

Mark schemes

Q1.

For generic marking guidance for this speaking question, please refer to the [\[mark scheme\]](#).

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.

Q2.

	Accept	Mark
1	V	1
2	N	1
3	V	1
4	N	1
5	V	1
6	F	1
7	F	1

[7]

Q3.

For generic marking guidance for this speaking question, please refer to the [\[mark scheme\]](#).

Indicative content

Tarjeta A:

General:

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

Points related to specific questions:

- ¿Por qué crees que España tiene una tasa de natalidad tan baja hoy en día?

Student responses may cover some of the following:

It is still common for young Spaniards (more than half) to live at home until their mid-thirties, thus delaying the average age of starting a family to 30. Linked to this is the desire to establish a career first, most notably for young women who in the past would have stayed at home with the children, and the relative difficulty in the Spanish workplace for flexible or part-time working which given the long working hours in Spain make

combining children and work very difficult. Along with the cost of childcare and meeting the child's general needs in life, whilst bearing in mind the recent economic crisis in which Spain has suffered so badly, it is not surprising that whilst the vast majority of Spanish couples do still have a child, many do not then feel able to have a second. Some reference could be made to a reluctance to accept the teachings of the Catholic Church towards birth control. Students may also make references to any knowledge they have about how in the dictatorship couples were encouraged to have large families and draw comparisons with nowadays.

- *¿Qué sabes de los otros cambios familiares que se han producido 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: an evaluation of how the traditional 'machismo' viewpoint has changed in the typical Spanish family leading to the sharing of the household chores and work away from the home and the equality laws which support this change; an awareness and understanding of the different family models such as more and more unmarried couples having children, the decline in marriage and increase in divorce rates, an appreciation of changing attitudes towards single-sex partnerships and marriage and to the increasing number of children of homosexual parents through adoption / surrogacy; the movement of families from small rural towns / villages to the big cities for work consequently it is less common for several generations to live together and increasingly single person occupancy of accommodation is more and more usual.

- *¿Cuáles son las ventajas e inconvenientes de tener familias pequeñas?*

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

Students may feel it is advantageous to have smaller families given the economic pressures to be able to afford more material things such as holidays to have a better quality of life. It also allows the child to have more quality time and focused attention with their parents. On the other hand, a small birth rate is bad for the society as a whole as a birth rate below 1,4 will reduce a country's population by 25% by the end of the century. It also causes the society to have an ageing population which brings problems with paying for the health care and pensions of these older people with a reduced population of working age. Within families, only having 1 child gives that child an increased responsibility to care for their parents in their old-age and whilst they are young the lack of siblings can hinder their development of social skills such as sharing and resolutions of conflicts.

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

- *En tu opinión, ¿es mejor tener uno o dos hijos?*
- *¿Es mejor tener un hijo y mucho dinero que muchos hijos y poco dinero?*
- *¿Opinas que es importante que la tasa de natalidad española suba?*

Q4.

For generic marking guidance for this speaking question, please refer to the

[\[mark scheme\]](#).

Indicative content

Tarjeta A:

General:

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

Points related to specific questions:

- *¿Cómo ha cambiado la actitud de algunas mujeres en las últimas cinco décadas en cuanto a tener hijos?*

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 changes in attitude to having children, and may explore the traditional Spanish family of 50 years ago, where it was considered unacceptable to have children outside of marriage; they may discuss the modern attitude to single parent families, unmarried mothers and sperm donors for single women who wish to have a child but do not have a partner.

- *¿Crees que la tendencia que empezó Mónica Cruz será la norma en el futuro 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 this could prompt: General confirmation that the information is borne out by this wider study: reference to some knowledge that endorses the information:

References may be made to and reflections upon the nature and quality of motherhood under the Franco dictatorship, and exploration of attitudes towards the benefits or drawbacks for a woman of having a child in later life without a partner. They may also make references to those who oppose the idea due to the influence of the Catholic Church, or the difficulties for a woman bringing up a child alone.

Evaluation of the question may include discussion of a variety of sources, historical or more recent, and explore the future of the family in the Hispanic world.

- *¿Por qué crees que algunas mujeres optan por otras formas de tener hijos?*

This is an opportunity for the student to demonstrate understanding 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 analysis of points such as the belief of some women that having a child without a partner is a perfectly logical thing to do. Others may explore issues relating to reproduction using a sperm donor or discuss the independent lifestyle of the modern Spanish woman who is likely to have a child in her late thirties or even later due to her commitment to a career. Some may introduce the idea of a sperm donor to enable lesbian couples to have children. It is likely that the student will express opinions of their own on these issues.

Strong critical answers will attempt to evaluate viewpoints which may appear alien and unrepresentative.

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

- ¿Crees que los españoles prefieren la familia tradicional?
- ¿Cuál es la edad ideal para tener hijos?
- ¿Hay muchas madres solteras en este país?
- ¿Qué problemas puede tener una madre soltera?

Q5.

	Accept (key idea underlined)	Mark	Notes
Bullet 1	<ul style="list-style-type: none"> • (Un joven madrileño) <u>ha decidido divorciarse de su esposa</u> (1) • (porque) <u>ella no contestaba a sus mensajes</u> (1) • <u>a pesar de que ella los había leído.</u> (1) 	3	Pablo decidió divorciarse de su mujer ya que nunca contestaba a sus mensajes de texto. Había leído sus mensajes.
Bullet 2	<ul style="list-style-type: none"> • (No estaba contento porque) <u>su mujer contestaba todas los mensajes de WhatsApp que recibía</u>, pero no respondía a los suyos (1) • <u>Descuidó las tareas del hogar y la atención de sus hijos</u> (1) • (porque siempre) <u>prefería chatear con sus amigos.</u> 	3	Pablo no estaba feliz porque Sandra siempre contestaba a otros mensajes de WhatsApp pero ignoraba sus mensajes. No hacía las tareas domésticas ni cuidaba a sus hijos. Quería solo hablar con sus amigos.
Bullet 3	<ul style="list-style-type: none"> • (El joven le mandó un mensaje a través de WhatsApp) <u>pidiéndole un divorcio exprés.</u>(1) 	1	Pablo mandó en mensaje utilizando Whatsapp y pidió a Sandra un divorcio exprés.

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

***Example:**

1

Text includes: *Toda la mañana llovió a cántaros, así que no fue al mercado*

Summary task includes the bullet point: *por qué no fue al mercado*

Student writes in response to that bullet point: *Toda la mañana llovió a cántaros, así que no fue al mercado.*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

2

Text includes: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

Summary task includes the bullet point: *lo qué habían hecho las amigas de Carmen*

Student writes in response to that bullet point: *Carmen dijo que nunca se haría un tatuaje como habían hecho muchas de sus amigas*

No credit for AO1 because the response does not match the phrasing of the bullet point. Also no credit for AO3 because of lifting.

Serious errors are defined as those which affect communication.

Minor errors include:

Incorrect spelling (unless the meaning is changed)

Accents (unless the meaning is changed)

Confusion of noun / adjective e.g. *peligro* / *peligroso*

Occasional slips in gender / adjectival agreements.

Serious errors include:

Incorrect verb forms

Incorrect use of pronouns

Errors in basic idiomatic expressions e.g. *es muy calor: soy 17.*

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the

	task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

5

Indicative content:

Summary 1: 5/5

El joven madrileño decidió divorciarse de su mujer, su razón por esto es que su esposa Sandra había leído su mensajes pero lo estaba ignorando no solo en la aplicación de Whatsapp pero en la casa también. No hizo ni las tareas domesticas ni cuidaba a sus hijos. Sandra quiso hablar con sus amigas. Pablo decidió mandarle un mensaje pidiéndola un divorcio expres. (63 words)

Summary 2: 4/5

Pablo ha decidido divorciar de su esposa porque Sandra no respondiera a los mensajes de Pablo pero los leyía. Pablo no es feliz porque Sandra contestaba todas las conversaciones de Whatsapp que recebia pero ignoraba los mensajes de Pedro. Sandra no hacia las tareas del hogar y no accuidaba a sus hijos porque Sandra siempre estaba hablando con sus amigo. Pablo mando un mensaje y pedí a Sandra un divorcio expres. (71 words)

Summary 3: 3/5

Pablo decidió divorsiarse de su mujer por que no respondiera a sus mensajes a pesar de abelos leído. No estaba felices porque Sandra contestaba a todas los mensajes que se recibio pero ignoraba sus mensajes. Empecio a chatar con sus amigos y ignoraba a sus hijos. Pablo manda la mensaje de Whatsapp a Sandra y dise quiere un divorcio expres. (60 words)

Summary 4: 2/5

Pablo gustaria divorciarse su esposa porque ella no repondierale depues de leer sus mensajes. Estaba enfadado porque contestaba las mensjaes de sus amigos y ignoría sus mensajes. También, no hareria las tareas de casa o ciudia a los niños porque que hablar con su amigos. Pablo decide mandar un mensaje a Sandra y pedio un divorcio. (56 words)

Summary 5: 1/5

Divorsearme de su mujer despues de que no responden à su mensajes a pesar de albeos leído. No estaba felis porque su mujer Sandra contestaba todos conservaciones

Whatsapp que recibía pero ingrobaba su mensaje. No hacía las tareas o cuidar a los niños. La mendi una mensajare traves del app a pedi divorcio expres. (54 words)

[12]

Q6.

Acceptable quality of English in translations into English

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted e.g. *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

Alternative answers

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Example

	Accept	Reject
Él siempre asistía a las clases de informática.	He always attended (the) ICT / computer classes. He always used to attend (the) ICT / computer classes. He would always attend (the) ICT / computer classes.	Any reference to assisting or helping. Any reference to information or technology on its own.

The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section.

A los jóvenes mexicanos	For young Mexicans, Reject: for the young Mexicans
el matrimonio ya no les importa tanto	marriage is no longer so important to / for them. marriage no longer matters so much (to them) Reject: <u>the</u> marriage
según los datos revelados	according to data shown

	Reject: datas Reject: revealed
por una encuesta realizada recientemente.	by a survey / study completed (carried out) recently. Reject: realised
Parece que este fenómeno se está extendiendo por todas partes.	It seems that this phenomenon / trend is spreading everywhere. Insist on present participle Reject: all parts
Luz Fernández, abogada de 31 años, lleva mucho tiempo sin pareja.	Luz Fernández, a 31 - year old lawyer, has not had a boyfriend / a partner for a long time (has been without a boyfriend for a long time). Reject answers which use present tense E.g: is without a boyfriend for a long time Reject: pair (for pareja) Reject: of 31 years
Hace poco, celebró su cumpleaños con la compra de un coche deportivo.	A short while ago she celebrated her birthday by buying herself (with the purchase of) a sports car. Reject a sporty car
“En este momento, no necesito novio.” declaró.	“At the moment, I don’t need a boyfriend,” she said. Reject: in this / this moment Reject: fiancé
Lo único que le importa es pasarlo bien.	The only thing that is important / matters to her is having a good time. Reject: pass a good time Reject: any reference to -pass-
Dice que se casará en unos años.	She says she’ll get married in a few years. Insist on future tense Reject: in some years

[10]

Q7.

For general marking of this speaking test, please refer to the [Marking Guidance](#) for Unit 2.

Q8.

- | | |
|-------|---|
| (a) V | 1 |
| (b) F | 1 |
| (c) V | 1 |
| (d) V | 1 |
| (e) N | 1 |
| (f) F | 1 |
| (g) V | 1 |
| (h) N | 1 |

[8]

Q9.

For general marking of this speaking test, please refer to the [Marking Guidance](#) for Unit 2.

Q10.

For general marking of this speaking test, please refer to the [Marking Guidance](#) for Unit 2.

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Q11.

- | | |
|-------|---|
| (a) B | 1 |
| (b) C | 1 |
| (c) A | 1 |
| (d) C | 1 |
| (e) B | 1 |
| (f) A | 1 |

(g) A

1

[7]

Q12.

For general marking of this speaking test, please refer to the [Marking Guidance](#) for Unit 4.

Q13.

- (a) 16 / dieciséis / dieciseis

Reject answers in English. Spellings should be understandable to a Spanish person but not necessarily totally accurate

Need a verb to answer the question in the correct form (eg reject tengo...as question is in the 3rd person singular)

Reject: diez y seis

1

- (b) Buscar / Encontrar trabajo (a verb is needed)

Reject answers in English. Spellings should be understandable to a Spanish person but not necessarily totally accurate

Reject: Trabajar (on its own)

1

- (c) (Con) pocas razones para continuar / quedarse en España or

Reject answers in English. Spellings should be understandable to a Spanish person but not necessarily totally accurate

Su mujer e hijos están en Argentina or

If a verb is used to answer the question it needs to be in the correct form

Las cosas no le han ido como esperaba

Reject: Quiere salir de España

1

- (d) (A través de) las redes sociales / la red social

Reject answers in English. Spellings should be understandable to a Spanish person but not necessarily totally accurate

Reject: la red / las redes (on its own)

Reject: las redes es sociales

1

- (e) (1) (problemas de) comportamiento,

Reject answers in English. Spellings should be

*understandable to a Spanish person but not necessarily
totally accurate*

1

(2) (no va bien en sus) estudios

Reject: no va viene en sus estudios

*If a verb is used in the answers, it has to make sense to be
correct*

1

(f) El / Su abuelo

*Reject answers in English. Spellings should be
understandable to a Spanish person but not necessarily
totally accurate*

1

(g) Porque ellos / sus hijos cometen errores estúpidos (Verb needed in plural
form)

*Reject answers in English. Spellings should be
understandable to a Spanish person but not necessarily
totally accurate*

1

(h) Estresante

*Reject answers in English. Spellings should be
understandable to a Spanish person but not necessarily
totally accurate*

1

(i) (Tener) a toda la familia junta

*Reject answers in English. Spellings should be
understandable to a Spanish person but not necessarily
totally accurate*

1

(Tener) suficiente dinero para vivir

1

[11]

Q14.

For general marking of this speaking test, please refer to the [Marking Guidance 2014](#) for Unit 2.

Q15.

For general marking of this speaking test, please refer to the [Marking Guidance](#) for Unit 2.

Q16.

(a) buscando a un novio

1

- | | |
|--|---|
| (b) que su vida iba a cambiar | 1 |
| (c) para mejorar su alemán | 1 |
| (d) Deportes y lenguas | 1 |
| (e) creció / progresó rápidamente | 1 |
| (f) para casarse con Ana | 1 |
| (g) cuando Karl llegó al aeropuerto de Bogotá / a Colombia | 1 |
| (h) Enero 2009 | 1 |
| (i) adaptarse a la cultura colombiana | 1 |
| Perfeccionar su español | 1 |

[10]

Q17.

- | | |
|---------------------------------|---|
| (a) 1.37
<i>Accept comma</i> | 1 |
| (b) 25 | 1 |
| (c) 200,000 | 1 |
| (d) 2 | 1 |
| (e) 480,000 | 1 |
| (f) 16 | 1 |
| (g) 1976 | 1 |
| (h) 33 | 1 |

[8]