



GCE A LEVEL

A810U10-1



S23-A810U10-1



2023

SPANISH – A level component 1

CARDS 1–12

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2023

SPANISH – A level component 1

CARD 1

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 1 – Being a young person in Spanish-speaking society***Los cambios en la estructura familiar***

El modelo tradicional de la familia hispana está, desde hace tiempo, en transformación. Empiezan a ser más significativas las familias no nucleares, monoparentales y las compuestas de miembros de otras familias.

El examinador/la examinadora hablará contigo sobre esta afirmación:

La familia ha cambiado dramáticamente en el mundo hispano.



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CARD 2

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 2 – Being a young person in Spanish-speaking society***La presión sobre los jóvenes***

Los jóvenes necesitan modelos a seguir, pero sigue existiendo una tendencia al machismo en la sociedad hispana. Los jóvenes hispanos no siempre usan su influencia para hacer una sociedad mejor.

El examinador/la examinadora hablará contigo sobre esta afirmación:

La sociedad hispana impone mucha presión sobre los jóvenes.



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CARD 3

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 3 – Being a young person in Spanish-speaking society***Los cambios en el mundo laboral***

En los ‘trabajos duros’, como el de constructor, muchos hispanos mayores de los cuarenta años piensan que una mujer no es capaz de trabajar del mismo modo que un hombre.

El examinador/la examinadora hablará contigo sobre esta afirmación:

El mundo laboral ha cambiado mucho en el mundo hispano.



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CARD 4

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 4 – Understanding the Spanish-speaking world***Los festivales***

El dinero gastado y la supervivencia de la celebración de los festivales más importantes del calendario de cada país hispano es el ejemplo más claro de su importancia para la gente hispana.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Los festivales son una parte importante de la vida de los hispanos.



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CARD 5

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 5 – Understanding the Spanish-speaking world***Tendencias en los medios***

Los periódicos impresos de España son de suma importancia para el desarrollo del país. Mantienen a los lectores informados sobre lo que está sucediendo y ayudan a formar las opiniones del público.

El examinador/la examinadora hablará contigo sobre esta afirmación:

La prensa impresa sigue siendo importante en la sociedad hispana.



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CARD 6

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 6 – Understanding the Spanish-speaking world***Los sitios de interés histórico***

Como otros muchos castillos, el de Játiva se parece bastante a la Alhambra de Granada. Tiene origen y jardines islámicos. Pero este castillo ni es tan conocido internacionalmente, ni atrae tanto dinero.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Los sitios históricos son un aspecto muy importante de la cultura hispana.



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CARD 7

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 7 – Diversity and difference***Las razones de la marginación***

Los mendigos callejeros, pidiendo dinero o comida, siempre han sido un fenómeno en los países hispanos. Viven al margen de la sociedad, a pesar de ser una parte reconocible de cualquier ciudad.

El examinador/la examinadora hablará contigo sobre esta afirmación:

En el mundo hispano hay gente que vive al margen de la sociedad.



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CARD 8

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 8 – Diversity and difference***Los aspectos positivos de la diversidad***

Mexfam es una organización mexicana que promueve los aspectos positivos de la diversidad. Celebra las enormes contribuciones de grupos minoritarios, enfocándose en cuestiones de género, derechos y, por supuesto, ciudadanía.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Los organismos como Mexfam son importantes en el mundo hispano.



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SPANISH – A level component 1

CARD 9

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 9 – Diversity and difference

Vivir con la discriminación



Se ha lanzado en Santiago de Chile una campaña contra la homofobia, la transfobia y otras formas de discriminación con el objetivo de promover el respeto a la diversidad social en la vida diaria.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Se hace mucho para combatir la discriminación en el mundo hispano.



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SPANISH – A level component 1

CARD 10

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 10 – The two Spains: 1936 onwards***Las consecuencias del franquismo***

En julio de 1936, El Comandante Militar de Córdoba ordena que los maestros se presenten delante de su alcalde. Veintisiete fueron asesinados ese día en una purga contra la educación atea.

El examinador/la examinadora hablará contigo sobre esta afirmación:

El franquismo tuvo consecuencias para la población civil.



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SPANISH – A level component 1

CARD 11

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 11 – The two Spains: 1936 onwards***La vida diaria en la España de Franco***

‘En 1940 hacíamos cola para comer 125 gramos de carne a la semana. Los niños recibían además harina y leche, y los que habían pertenecido al ejército franquista 250 gramos de pan.’

El examinador/la examinadora hablará contigo sobre esta afirmación:

Los primeros años bajo Franco fueron muy injustos.



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SPANISH – A level component 1

CARD 12

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 12 – The two Spains: 1936 onwards***Quitar los símbolos de la España de Franco***

En Melilla el ayuntamiento ha quitado el último monumento público de Francisco Franco en territorio español. Así han cumplido con la ley de memoria histórica, retirando definitivamente los vestigios y símbolos franquistas.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Se debe quitar todos los vestigios de la época franquista.



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2023

SPANISH – A level component 1

CARDS 1–12

EXAMINER'S BOOKLET

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01

Card 1 – Being a young person in Spanish-speaking society

Los cambios en la estructura familiar

El modelo tradicional de la familia hispana está, desde hace tiempo, en transformación. Empiezan a ser más significativas las familias no nucleares, monoparentales y las compuestas de miembros de otras familias.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre los cambios en la familia hispana?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Después de tantos cambios, ¿crees que la familia va perdiendo su importancia en el mundo hispano? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the notion of the traditional family in the Hispanic world • different kinds of family increasingly seen in the Hispanic world In response to the unseen question the candidate may discuss: • whether or not the idea of family is still relevant in the Hispanic world • socio-religious variations across the Hispanic world The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 2 – Being a young person in Spanish-speaking society

La presión sobre los jóvenes

Los jóvenes necesitan modelos a seguir, pero sigue existiendo una tendencia al machismo en la sociedad hispana. Los jóvenes hispanos no siempre usan su influencia para hacer una sociedad mejor.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre la presión sobre los jóvenes hispanos?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Los ídolos de la gente joven hispana son siempre buenos modelos a seguir?
Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • if machismo still exists in Hispanic society and is not always challenged by the young • how cases like 'La Manada' lend weight to this view In response to the unseen question the candidate may discuss: • whether or not there are good/bad role models among those idolised by young Hispanic people • specific examples where sexist attitudes are promoted. E.g. Luis Fonsi The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 3 – Being a young person in Spanish-speaking society

Los cambios en el mundo laboral

En los ‘trabajos duros’, como el de constructor, muchos hispanos mayores de los cuarenta años piensan que una mujer no es capaz de trabajar del mismo modo que un hombre.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre las actitudes en el mundo laboral hispano?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Qué soluciones puede haber al problema del sexismo en el trabajo en el mundo hispano?
Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why women are not always considered suitable for physically demanding work in the Hispanic world • if this may be generationally driven In response to the unseen question the candidate may discuss: • what difference legislation might make • how attitudes might be changed through education The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 4 – Understanding the Spanish-speaking world

Los festivales

El dinero gastado y la supervivencia de la celebración de los festivales más importantes del calendario de cada país hispano es el ejemplo más claro de su importancia para la gente hispana.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre la importancia de los festivales en la sociedad hispana?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Piensas que los festivales religiosos son todavía relevantes en el mundo hispano del siglo 21? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the survival of traditional festivals is evidence of their importance • how, for Hispanic people, the value of traditions goes beyond the financial cost In response to the unseen question the candidate may discuss: • their agreement, because they are an expression of cultural identity as well as faith • their disagreement, because religion is less important in these times and society is religiously diverse The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 5 – Understanding the Spanish-speaking world

Tendencias en los medios

Los periódicos impresos de España son de suma importancia para el desarrollo del país. Mantienen a los lectores informados sobre lo que está sucediendo y ayudan a formar las opiniones del público.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre la prensa en la sociedad hispana?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Hasta qué punto crees que los jóvenes hispanos pueden fiarse de los medios de comunicación? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why print newspapers are important in the Hispanic world • how print newspapers can help form opinion for Hispanic people In response to the unseen question the candidate may discuss: • whether the information presented is true • if certain media are under the control of partisan proprietors The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 6 – Understanding the Spanish-speaking world

Los sitios de interés histórico

Como otros muchos castillos, el de Játiva se parece bastante a la Alhambra de Granada. Tiene origen y jardines islámicos. Pero este castillo ni es tan conocido internacionalmente, ni atrae tanto dinero.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre la importancia de los sitios históricos en la sociedad hispana?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que se debe limitar el número de visitas a los sitios históricos del mundo hispano? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how Játiva Castle is of Islamic origin and has features typical of this architectural style • why less well-known monuments get less attention and are less well-funded In response to the unseen question the candidate may discuss: • their agreement, because damage can be caused – for example the Altamira caves • their disagreement, because this is heritage that belongs to everyone and brings prosperity to some poorer areas The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 7 – Diversity and difference

Las razones de la marginación

Los mendigos callejeros, pidiendo dinero o comida, siempre han sido un fenómeno en los países hispanos. Viven al margen de la sociedad, a pesar de ser una parte reconocible de cualquier ciudad.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre la gente que vive al margen de la sociedad hispana?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que los países hispanos hacen suficientes esfuerzos para integrar a los marginados? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how begging has existed for centuries • specific examples of marginalisation and the experience of beggars, such as Rayito el Payaso In response to the unseen question the candidate may discuss: • their agreement, because society is becoming more tolerant • their disagreement, because despite a lot of legislation prejudices still persist The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 8 – Diversity and difference

Los aspectos positivos de la diversidad

Mexfam es una organización mexicana que promociona los aspectos positivos de la diversidad. Celebra las enormes contribuciones de grupos minoritarios, enfocándose en cuestiones de género, derechos y, por supuesto, ciudadanía.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre el trabajo de Mexfam?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que los hispanos ven la diversidad como algo positivo?
Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • Mexfam's work to promote the positive aspects of a diverse society • how the focus is placed on gender, rights and citizenship In response to the unseen question the candidate may discuss: • their agreement, because attitudes have changed and the Hispanic world is very tolerant • their disagreement, because the Catholic Church is still very influential in many parts of the Hispanic world The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 9 – Diversity and difference

Vivir con la discriminación

Se ha lanzado en Santiago de Chile una campaña contra la homofobia, la transfobia y otras formas de discriminación con el objetivo de promover el respeto a la diversidad social en la vida diaria.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre combatir la discriminación en el mundo hispano?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Te parece que las campañas publicitarias como esta de Santiago de Chile realmente son capaces de cambiar las actitudes de la gente hispana? ¿Por qué sí o por qué no?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how in Santiago de Chile there is a new campaign • how it is working to combat discrimination In response to the unseen question the candidate may discuss: • their agreement, because discrimination may be based on ignorance • their disagreement, because these attitudes are deeply ingrained The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 10 – The two Spains: 1936 onwards

Las consecuencias del franquismo

En julio de 1936, El Comandante Militar de Córdoba ordena que los maestros se presenten delante de su alcalde. Veintisiete fueron asesinados ese día en una purga contra la educación atea.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre las consecuencias del franquismo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que Franco usaba la Iglesia para justificar acciones puramente políticas?
Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why the teachers were arrested • why the Franco regime was in favour of traditional, religious education In response to the unseen question the candidate may discuss: • whether the Church was used for political purposes • Franco's obsession with quashing republicanism decisively The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 11 – The two Spains: 1936 onwards

La vida diaria en la España de Franco

‘En 1940 hacíamos cola para comer 125 gramos de carne a la semana. Los niños recibían además harina y leche, y los que habían pertenecido al ejército franquista 250 gramos de pan.’

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre la vida de los primeros años bajo Franco?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que los métodos de Franco tuvieron éxito a largo plazo?
Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how food was scarce and there was rationing • why there was a divisive approach to rationing In response to the unseen question the candidate may discuss: • their agreement, because they made everyone afraid and maintained control • their disagreement, because later in the dictatorship Franco was obliged to adopt a different approach The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 12 – The two Spains: 1936 onwards***Quitar los símbolos de la España de Franco***

En Melilla el ayuntamiento ha quitado el último monumento público de Francisco Franco en territorio español. Así han cumplido con la ley de memoria histórica, retirando definitivamente los vestigios y símbolos franquistas.

The examiner must begin by asking the candidate the following question:

¿Qué dice el texto sobre quitar los símbolos de la España de Franco?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que los españoles de hoy viven en paz con lo que hicieron sus compatriotas del pasado?
¿Por qué sí o por qué no?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the fact that the last monument to Franco has been removed • why this is a legal requirement In response to the unseen question the candidate may discuss: • their agreement, because most of those directly involved have died now and the Franco regime is becoming part of history • their disagreement, because there are lots of people still living with painful memories and unresolved questions The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

GCE A LEVEL SPANISH
SUMMER 2023 MARK SCHEME
COMPONENT 1: SPEAKING (60 MARKS)

Principles of Marking**Conduct of the Speaking assessment**

Examiners are required to familiarise themselves with section 3.2 of the specification.

General Advice for Visiting Examiners

You are asked to read and digest thoroughly all the information in the stationery pack.

Particular attention should be paid to the following instructions regarding marking:

- as an examiner you must be positive in your approach. Look for opportunities to reward rather than penalise. Candidates who use strategies such as adjusting the message, circumlocution, self-correction or repair strategies should not be penalised
- Task 1: Independent research project – make sure you are familiar with the assessment grids for the independent research project
- Task 2: Themed card – make sure that you are familiar with the assessment grid for marking the stimulus card and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.

Timings for each section of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be credited.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

As the examiner you must present the two theme-based stimulus cards using the grid on page 4. The candidate must choose which of the two cards he/she wishes to prepare for Task 2.

Applying banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response. If the descriptors at the lowest band are evidenced, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance, if the response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples provided. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

When you are marking the candidate's responses to the stimulus card you should consider the indicative content given for each card. However, you **must** bear in mind that the indicative content is **not exhaustive** and is for guidance only. Reward all valid responses.

The indicative content is given on each of the following stimulus cards, to assist with marking.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1a: Presentation of independent research project		5		5	10
Task 1b: Discussion of independent research project	5		15	10	30
Task 2: Theme-based discussion using stimulus card	5	5	5	5	20
Total marks	10	10	20	20	60

Task 1a – Speaking assessment grid for presentation of independent research project **10 marks in total**

Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries/communities where the language is spoken
5	Excellent presentation and understanding of research findings, based on information drawn from a wide variety of sources.	5	Excellent knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
4	Very good presentation and understanding of research findings, based on information drawn from a wide variety of sources.	4	Very good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
3	Good presentation and understanding of research findings, based on information drawn from a variety of sources.	3	Good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
2	Reasonable presentation and understanding of research findings, based on information drawn from a limited range of sources.	2	Reasonable knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
1	Basic presentation and understanding of research findings, with some evidence of research having been undertaken.	1	Superficial knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
0	Nothing of value.	0	Nothing of value.

Task 1b – Speaking assessment grid for discussion of independent research project 30 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
5	Excellent responses to all questions on the independent research project; always detailed and assured. Excellent interaction: engages very well, with spontaneity, and sustains discussion.	13–15	Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic.	9–10	Excellent knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and always supported by relevant evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.
4	Very good responses to most questions on the independent research project; mostly detailed. Very good interaction: engages well, with some spontaneity, and sustains discussion.	10–12	Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation.	7–8	Very good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and usually supported by relevant evidence. Conclusions are based on very good analysis and evaluation of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
3	• Good responses to most questions on the independent research project; sometimes detailed. • Good interaction: engages reasonably well, with a little spontaneity, and sustains discussion for the most part.	7–9	• Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation.	5–6	• Good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. • Ideas and points of view are generally convincingly argued and usually supported by reasonably relevant evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	• Reasonable responses to some questions on the independent research project; occasionally detailed. • Attempts made to interact; engages to a limited extent only, with little or no spontaneity; prompting required at times.	4–6	• Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency.	3–4	• Reasonable knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities sometimes relevant to the topic. • Ideas and points of view are expressed and sometimes supported by evidence. • Conclusions are based on limited analysis with some evaluation of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
1	• Limited responses to questions on the independent research project; rarely detailed. • Limited success in establishing a meaningful exchange; engages to a very limited extent, with no spontaneity, and relies on prompts.	1–3	• Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult.	1–2	• Superficial knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities often irrelevant to the topic. • Few ideas and points of view are expressed and they are not supported by evidence. • Conclusions are superficial, with little evidence of analysis or evaluation of relevant issues.
0	• Nothing of value.	0	• Nothing of value.	0	• Nothing of value.

Task 2 – Speaking assessment grid for theme-based stimulus card

20 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion.	5	Full understanding of the stimulus material demonstrated by clear and relevant responses.	5	Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic.	5	Excellent knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are convincingly argued and supported by appropriate evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.
4	Very good responses to most questions (seen, set unseen and possible follow-up questions); most in detail. Very good interaction: engages well, asking relevant questions, and sustains discussion.	4	Very good understanding of the stimulus material demonstrated by mostly clear and relevant responses.	4	Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation.	4	Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are generally convincingly argued and supported by appropriate evidence. Conclusions are based on very good analysis and evaluation of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
3	Good responses to most questions (seen, set unseen and possible follow-up questions); some in detail. Good interaction: engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part.	3	Sound understanding of stimulus material, demonstrated by relevant responses.	3	Good level of accuracy in manipulation of grammar, with some errors. Good idiomatic use of language and a variety of structures employed. Generally accurate pronunciation and intonation.	3	Good knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. Conclusions are generally based on good analysis and evaluation of relevant issues.
2	Reasonable responses to most questions (seen, set unseen and possible follow-up questions); generally lacking detail. Attempts made to interact; engages to a limited extent only, asking partly relevant questions, prompting required at times.	2	Limited understanding of stimulus material demonstrated by partial responses.	2	Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. Some idiomatic use of language and variation of structures. Generally intelligible pronunciation and intonation but with some inconsistency.	2	Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are occasionally argued and supported by appropriate evidence. Conclusions are based on some analysis and evaluation of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
1	Limited responses to most questions (seen, set unseen and possible follow-up questions). Limited success in establishing a meaningful exchange; engages to a very limited extent, asking only irrelevant questions, and relies on prompts.	1	Very limited understanding of the stimulus material demonstrated by responses that are generally irrelevant.	1	Limited level of accuracy in manipulation of grammar; high instance of elementary errors. Limited idiomatic use of language. Heavy reliance on anglicised structures. Pronunciation and intonation make understanding difficult.	1	Limited knowledge and understanding of aspects of the sub-theme covered in the discussion. Few ideas and points of view are expressed and they are rarely supported by evidence. Conclusions, when drawn, are superficial, with little evidence of analysis or evaluation of relevant issues.
0	Nothing of value.	0	Nothing of value.	0	Nothing of value.	0	Nothing of value.

*Please refer to the subject-specific additional notes when assessing AO4.

Candidates are required to ask the examiner at least two questions during this assessment. If a candidate asks only one question, a maximum of 4 marks can be awarded for AO1. If a candidate asks no questions, a maximum of 3 marks can be awarded for AO1.

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