



A-level
SPANISH
7692/3T/3V

Paper 3 Speaking

Mark scheme

June 2019

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I96A7692/3/MS

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.

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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.

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 | Very good critical and analytical response 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 | Good critical and analytical response 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 | Reasonable critical and analytical response 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 | Limited critical and analytical response 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 | Very limited critical and analytical response 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 specific questions:

- *¿Te sorprenden estos datos?*

Students' responses will be based on the information on the card and may cover the following: Students should explore data on the card to consider why so many marriages in Mexico break down. They may conclude that the figures show how society in general is changing towards a society in which divorce is accepted.

- *En el mundo hispánico, ¿qué impacto piensas que tiene el divorcio de sus padres en los hijos?*

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

Reference to the increasing number of children living in broken families in Hispanic countries, to the changing role of parents and grandparents in the Hispanic world, to the relationships with step-parents and to the effect it may have on the family values of future generations.

- *¿Qué sabes de otros cambios en la vida familiar en el mundo hispánico?*

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

Students should evaluate how these changes might affect family life in the Hispanic world in the future. They may consider whether it is necessary or desirable to get married and at what age couples are now tending to get married or have children in the Hispanic world, meaning that parents are older than they were previously. They may mention the change in religious values and also the acceptance of same sex marriages and the adoption of children by same sex couples in Hispanic countries.

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 specific questions:

- *¿Qué nos dice esta información sobre las nuevas tendencias lingüísticas?*

Students' responses will be based on the information on the card and may cover the following: Students should explore the fact that the way we use language is changing according to information from this Argentine website. They may conclude that this information proves that people in the Hispanic world abbreviate words and invent new words to describe their technological activities as well as opting for more visual forms of communication such as emojis and symbols.

- *¿Piensas que estas nuevas formas de comunicación tienen un impacto negativo en los jóvenes del mundo hispano?*

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

Reference to the increasing difficulties in communicating face to face, and in writing accurately for study or work purposes, isolation of young Hispanic people due to cyberbullying and the mental health issues this may bring.

- *¿Qué ventajas ha traído el uso de la tecnología para la gente en los países hispánicos?*

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

Students should evaluate how the changes in the use of technology have affected people's lives in the Hispanic world. They may discuss the advantages of communicating in a generic visual code understood globally and of being able to communicate with people all over the world in an instant. They may mention the advantages of purchasing and banking online, robots to do mundane human tasks in the workplace, the use of technology in the classroom and whether technology has improved the economy.

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 specific questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following: Students could explore why so many women feel unsafe on public transport in the Hispanic world and how technology is helping them feel safer. They may conclude that this information shows that there is a problem in the Hispanic world with violence against women.

- *¿Por qué crees que la violencia de género está dirigida más a la mujer que al hombre en los países hispanohablantes?*

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

Reference to the increasing number of women reporting abuse, for example, using the 016 phone number in Spain to support women suffering abuse and also to examples of abuse against men by women, or abuse against ethnic groups. They might mention the information on the card about acid attacks on men and discuss why this might be happening. They might discuss why attacks are usually against women, due to the attitudes to women in the past.

- *¿Qué se hace para ayudar a eliminar la actitud machista en los países hispánicos?*

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

Students should evaluate what is being done in Hispanic countries to protect women from such problems in the future. They may mention 'Amores que duelen', a programme on Telecinco in which victims can talk about their experiences, the 016 Spanish national women's helpline which is 100% state funded or the *Día Internacional Contra la Violencia de Género* in 2015. They may discuss how technology can help further, whether there is enough support and provision for women who have suffered abuse, or how in schools, pupils should be taught more about women's rights.

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 specific questions:

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

Students' responses will be based on the information on the card and may cover the following: A critical response will examine different attitudes to the question: The fashion designer's choice to use ordinary people off the street or people he knew to model his collection in the Madrid fashion week and how this is very surprising as models are usually the stereotypical slim professional models. The transgender model on the catwalk also shows how Spanish fashion is becoming more inclusive.

- *¿Qué opinas de las iniciativas en el mundo hispánico para fomentar una nueva imagen en las modelos?*

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

A critical and analytical response will make and evaluate points such as: awareness in Spain of the medical dangers of insisting that models are very slim and the sexist issues surrounding the industry. They may mention the 2006 ruling in Madrid that models had to have a minimum BMI to work at the Cibeles Catwalks. They may conclude that models in Hispanic countries are changing to become real models that present the type of clothes that the average person wants to wear and that models can be of any ethnicity or sexual orientation.

- *¿Conoces a otros ídolos del mundo hispánico que hayan dado un buen ejemplo a otros con sus acciones?*

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

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: Shakira, Salma Hayek, Ricky Martin, Papa Francisco, Lionel Messi, Rafael Nadal, Antonio Banderas, etc. They should provide information about these figures, what they have done to set a good example to others and provide an evaluation of how their contributions have helped society.

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 specific questions:

- *¿Qué nos dice esta información sobre la gastronomía de Galicia?*

Students' responses will be based on the information on the card and may cover the following: Students should explain what the dishes on the card contain, how there are dishes from the coast and the country due to Galicia's geographical position and how Spanish people enjoy cooking and eating and going to food fairs. They may conclude that this information shows that Galician people enjoy their food as part of their celebrations and culture.

- *En tu opinión, ¿por qué dan los españoles tanta importancia a sus especialidades regionales?*

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

Reference to other regions where there are special dishes, such as *gazpacho* in Andalucía, *pan con tomate* in Cataluña, or festivals such as *panellets* for *Todos Los Santos* and *pan de Muertos* for the *Día de los Muertos*. Students can discuss how Spanish people always have food and drink at celebrations and festivals and often cook outside for whole communities. They could also mention other cultural differences such as music or dance.

- *¿Qué sabes de las diversas influencias culturales que ha habido en la cultura española?*

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

Students should evaluate the influences on Spanish culture from the Moors to the British tourists and how all of these have impacted not only what the Spanish eat and drink, but other aspects of their culture such as music, dance and architecture.

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 specific questions:

- *¿Qué nos dice esta información?*

Students' responses will be based on the information on the card and may cover the following: Students should talk about the place on the card and the legend of the *Índalo* and what it means to the local people of Almería and to tourists. They may conclude that cultural heritage sites help us understand art and history.

- *¿Cómo crees que los sitios que son Patrimonio de la Humanidad en el mundo hispánico han podido ayudar a su región?*

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

How these heritage sites have increased tourism in the area and therefore have helped the economy and how legends such as this one may have helped local people understand the history and culture of their area.

- *¿Qué otros sitios conoces en el mundo hispánico que hayan sido declarados Patrimonio de la Humanidad?*

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

Reference to other heritage sites from the Hispanic world, such as Machu Picchu, *las Líneas de Nazca*, *las Cuevas de Altamira* and buildings such as La Alhambra, La Sagrada Familia amongst others. Here the student can discuss what has interested him/her most about the heritage sites he/she has studied.

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 specific questions:

- *¿Qué te dice la información sobre la situación en Venezuela?*

Students' responses will be based on the information on the card and may cover the following: The increase of immigration from Venezuela in the last few years. They could note the information about the lack of everything for a day to day life with no money for food or medicines and the increase in 2018 of Venezuelans seeking refuge in other countries due to this crisis.

- *¿Cuál es tu opinión sobre la emigración de tanta gente a otros países hispanos en tiempos de crisis?*

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

References to the political problems in Venezuela and how this is affecting the population. They could mention that Venezuelans fleeing to other South American countries has risen by 895% between 2015–17 according to El Tiempo newspaper. Students can mention how this influx affects neighbouring countries and what support the international community could bring. They can give their opinion on whether fleeing to another country in times of crisis is the best option.

- *¿Cuáles son los problemas que encuentran los inmigrantes hispanos cuando llegan a su nuevo destino?*

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

Difficulties in finding work, accepting less well-paid jobs, rejection by the population as well as difficulties in adapting to the hosting country's societal rules. Students could mention the challenges that families of immigrants could face, such as fitting into the education system, making friends or keeping their own culture alive.

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 specific questions:

- *¿Te sorprende la actitud de algunos propietarios en España hacia los inmigrantes?*

Students' responses will be based on the information on the card and may cover the following: Students should talk about estate agencies in Spain that have been renting fewer properties to immigrants and how landlords sometimes refuse to rent to immigrants. They may conclude that the law against racism states that this type of discrimination is illegal.

- *¿Hasta qué punto crees que la gente hispana basa sus ideas sobre los inmigrantes en estereotipos?*

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

The treatment of immigrants in Spain, indigenous people in some Latin American countries, discrimination against gypsies, anti-semitism as well as anti-muslim attitudes are usually based on stereotypes. They may consider whether racist abuse due to skin colour has decreased whereas racism against certain religious beliefs has increased due to global terrorism. The scope is wide, but the student should be able to focus on a particular aspect, providing both information and informed, well-justified opinions.

- *¿En qué otros aspectos de la vida hay racismo en el mundo hispánico?*

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

Students should evaluate where else racism is rife in Hispanic countries, such as in the world of sport, in education or in the workplace. They may give examples from football such as Diop and Alves, racist abuse against Lewis Hamilton in 2008 in Cataluña, and examples in politics such as Trump and Mexico.

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 specific questions:

- *¿Cómo reaccionas tú ante esta información sobre la integración escolar en Uruguay?*

Students' responses will be based on the information on the card and may cover the following: The struggle to integrate students from other countries, for cultures to understand each other, the importance of a variety of projects and the acceptance of others such as '*en los piecitos de otros*'. All this is happening in a country that is not one of the wealthiest in Latin-America.

- *En tu opinión, ¿cuáles son las dificultades para los colegios del mundo hispánico que tienen muchos alumnos inmigrantes?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include: reference to any South American or Spanish-speaking country and the challenges presented due to lack of resources and how this influx affects the poorer areas. They could mention that children may speak different languages or have not followed an education programme.

- *¿De qué otras maneras se apoya la convivencia de diferentes culturas en los países hispanos?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include: They may consider reference to any South American or Spanish social groups such as gypsies in Spain or indigenous minority groups in Latin America struggling to access education, or the work Terce (Tercer Estudio Regional Comparativo y Explicativo de la Unesco) is doing to improve standards in Latin America.

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 specific questions:

- *¿Qué nos dice la tarjeta sobre la vida de los jóvenes en España?*

Students' responses will be based on the information on the card and may cover the following: The high rate of unemployment in Spain; they can talk about how unemployment is excluding young people and making them poorer. They can explain the fact that young people are well prepared and have to take jobs below their qualifications.

- *En tu opinión, ¿qué consecuencias tiene el paro en la vida de los jóvenes del mundo hispano?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include: ideas around the lack of opportunities and having to search for work away from families, talking about professionals leaving Spain and searching for paid work elsewhere; the need to take any job and the precariousness of such jobs; physical and psychological problems such as anxiety and depression.

- *¿Qué se está haciendo para ayudar a los jóvenes a nivel laboral en la sociedad hispánica de hoy?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include: They may make references to helping the 'ninis' in Mexico, or projects to encourage young people such as 'Mi primer empleo' in Argentina, 'El Programa de Garantía Juvenil', or other programmes that they have studied during their A-level course.

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 specific questions:

- *¿Qué te dice la información sobre el Rey de España?*

Students' responses will be based on the information on the card and may cover the following: The fact that the King is celebrating his 50th birthday and is a family man with a wife and two daughters who is sharing his family life with the public and how TeleMadrid has broadcast a documentary of his life as well. A critical analysis will show how this King is a very much more modern monarch who wants to connect with the citizens of his country.

- *¿Crees que la vida de la Familia Real española debe ser compartida así con el público?*

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

References to the current monarchy. Discussion could include whether the monarchy should be viewed in this way by the public or if they should be a more protected and formal institution, or if in fact Spain needs a monarchy at all. 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 the monarchy's impact on society.

- *¿Qué más sabes de la importancia de la monarquía en España?*

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

They may consider the importance of Rey Juan Carlos in leading Spain to democracy following Franco's death or the loss of popularity of the monarchy following Urdangarin's tax scandal and imprisonment and Juan Carlos' elephant hunt in Botswana.

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 specific questions:

- *¿Qué nos dice la información sobre la situación en Cataluña?*

Students' responses will be based on the information on the card and may cover the following: The protests in Cataluña following the refusal of Madrid to accept the referendum on 1 October 2017. The fact that Cataluña wants independence and will fight for its rights and its freedom by striking even when faced with violence from the national police. The central government was also prepared to fight to stop the Catalan protests and the illegal referendum which does not follow the Constitution.

- *¿Hasta qué punto estás de acuerdo con este tipo de protestas 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:

Reference to some knowledge that endorses the information; reference to Catalan independentism and the right to vote and to whether the referendum should have gone ahead. 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.

- *¿Conoces otros movimientos populares de importancia en el mundo hispano?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include: political protests about the austerity measures, such as 15-M, protests by students about education such as 'La revolución de los pingüinos' in Chile, or protests of Las Madres de la Plaza de Mayo in Argentina about their children who disappeared during the military dictatorship.

| PRESENTATION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4 | |
|---|--|
| Mark | Descriptors |
| 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. |

| DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 1 | |
|---|--|
| Mark | Descriptors |
| 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 | Excellent critical and analytical response 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 | Good critical and analytical response 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 | Reasonable critical and analytical response 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 | Limited critical and analytical response 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 | Very limited critical and analytical response 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 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.