	

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		Assessment Objective 3
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		Assessment Objective 4
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:**

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

**Points related to specific questions:**

- *¿Cómo reaccionas tú ante esta información?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should explore the new law for paternity leave and how there is a move towards extending it to the same length of time as maternity leave. They may discuss the attitude of men who choose not to take paternity leave and the possible reasons for this. They may conclude that there is a changing role of the male in the family, which is different to the prior perception that the woman should take on all responsibility for the care of her children.

- *¿Qué impacto crees que van a tener estos cambios a largo plazo en los países hispánicos?*

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

Students should evaluate how these changes might affect family life in the Hispanic world in the future. They may consider whether it is possible to reach a point where there is total equality between the two sexes in a marriage. They may discuss whether couples should contribute equally to expenses, who should look after children where both parents work, who should have custody following a divorce or even scientific advances which may make it possible for couples to create "designer babies". They may also mention the impact of the changes in terms of religious values in Hispanic countries and what impact these might have on family life.

- *¿Qué sabes de otros cambios recientes en las familias en el mundo hispánico?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: reference to the increasing number of women working in full-time employment in Hispanic countries, to the changing role of grandparents in the Hispanic world, to the laws regarding abortion, divorce and same-sex marriage in different Hispanic countries, and to the different types of modern Hispanic family found in today's society, such as an increase in single mothers and same-sex couples among others.

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

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

**Points related to specific questions:**

- *¿Cómo reaccionas tú ante esta información?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should explore the impact of the excessive use of mobile phones and other technologies among youngsters in the Hispanic world on their health. They may conclude that this information proves that they are affected by using phones and other devices such as screens and headphones, and that these statistics show that it is a serious problem for the Hispanic youth of today.

- *En tu opinión ¿qué pueden hacer en los países hispánicos para protegerse de estos problemas en el futuro?*

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

Students should evaluate what people in the Hispanic world can do to protect against such problems in the future. They may discuss whether parents should restrict the time their children spend on their phones and other devices, whether the government should set up awareness campaigns to explain the long-term effects using mobile phones will have on the health of Hispanic people as they get older, or whether research needs to be done on the dangers of using phones all the time.

- *¿Qué sabes de otras desventajas de las tecnologías en el mundo hispánico?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: reference to the increasing number of young people in Hispanic countries affected by cyberbullying, to the dangers of fraud, chatrooms and stolen identity, and to the negative effect mobile phones are having on family life and social skills among others. They may mention the increasing popularity of *Whatsapp* in Spain and how this impacts on the ability to talk face to face.

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

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

**Points related to specific questions:**

- *¿Cómo reaccionas tú ante esta información?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students could explore why there are more cases in Andalucía and explain the meaning of domestic violence and how it is not always physical abuse. They may conclude that this information shows that this problem is rife in Spain and that it is due to sexist attitudes.

- *En tu opinión, ¿qué se puede hacer en España para combatir este problema?*

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

Students should evaluate what can be done in Spain to protect women from such problems in the future. They may discuss how Spanish people are taking part in protests, whether there is enough support and provision for women who have suffered abuse, whether the government should pass stricter laws to eliminate abuse or how in schools, pupils should discuss these issues in citizenship lessons.

- *¿Cómo está cambiando la actitud hacia las mujeres en el mundo hispánico?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: reference to the increasing number of women reporting abuse, separating from their partners and becoming more independent, how in the past in the male-dominated society under Franco, women were considered to be second-class citizens without rights, controlled by their fathers or husbands, and how protests by feminists have changed society's view of women.

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

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

**Points related to specific questions:**

- *¿Por qué crees que las acciones de Shakira son importantes?*

Student responses may cover some of the following:

A critical response will examine different attitudes to the question: Shakira, the ambassador for children in Colombia and a global power and a force for good in the region, helping and founding charities. On the other hand, should we place too much emphasis on famous people's work or should we also think of other people's charitable work?

- *En general, ¿crees que el comportamiento de las celebridades del mundo hispánico influye en los jóvenes?*

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

A critical and analytical response will make and evaluate points such as: real and useful influence of famous people, their responsibility to use their influence to promote good causes, and to educate and guide their followers. Others may take the view that they might restrict their comments to their own field of expertise and not seek to influence others' opinions or behaviour. They may conclude that celebrities are making a useful contribution to the debate or that they are abusing their popularity.

- *¿Conoces a otros ídolos del mundo hispánico que estén comprometidos con las causas sociales?*

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

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information; students may mention any known figure from the Hispanic world from any walk of life such as: Papa Francisco, Che Guevara, Rigoberta Menchú, Gabriel García Márquez, Lionel Messi, Rafael Nadal, Eva Perón, Antonio Banderas, etc. They should provide information about these figures, their work, their popularity, their social importance. They should also provide an evaluation of their contributions, an explanation of their own interest in them and how they have inspired or repelled them.

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

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

**Points related to specific questions:**

- *¿Qué nos dice esta información sobre las fiestas regionales en España?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should explain what the festivals on the card involve and how Spanish people enjoy the element of risk and danger as well as celebrating traditions. They may conclude that this information shows that Spanish people are fearless and brave and also that they are less concerned about safety.

- *En tu opinión, ¿se deben prohibir las fiestas españolas que son peligrosas?*

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

Students should evaluate whether the present-day concerns of health and safety should bring about changes on what are traditions of communities steeped in history and religion. The controversial issue of bullfighting and animal rights may also be discussed.

- *¿Qué sabes de otras tradiciones y costumbres españolas?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: reference to other festivals, such as Los Sanfermines or La Tomatina, and to the Spanish people's love of celebrating festivals as a whole community such as Las Fallas in Valencia or La Feria de Sevilla.

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

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

**Points related to specific questions:**

- *Después de leer esta información, ¿cuál es tu opinión sobre Dalí?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should talk about their impression of Dalí based on the card and how his eccentricity was reflected in his art and even in the design of the museum where a lot of his art is displayed. They may comment on their reaction to the works of art on the card and the themes that interested Dalí or why Dalí chose to be buried beneath his museum.

- *¿Crees que a los jóvenes les interesa el arte del mundo hispánico?*

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

Students should evaluate whether young people are interested in art. They can discuss how Hispanic people can learn about the culture of the country or a period of history by analysing its art and artists or they may discuss how they can express emotions by studying or producing art. Reference to other artists from the Hispanic world, such as Picasso and the Guernica, Frida Kahlo and her self-portraits or Velazquez and his painting of the Meninas. Here the student can discuss what he/she found interesting about the Hispanic artists he/she has studied.

- *¿Qué otros aspectos del patrimonio cultural en los países hispánicos te parecen interesantes?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: other aspects of cultural heritage that students have studied such as architecture, dance, literature or music and why these have been of interest to them.

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

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

**Points related to specific questions:**

- *¿Cómo reaccionas tú ante esta información?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should talk about how the Spanish are an ageing population, as this year there will be more deaths than births in Spain. Therefore, immigration will be the key to increasing the birth rate and improving the economy as the immigrants will help boost the economy and their children will form part of the future generations of Spain.

- *En tu opinión, ¿hasta qué punto se debe limitar el número de inmigrantes que entran en España?*

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

Students should evaluate whether there should be a selection process for immigrants to be linked to the employment needs of the country or whether countries should welcome all those who wish to start a new life. They may make reference to the immigrants who have tried to get to Spain in 'pateras' and the problems that have arisen due to these illegal immigrants.

- *¿Qué sabes de las otras ventajas e inconvenientes de la inmigración en el mundo hispánico?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: the benefits for the immigrants of living in a safer country, escaping from civil war, famine, or terrorism or to improve standards of living, live in a more pleasant climate, or to benefit from greater opportunities. The disadvantages are of course fewer jobs for the Spanish people, the increase in poverty and the need for more housing, education and healthcare.

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

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

**Points related to specific questions:**

- *¿Te sorprende la información sobre lo que ocurre actualmente en el fútbol?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should talk about how fines have been issued to a number of South American clubs by FIFA because of racist chants. They may conclude that racism is still an issue within sport.

- *¿Hasta qué punto crees que hoy en día la gente en los países hispánicos es menos racista que antes?*

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

Students should evaluate whether they feel that racism is being eliminated effectively or whether, in fact, there still remains a lot of racist abuse in Hispanic countries today. They may consider whether racist abuse due to skin colour has decreased whereas racism against certain religious beliefs has increased due to global terrorism.

- *¿Qué sabes de otros ejemplos de racismo en el mundo hispánico?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: the treatment of indigenous people in some Latin American countries, prejudice against criollos, antisemitism etc as well as anti-muslim attitudes. The scope is wide, but the student should be able to focus on a particular aspect, providing both information and informed, well-justified opinions.

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

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

**Points related to specific questions:**

- *¿Te sorprende la información en esta tarjeta?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should explain how historically until 1492 Jews, Muslims and Catholics all lived in Spain in harmony and this can be seen from the iconic buildings which they left us, but in more recent years there has been more religious intolerance.

- *En tu opinión, ¿qué podemos hacer para que las generaciones hispánicas del futuro sean más tolerantes?*

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

Students should evaluate whether they feel that young people today are more tolerant of other races and religions than previous generations and what campaigns may be needed to increase awareness of other religions and cultures in schools. They may consider whether mixed marriages are now more popular and whether the fact that many young people do not follow a particular faith means that there will be less intolerance in the future.

- *¿Qué sabes de otros tipos de convivencia en el mundo hispánico?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: there is religious intolerance against Jews in Colombia, Venezuela and Argentina and many anti-muslim issues. The indigenous communities of South America have suffered religious conflicts and in Spain there has been intolerance of other groups such as gypsies. The scope is wide, but the student should be able to focus on a particular aspect, providing both information and informed, well-justified opinions.

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

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

**Points related to specific questions:**

- *¿Te sorprende la información en esta tarjeta?*

Student responses may cover some of the following: this question requires an understanding and evaluation of the information on the card. Students should explain how they feel about the lack of interest in politics of young Mexicans and why they think young Mexicans do not see any point in voting in the upcoming elections.

- *En tu opinión, ¿qué deben hacer los políticos del mundo hispanico para que las generaciones futuras se interesen más en la política?*

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

Students should consider what young people need for them to take more interest in politics. They may consider whether their focus is more on anti-austerity measures, the need for more employment opportunities or a change in the education system or the desire for politicians to be more in touch with the real world.

- *¿Qué sabes de las otras preocupaciones de los jóvenes en el mundo hispanico?*

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

General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information such as: the attitude of young people in Spain to politics, why they would vote for Partido Popular or PSOE and the influence of anti-austerity groups such as Podemos. They may include regional activists such as those wanting Catalan independence. Students may refer to future elections in other Hispanic countries. The scope is wide but students should focus on one aspect and explore its beginnings, participation and critically evaluate its objectives and methods, using appropriate evidence to justify conclusions.

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

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

**Points related to specific questions:**

- *Después de leer esta información, ¿qué opinas de Fidel Castro?*

Student responses should demonstrate an understanding of some of the following: the impact of Fidel Castro on Cuban society, his influence in other countries, and how he can be both loathed and revered by society. A critical analysis will show how the definition of the term 'dictatorship' may be determined by a person's own political point of view.

- *¿Cuál es tu opinión sobre otras dictaduras en el mundo hispánico?*

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

General confirmation that the information is borne out by this wider study: there should be references to the political world and what led to an uprising in other countries. Comments on previous dictatorships could be used to highlight the points as well as how specific conditions in a society may give rise to authoritarian regimes that have popular support. Evaluation may take the form of a personal opinion on the subject and students should aim, where possible, for a balanced and informed account of their impact on society.

- *¿Cuáles son las ventajas de vivir en un país democrático como España?*

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

They may consider the following: the advantages of living in a democratic country like Spain since the death of Franco, where there is freedom of speech, equal rights and the right to vote. Students may contrast this with the disadvantages of living under anti-democratic, controlling, brutal leaders who rule by fear ensuring that anyone opposing them is terminated or exiled.

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

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

**Points related to specific questions:**

- *¿Qué nos dice esta información sobre la lucha continua por los desaparecidos en Argentina?*

Student responses should demonstrate an understanding of some of the following: the struggle of mothers trying to find out what happened to their loved ones, understanding of other work done by the association and advances in DNA technology that have helped them to track survivors.

- *En tu opinión, ¿qué puede hacer la población en los países hispánicos si quiere luchar por sus creencias?*

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

They may consider the following: becoming members of political parties, participating in demonstrations and pressure groups, influencing social media and newspapers, ensuring people's voices are heard. Although a definitive answer is not required, the student should show an understanding of the concept of democracy and freedom.

- *¿Conoces otros movimientos populares que existan en el mundo hispano?*

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

General confirmation that the information is borne out by this wider study; reference to some knowledge that endorses the information; reference to any South American or Spanish group past or present such as Podemos, M5, Indignados or Trabajadores sin Tierra and how they rose in significance; key events; government reaction to them; effects on the country concerned. Evaluation may take the form of a personal opinion on the subject and students should aim, where possible, for a balanced and informed account of their impact on society.

<b>PRESENTATION OF INDIVIDUAL RESEARCH PROJECT</b>		<b>Assessment Objective 4</b>
<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.	

<b>DISCUSSION OF INDIVIDUAL RESEARCH PROJECT</b>		<b>Assessment Objective 1</b>
<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.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 3	
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 INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
9-10	<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.
7-8	<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.
5-6	<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.
3-4	<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.
1-2	<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.
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.

**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 characterize 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 characterize 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.