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# AS Spanish

7691/3T/3V – Paper 3 Speaking

Mark scheme

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

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

<b>AOs</b>	<b>CARD 1</b>	<b>CARD 2</b>	<b>TOTAL</b>
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

### **Students asking questions**

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

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

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

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement. Sample questions to show the sort of questions students could ask are shown in this mark scheme.

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

### Notes

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

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

### Notes

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

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

### Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

#### Minor errors include:

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

#### Serious errors include:

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

#### Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of subjunctive

formation of regular and irregular verbs in a variety of tenses

reflexive verbs

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

value judgements

verb + infinitive (+ preposition) expressions.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9-10	<p><b>Very good critical response</b></p> <p>Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
7-8	<p><b>Good critical response</b></p> <p>Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
5-6	<p><b>Reasonable critical response</b></p> <p>Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
3-4	<p><b>Limited critical response</b></p> <p>Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
1-2	<p><b>Very limited critical response</b></p> <p>Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
0	Nothing in the performance is worthy of a mark	

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

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 sorprenden las cantidades que se gastan las parejas españolas en una boda?*

Student responses may include some of the following:

Students may express agreement/disagreement with the costs listed, adding reasons why they consider them high or low; they may express surprise or otherwise; they may consider that these conclusions from the report are normal among Spaniards; they may acknowledge these or other reasons in their knowledge of the cost of an average wedding.

- *¿Crees que el matrimonio hoy en día es tan popular en los países hispánicos como en el pasado?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

They may be able to cite specific information about other marriage statistics in Hispanic communities and the impact on the country as a whole. Students may mention Franco and how the impact of marriage has changed in Spain since his death. According to statistics the number of marriages has decreased 56% since 1965. The question is open to consideration of any aspect of marriage in addition to the specific slant of the stimulus. Students may want to refer to same-sex marriages too.

- *¿Qué piensan los jóvenes en el mundo hispánico sobre el divorcio?*

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

A good critical response might refer to the fact that whilst the rate of marriages has gone down, the number of divorces has increased, particularly since the *Ley de Divorcio* in 1981 which legalised divorce after Franco's dictatorship. Furthermore, students can mention that 2014 saw the highest number of marriages ending in recent years. Students could mention the fact that the Catholic Church is against divorce. Amongst South American countries, students might mention the example of Chile which only passed a divorce law in 2004.



**Possible content****Tarjeta B: 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:**

- *¿Qué nos dice esta información sobre la Iglesia Católica en Cuba?*

Student responses may include some of the following:

Students may express agreement/disagreement with the points listed, adding reasons why they consider that young people in particular are not as religious as before and therefore the Church in Cuba is losing popularity. Students may express surprise or otherwise with these facts but they may consider that these conclusions from the report are normal amongst Cubans or any Hispanic country. Students should mention that the Catholic Church in Cuba is becoming a religion for older people rather than the young. Students should also refer to the final point on the card which is that some churches are being successful in attracting young people.

- *¿Por qué crees que los jóvenes cubanos no son tan religiosos hoy en día?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

They may be able to cite specific information about other religious statistics in Hispanic communities and the impact on the country. Students should mention that other religions in Cuba are appealing to young people as mentioned in the last paragraph. On a wider scale, there could be mention of the fact that despite a first South American Pope, the numbers who are religious in South America as a whole is falling. According to latest figures there are around 450 million Catholics in Latin America which makes up 40% of the population, however only 69% describe themselves as practising.

- *En tu opinión, ¿qué pueden hacer las religiones para atraer a la juventud 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 is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

A good critical response might refer to the fact that many religions are in fact attracting young people into their Church and the student should mention why they think this is so. Furthermore, the student could give examples of new religions emerging in some parts of the continent, eg Pentecostalism in Puerto Rico and Guatemala.

**Possible content****Tarjeta C: 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 include some of the following:

An understanding of the changes in the use of mobile phones versus conventional phones: students should be able to use the information to explain these changes, thinking of demographics. Students may show surprise at the fact that more Spaniards use their mobile phones than their computer and that the vast majority of young Spaniards, aged 10 to 14 years, own the latest smartphone. Students may mention that it is not surprising to see 2 to 3 year olds using their parents' phone and conclude that this may be because they have grown up in a more digitalized world.

- *En tu opinión, ¿depende la gente demasiado de los teléfonos inteligentes hoy en día en los países hispánicos?*

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: reference to some knowledge that endorses the information that, compared to Spain, the use of smartphones in Latin America is noticeably lower, giving Argentina and Mexico as main examples of percentages. As in many countries, there has been an increase in numbers using the mobile phones which implies a dependence of users on latest models and technology.

- *¿Qué sabes tú del uso de la tecnología en los países hispanohablantes?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card which is nonetheless relevant to the sub-theme. Students should include justified points of view and conclusions. Students should give concrete examples of use of technology in Hispanic speaking countries. Another aspect students might focus on is that average internet speeds in some Latin American countries, such as Uruguay, are similar to that of the UK. One other aspect students could refer to is the problem of piracy and what some countries, eg Mexico, are doing to try and stop it.

**Possible content****Tarjeta D: 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:**

- ¿Qué nos dice esta información sobre el problema de la piratería en Latinoamérica?

Student responses may include some of the following:

Students may express agreement/disagreement with the points listed, adding reasons why they consider that piracy is a big issue in Latin America; they may express surprise or otherwise. They should mention that in this card piracy covers the fields of music, films and software. Students may acknowledge these or other statistics about piracy that they have covered. There is also the opportunity here for students to mention that, although piracy is common in Latin America, it is a way of allowing people access to entertainment that they might not be able to afford otherwise.

- ¿Por qué crees que la piratería es un problema tan grande en el mundo hispánico?

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme. They may be able to cite specific information about why they think piracy is/is not an issue in the Hispanic world. If students think that it is a problem they could give examples such as the initiative in Mexico City where the authorities have introduced a number of kiosks stationed throughout the city for people to buy music at a much lower price than normal. Students may mention the high cost of CDs, DVDs and video games in Hispanic countries and this leads to piracy of these products. There are many cities that have illegal sellers or top mantas on city streets. Some students might refer to solutions that are being implemented to solve the problem of piracy. Those who have researched further into this topic may want to mention specific laws that governments have introduced like the 'Sopa y Pipa' law, and the anti-piracy law ACTA in Mexico as well as the 'Lleras' law in Colombia. Some students might conclude that piracy is an issue because people can download the latest CDs/films etc for free.

- En tu opinión, ¿qué pueden hacer las autoridades hispánicas para combatir la ciberdelincuencia?

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions. A good critical response might refer to the fact that with the rise of cybercrime, governments and the private sector in Latin America are seeking new ways to protect against hacking and techniques such as malware and phishing. Hackers in Latin America manage to do everything from defacing government sites to robbing credit card information from bank customers to stealing confidential data. Students might offer examples such as: Argentina was one of the first countries in Latin America to establish a Computer Security Incident Response Team and Colombia passed la Ley

1273, which criminalized hacking, illegal data interception, the theft and use of personal data, and malware production and distribution. These crimes carry minimum sentences of 36 to 48 months in prison, plus fines.

**Possible content****Tarjeta E: 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 include some of the following:

Students may express agreement/disagreement with the points listed, adding reasons why they consider that women are not common in the armed forces in Mexico or in any other Latin-American country. Some students might explain/argue how they find it surprising that only three women have reached a high position in the Mexican armed forces in the last ten years and that, until 2007, women were only allowed in certain fields of the armed forces, like nursing or administration. This might lead to some comments about why they think in the past women weren't allowed in the armed forces.

- ¿Crees que es bueno que las mujeres en muchos países hispánicos ahora hagan trabajos tradicionalmente masculinos?

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

They may be able to cite specific information about women who have reached a high position, normally associated with men, in their country, from politics to finance. Some examples might include Eva Perón (First Lady and feminist campaigner in Argentina), Michelle Bachelet (former President of Chile), Cristina Kirchner (former President of Argentina), Ana Botella (Madrid's first female mayor) and Ana Botín (Head of Santander bank).

- ¿En qué otros aspectos ha cambiado el papel de la mujer en el mundo hispánico?

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

A good critical response might refer to the fact that although there are still issues within society, the role of women in Hispanic society is gradually changing. These could include examples as above in question 2 or the fact that there are more women in government now compared to 20 years ago in Spain. Students may also mention that women are no longer stay at home mothers and housewives, but will go out to work.

**Possible content****Tarjeta F: 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 sobre Sitges?*

Student responses require an understanding and evaluation of the information on the card. Students should explore the issue of why Sitges has become one of the most popular LGBT destinations in Europe. They might show how Sitges has embraced this type of tourism and how it has given over space for the LGBT group. Students can find examples for this on the card, for example citing leisure facilities and hotels which cater for this group and other events.

- *¿Crees que la situación para el colectivo LGBT ha mejorado en años recientes en el mundo hispánico?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme. They may be able to cite specific information about how LGBT rights have improved over the last few years. This could include more tourist destinations in the Latin American world linking it back to the card. Examples that students might refer to are Buenos Aires and the fact that Argentina, with its Pride in November and its *Tango Queer* festival, was one of the first countries in South America to legalise same-sex marriages; Puerto Valleta, with its gay beaches and Mexico City with its Pride in June. In Spain students could refer to the many Pride marches which have become popular in the country such as *el Orgullo de Madrid* and in Torremolinos the opening of the first gay hotel resort in the country. Other improvements could include points showing how society's attitudes to same-sex marriage have changed.

- *¿Qué otros aspectos conoces de la igualdad de los sexos en los países hispanos?*

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. Students may mention other aspects of same-sex equality in the Hispanic world. For example, students could mention the fact that Spain became the third country in the world to legalise same-sex marriages. Further afield, students can mention Argentina where same-sex marriages and adoption by same-sex couples is legal. Other examples could be Uruguay where since 2013, it has also been legal for same-sex couples to marry. Also, Chile and Ecuador, where civil partnerships are legal in both countries. Students may also want to mention transgender issues in Latin America and how many face discrimination and move to the USA for safety.

**Possible content****Tarjeta G: 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:**

- ¿Cómo reaccionas tú ante esta información?

Student responses may include some of the following:

Students may express agreement/disagreement with the points listed, adding reasons why they consider famous people do/don't have a role in helping other less fortunate people. Some students might want to refer to the final point by giving examples of other famous Hispanics who have helped society.

- ¿Crees que los famosos del mundo hispano hacen suficiente para ayudar a los desfavorecidos?

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

They may be able to cite specific information about famous people who have helped those in need. Some examples might include Mark Anthony (Fundación Maestros Cares), Shakira (Fundación Pies Descalzos), Fundación Ricky Martin, Juanes (Fundación Mi Sangre) – helping children who have been victims of landmines in Colombia, and Fundación Lionel Messi. Students may conclude that they believe the famous do/don't do enough to help and provide support for their argument.

- ¿Hay famosos del mundo hispano que no son buenos modelos a seguir?

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

A good critical response might refer to the fact that there have been some famous people who have been bad examples for people, for example Lionel Messi for tax fraud and Maradona for drug abuse. Students might also want to refer to Hispanic musicians, eg Pitbull, whose lyrics can be inappropriate for young people.

**Possible content****Tarjeta H: 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:**

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following:

They may express agreement/disagreement with the text, adding reasons why they consider what the Spanish fashion show did was good or not. Some students might want to refer to the final point by mentioning the fact that many fashion shows have not followed suit and banned very thin models from their catwalks.

- *¿Por qué crees que otros países hispanos **no** han copiado este ejemplo?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

Students might want to conclude that many fashion shows decide not to ban very thin models as they want to show off their clothes, despite the fact that many of the buyers will not be as thin as these models. Students could refer to Hispanic models (both male and female) who have been successful on the international catwalk like Rubén López, Paz Vega and Joan Smalls. Others might want to comment upon the fact that in over fifty years of contests, 63 Latin Americans have won some type of Miss World/Miss Universe competition.

- *¿Te parece que los jóvenes en el mundo hispánico están obsesionados con su apariencia?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions. A good critical response might refer to the fact that because of fashion, social media, advertising etc we are being bombarded with what is a perfect figure and many young people in particular are obsessed with copying that image. That could lead to a discussion on eating habits, keeping fit etc. Companies try very hard, in this multi-billion industry, to sell us products that we might not need to buy in order to make us feel pretty.



**Possible content****Tarjeta I: 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:**

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following:

Students may express agreement/disagreement with the statement, adding reasons why they consider Catalans do not feel part of Spain. Some students might want to refer to the period of Franco where there was a much stronger sense of nationalism due to the dictatorship. Students should refer to the fact that a large proportion of youngsters under 24 voted in favour. Other students might mention that since the death of Franco, Cataluña has seen its powers increase with the region now enjoying its own Government and Police Force (*Mossos de Esquadra*).

- *¿Qué opinas del deseo de los jóvenes catalanes de proteger su identidad regional?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

Students might want to refer back to the card and in particular the percentage given. Students should mention the fact that those under 24 years of age have not lived under a dictatorship and therefore have grown up with the freedom of Cataluña having its own government as well as Catalan being taught in schools from an early age. Furthermore, the fact that the region has its own flag, TV channel and National Day (*Diada Nacional de Catalunya*) on the 11<sup>th</sup> September, mean that under all these factors it is not surprising that young Catalans want to protect their own identity.

- *¿Qué sabes de la identidad regional de otras comunidades españolas?*

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

A good critical response might refer to the fact since the 1980s the Spanish communities have enjoyed more and more devolved powers, with some (Cataluña, el País Vasco and Galicia) enjoying their own co-official language. It is expected that students will focus on one Community that they have learnt about and include information about their festivals, music, dance etc.

**Possible content****Tarjeta J: 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:**

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following:

Students may express agreement/disagreement with the text, adding reasons why they are for/against bullfighting. Some students might want to refer to the point made about how some autonomies have banned bullfighting in their regions. Students may also consider how money might tempt people to take part in this tradition. Many might conclude with a personal opinion on bullfighting. Through their own studies, students could refer to what some animal campaigners have done, eg *Partido Animalista* and *Ecologistas en Acción*, to stop using animals for entertainment.

- *¿Qué opinas de las otras costumbres o tradiciones españolas que conoces?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

Students should choose customs and traditions they have come across and offer their views upon them. Examples of this could be 'Las Fallas', 'La Tamborrada' and 'La Tomatina'. It is hoped that students will add a personal opinion, for example opting to say whether these customs and traditions are ones that they would participate in.

- *Para ti, ¿cuáles son los ingredientes de una buena fiesta española?*

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

A good critical response will be one that lists what makes a good festival and reasons why. This will hopefully include some examples and maybe some personal experience of any festivals the student might have been to. If not, this could be a chance for students to use a variety of tenses and talk about what festival they would like to see and why.

**Possible content****Tarjeta K: 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:**

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following:

Answers expressing surprise or otherwise could be based on the latest surge to learn the dance, the fact that tango is a now protected cultural world heritage, the influence of television programmes based on dance competitions in the Spanish-speaking world eg *¡Mira quién baila!* and greater possibility of travelling to learn the dance locally.

- *¿Qué opinas de la música y de los bailes de los países de habla hispana?*

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 knowledge gained through the student's study of the sub-theme and therefore this could prompt:

Students will need to make reference to some dance or music that has been studied. Students could focus on the character of the dances, whether vibrant and exciting or sedate and solemn, newer popular rhythms such as reggaeton or others based on the student's study of Spanish and/or South American communities or his/her personal experience.

- *¿Crees que la cultura de los países hispánicos se ha extendido por otras partes del mundo?*

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

Good answers will be based on study of individual and/or varied Hispanic cultures that have influenced or been sampled by other countries. Recent examples of this have been "*Despacito*", which has topped the charts in over 45 countries, as well as La Macarena. Students might also mention the way Hispanic fashion and artists have influenced other markets, eg Pitbull, Jennifer Lopez, Enrique Iglesias and the fashion chain Zara.

**Possible content****Tarjeta L: 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:**

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

Student responses may include some of the following:

Students may express agreement/disagreement with the text, adding reasons why they consider Benidorm becoming a city of cultural heritage to be appropriate or not. Some students might want to refer to the fact that it has been a tourist destination since the 1970s and is renowned for ugly skyscrapers, bars and karaoke. Students should mention the fact that the mayor sees the town to have a positive side too.

- *¿Por qué crees que otras ciudades hispánicas quieren ser reconocidas como ciudad Patrimonio de la Humanidad?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme. It is hoped that students will start by mentioning the advantages of those places that have been awarded Cultural Heritage status such as: exhibit an important interchange of human values; be an outstanding example of a type of building which illustrates significant stage(s) in human history; be an outstanding example representing major stages of earth's history; attract tourists to the area etc.

- *¿Qué sitios conoces en el mundo hispánico que sean importantes por su interés cultural?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions. A good critical response will be one that gives examples of what makes somewhere a worthy contender for world heritage status and reasons why. It is hoped students will then focus their answer on a particular example they have come across in their studies. Students might want to cite examples of heritage sites like Machu Picchu (Peru), Parque Nacional Rapa Nui (Chile), Parque Nacional Canaima (Venezuela), la Alhambra (Spain) etc.