

# GCE A Level Spanish

## Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on 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 bands 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, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

#### Guidance on timing of the speaking assessment

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and you must ensure that timings are followed. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

## Task 1 – Discussion on a theme

Three mark grids are applied to task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

**The knowledge and understanding of society and culture mark grid** assesses the students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

### Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.</li><li>• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>

Marks	Description
10–12	<ul style="list-style-type: none"> <li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li> <li>• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>

### **Additional guidance**

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward ideas, arguments, conclusions,** are deemed to be those that give the standard, predictable response.

## Task 1 – Discussion on a theme (continued)

### Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

### Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"><li>Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
7–9	<ul style="list-style-type: none"><li>Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li><li>Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible and mostly accurate.</li></ul>
10–12	<ul style="list-style-type: none"><li>Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li><li>Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li><li>Pronunciation and intonation are accurate, intelligible and authentic sounding.</li></ul>

### Additional guidance

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

**Variation in use of grammatical structures and vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are provided as examples only and do not constitute a finite list.

## Task 1 – Discussion on a theme (continued)

### Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

### Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"><li>• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li><li>• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li></ul>
3–4	<ul style="list-style-type: none"><li>• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li><li>• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li><li>• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</li></ul>

### Additional guidance

**Interacts spontaneously:** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

**Communication strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Elicit points of view/check for understanding:** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- '¿Comprendes/sabes lo que digo?'
- '¿no te parece?'
- '¿estás de acuerdo?'
- '¿entiendes mi punto de vista?'

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

## Task 2, Part 1 – Independent research presentation

One mark grid is applied to this part of the task:

- responding to written language in speech (AO2).

### Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

### Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.</li><li>• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion.</li></ul> <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
4–6	<ul style="list-style-type: none"><li>• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.</li><li>• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.</li><li>• Gives a relevant personal response to the written sources supported with some justification.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.</li><li>• Gives a convincing personal response to the written sources supported with clear justification.</li></ul>

### Additional guidance

**Personal response:** this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

## Task 2, Part 2 – Discussion on independent research

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

**The knowledge and understanding of society and culture mark grid** assesses students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

### Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.</li><li>• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context,</li><li>• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.</li><li>• Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context.</li><li>• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li></ul>

### **Additional guidance**

**Perceptive:** demonstrates an in depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward ideas, conclusions, arguments** are deemed to be those that give the standard, predictable response.

## Task 2, Part 2 – Discussion on independent research (continued)

### Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

#### Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none"><li>Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li><li>Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li><li>Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li><li>Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li><li>Pronunciation and intonation are intelligible though sometimes inaccurate.</li></ul>
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#### Additional guidance

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
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- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

**Variation in use of grammatical structures/varied use of vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

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**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

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Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
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**NB:** these are provided as examples only and do not constitute a finite list.

## Task 2, Part 2 – Discussion on independent research (continued)

### Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

### Interaction (AO1)

Marks	Description
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### Additional guidance

**Interacts spontaneously:** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

**Communication strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Elicit points of view/check for understanding:** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- '¿Comprendes/sabes lo que digo?'
- '¿no te parece?'
- '¿estás de acuerdo?'
- '¿entiendes mi punto de vista?'

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

## Speaking task 1 – Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

### AL Task 1 STIMULUS SP1

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• The growing use of the media, such as soaps and Internet TV, has had a profound effect on Spanish family life, e.g. less traditional relationships appear more commonplace.</li><li>• There has been a significant decline in the influence of the Roman Catholic Church in Spain and this has had a huge effect on the traditional values of family relationships, e.g. divorces and same-sex relationships are increasing.</li><li>• The economic crisis has had a detrimental effect on family life in Spain as men, the traditional breadwinners, find themselves out of work. This has led to problems, e.g. there has been an increase in domestic violence.</li><li>• Spanish families no longer spend as much time together as in the past, e.g. the traditional family Sunday lunch.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• The laws on marriage and relationships have been relaxed in Spain, e.g. the wide acceptance of the law on gay marriage in 2005.</li><li>• The influences of the international media, and of American culture in particular, have impacted on the traditional view of the family and relationships in Spain.</li><li>• There has been a significant decline in the influence of the Roman Catholic Church in Spain, e.g. leading to more liberal ideas on relationships.</li><li>• Immigration has brought about different ideas and customs as well as different family relationships into Spain.</li></ul>

## AL Task 1 STIMULUS SP2

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"><li>• Unemployment figures show a significant increase in the number of young people who neither work nor are in education.</li><li>• The government's response to the economic crisis has led to austerity measures and therefore, unemployment e.g. collapse of consumer confidence in Spain made employers shed workers.</li><li>• A significant number of young graduates are emigrating to find work e.g. to Germany and the UK.</li><li>• The education system and government training programmes are not working e.g. many school leavers lack the basic skills necessary for the Spanish labour market.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• In order to meet the challenges of the international business world, Spanish people require English language skills.</li><li>• There has been a shift to service industries which require interaction in several languages, e.g. tourist industry.</li><li>• Language skills are vital for the significant number of well-educated Spaniards who are emigrating in search of work, e.g. to Germany and the UK.</li><li>• Traditional skills are still in demand and these require good basic Spanish, e.g. the transient immigrant workforce.</li></ul>

**AL Task 1 STIMULUS SP3**

<b>Statement</b>	<b>Indicative content</b>
<b>A</b>	<ul style="list-style-type: none"><li>• Statistics show that tourism is very important to the Spanish economy.</li><li>• The popularity of Spanish culture, e.g. art exhibitions (El Prado), buildings (Guggenheim), is contributing to the Spanish economy.</li><li>• Coastal tourism continues to thrive, helping local businesses, e.g. restaurants and hotels.</li><li>• Eco-tourism is becoming more popular as the government attempts to attract tourists to non-coastal areas, e.g. National Parks.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Mass tourism has left a legacy of building works and sprawling residential areas, e.g. abandoned new airport in Ciudad Real.</li><li>• The use of water for leisure activities is causing environmental problems, e.g. golf courses.</li><li>• Mass tourism has brought with it problems, e.g. rubbish, noise and alcohol.</li><li>• Environmental groups advocate increased taxes for aviation fuel and petrol in response to the increase in tourism in Spain.</li></ul>

## AL Task 1 STIMULUS SP4

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• There is great diversity in Hispanic culture and music, both national and regional e.g. Galician Celtic music; Peruvian panpipes.</li> <li>• Tourism has opened up Hispanic culture through shows and exhibitions, e.g. flamenco.</li> <li>• Modern Hispanic music has its roots in a fusion of traditional styles, including Arabic, African and Roma e.g. Radio Tarifa.</li> <li>• Traditional instruments such as the guitar and pipes are still popular in the Hispanic world, e.g. in Andalusia and Peru.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The popular music market is dominated by English-speaking artists, even those with Spanish as a first language, e.g. Ricky Martin, Enrique Iglesias and Barei (2016 Spanish entry in Eurovision).</li> <li>• Historically, Hispanic music has incorporated many influences from other cultures, e.g. Arabic and African.</li> <li>• The internet and media now make it easy to download or listen to soundtracks from different countries.</li> <li>• There is a fusion of styles prevalent in some modern Spanish music, e.g. Arab-Andaluz, Rumba Catalana and Flamenco.</li> </ul>

**AL Task 1 STIMULUS SP5**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• Soaps are popular because they are relatively easy to follow, e.g. Velvet.</li> <li>• They bring about discussions and conversations about the previous episode.</li> <li>• They reflect the real problems in Hispanic society today, e.g. social inequalities, relationships issues, abortion and drug abuse.</li> <li>• They provide escapism from the everyday, through the melodramatic plots and characters.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• They give simplistic solutions to life’s problems.</li> <li>• They are a waste of time, as they provide irrelevant conversation points about fictitious characters.</li> <li>• They trivialise important subjects, e.g. death and abortion.</li> <li>• Characters in soaps are often stereotyped, e.g. “Allí Abajo” where northerners work hard but Andalusians are lazy.</li> </ul>

**AL Task 1 STIMULUS SP6**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• Today’s Hispanic society is less tolerant of traditions involving cruelty to animals, e.g. bullfighting is now prohibited in Cataluña.</li> <li>• The process of bullfighting or bull running brings huge suffering to the animals e.g. picadores involve horses, banderilleros inflict wounds on the bull.</li> <li>• Hispanic countries will continue to be seen as barbaric while this continues in the name of entertainment.</li> <li>• Animal rights groups, e.g. ADDA, represent the strength of opposition within the Hispanic world towards animal cruelty.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Festivals attract tourists and contribute to the community spirit of the local population, e.g. Las Fallas in Valencia and La Feria de Sevilla.</li> <li>• Festivals help to foster a sense of regional identity, e.g. El Carnaval de Cádiz involves the whole community.</li> <li>• Bulls live well with freedom to roam in large open fields in Andalusia, which compares favourably to the treatment of cattle in many countries.</li> <li>• The bullfighting spectacle is considered an art form, showcasing bravery and the fragile balance between life and death, e.g. star-studded status of matadors such as Jose Tomás, Manolete and El Cordobés.</li> </ul>

**AL Task 1 STIMULUS SP7**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• Immigration has given a huge boost to depopulated villages as immigrants have undertaken agricultural work abandoned by nationals.</li> <li>• Immigrants have taken on roles in homes and care for the elderly and children, allowing more Spanish women to seek employment.</li> <li>• Spain's population has had an injection of youth e.g. 1 in 4 young people in Madrid is an immigrant. This benefits the pension system.</li> <li>• Immigrants have always brought their culture and cuisine to Spain, e.g. South American music, dance (Tango), Arabic art and cuisine (couscous and tagines, chilli).</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The influx of immigrants has allowed the economy to grow as immigrants are filling the skills gaps, e.g.in agriculture.</li> <li>• Many Spaniards appreciate the contributions made by immigrants to the economy.</li> <li>• Many Spanish people enjoy learning about different cultures e.g. through music, dance and food.</li> <li>• The openness of Spaniards towards immigrants has been documented, e.g. Arango's report in 2013.</li> </ul>

**AL Task 1 STIMULUS SP8**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• In Spanish schools language proficiency is promoted amongst immigrants who do not speak Spanish, in order to help them contribute to society.</li> <li>• Public information campaigns foster cross-cultural understanding, e.g. “Todos diferentes, todos necesarios”.</li> <li>• Local councils attempt to integrate immigrants into Spanish society, e.g. planned housing avoids ghettoization.</li> <li>• Failure to speak the language leads to exclusion, so interpreters are provided in certain cases. This tends to be more acute among the female immigrant population.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The more excluded immigrants feel, the more likely they will be to socialize only with those from similar backgrounds.</li> <li>• Immigrants can face discrimination in the job market and everyday life.</li> <li>• Immigrants may face identity issues, e.g. they can feel torn between two cultures.</li> <li>• There is a division between legal and illegal immigrants. The latter lack access to essential services, e.g. hospitals and benefits.</li> </ul>

**AL Task 1 STIMULUS SP9**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• A large number of immigrants in Spain are illegal, e.g. farm workers in Andalucía and Extremadura.</li> <li>• Laws like the Ley de Extranjería 2000 are in place to protect the rights of registered immigrants.</li> <li>• There continue to be attempts to stop illegal immigrants and repatriate where possible.</li> <li>• The Spanish Government is encouraging immigrants to return to their countries by continuing to offer benefits when they do so, e.g. the 2008 government plans to pay immigrants who do not find work: 40% of unemployment benefit in Spain, 60% of it in their own country.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Laws are in place to safeguard the rights of registered immigrants and systems are in place in order to allow integration, e.g. in hospitals and schools.</li> <li>• The government understands the public views regarding the risks immigrants bring to the economy, e.g. there are not enough jobs for all.</li> <li>• There are serious challenges for government and local communities in Spain as in other European countries, in trying to assimilate immigrants into the population e.g. tensions in Terrassa, Cataluña.</li> <li>• There are many political groups and organisations who support immigration. These groups put pressure on the government to change policy, e.g. the political programme of 'Podemos' in terms of immigration, cooperation and integration.</li> </ul>

**AL Task 1 STIMULUS SP10**

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• Franco had the support of army officers as well as the Church and capitalists who provided funds.</li> <li>• Franco's military enjoyed significant support from other countries, e.g. Germany and Italy.</li> <li>• Republican military support was diminished by the international arms embargo, e.g. non-intervention policy from Britain and France.</li> <li>• Soviet military aid to the Republic was channelled through the Communists and this simply caused divisions among the Republicans.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• There were serious divisions within the Republic, e.g. Socialists versus Communists versus Anarchists; civil wars within civil wars (Barcelona); disagreements about key objectives such as regional autonomy.</li> <li>• There were purges within the Republican side after their own civil war.</li> <li>• Sending the gold reserves to USSR for aid led to problems, e.g. a dramatic rise in inflation and a loss of confidence in the Republic.</li> <li>• USSR involvement was to prolong the war whereas Germany and Italy aimed to secure victory.</li> </ul>

## AL Task 1 STIMULUS SP11

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• Foreign ideas were seen as potential threats and therefore needed to be censored, e.g. films and books, such as the James Bond film 'Dr No' were edited.</li> <li>• The school curriculum was tightly controlled, e.g. commissions were responsible for academic appointments and Spanish nationalism and Catholicism were emphasised.</li> <li>• Spanish writers and artists who disagreed with the government either fled, were killed or died in prison, e.g. Federico García Lorca and Miguel Hernández.</li> <li>• Most Spaniards received news via radio and TV which were state controlled.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The State under Franco, supported by the Catholic Church, ensured that women were subservient to men, e.g. women were denied divorce and abortion.</li> <li>• In the early years of Franco's rule, a woman needed her husband's permission before applying for a job.</li> <li>• At times the adverse economic situation affected women in particular.</li> <li>• There was inequality within marriage, e.g. without the <i>permiso marital</i>, a wife was prohibited from employment, ownership of property, or even travel away from home.</li> </ul>

## AL Task 1 STIMULUS SP12

Statement	Indicative content
<b>A</b>	<ul style="list-style-type: none"> <li>• Juan Carlos played a crucial role during the 1981 coup and as a result won respect within and outside Spain e.g. his broadcast during the Tejero coup.</li> <li>• Juan Carlos renounced powers inherited from Franco's dictatorship in order to convert his monarchical role to one of symbolism and representation. This facilitated the transition to full democracy.</li> <li>• He had already shown he would not be dominated by Franco's ministers, e.g. in 1976 he brought in the younger, and more liberal, Adolfo Suárez in place of Arias Navarro.</li> <li>• Suárez, supported by the King, carried forward extensive political reform and established a democratic Parliament (Cortes), e.g. legalising political parties, free elections and the Moncloa Pacts (economic reform).</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Juan Carlos' education had been in the hands of Franco and already he had assumed temporary leadership for a few months in 1974. Not surprisingly, many saw him as Franco's ally.</li> <li>• Juan Carlos had largely the same ministers as Franco so change did not appear to be forthcoming.</li> <li>• Juan Carlos became unpopular with many of Franco's supporters as it became clear that he was a force for change, e.g. he reneged on his oath to maintain the dictatorship</li> <li>• Spain had rejected monarchy. Some people, e.g. the new, large and highly educated middle class, wanted democracy. A king, appointed by Franco, did not bode well.</li> </ul>

## Indicative content for task 2 part 1, independent research presentation

The example below is presented in written form in order to demonstrate what a student might include in their presentation and how it may be structured. The *Comment* column demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to written language in speech*.

**Independent research question or statement:** 'La nueva ley mordaza en España va demasiado lejos en su objetivo de proteger el espacio public.'

Student presentation (up to 2 minutes)	Comment
Voy a hablar sobre la Ley de Seguridad Ciudadana, la 'ley mordaza'. Mi información viene de los artículos: 'La ley mordaza, la norma más protestada, hoy entra en vigor', de Fernando Garea en el periódico El País y, 'Las 44 conductas que se multan en la nueva ley mordaza', en el periódico El Mundo.	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
Garea describe la fuerza de los sentimientos en contra de la ley, y explica las varias modificaciones que se han hecho para que sea aprobada. Garea critica la decisión de introducir esta ley, e indica otra legislación reciente, en la educación y en el trabajo, que es igualmente mal vista.	Summary of the first written source.
El artículo de 'El Mundo' ofrece un resumen de las 44 acciones que puedan dar lugar a una multa. La 'ley mordaza' categoriza estas acciones como: muy graves, graves y menores. En cada una de estas categorías, expone la gama de multas posibles para cada transgresión.	Summary of the second written source.
El artículo escrito por Garea era interesante, ya que indicó la impopularidad de la nueva ley. Garea indica la fuerza de la opinión pública en contra de esta ley, pero pienso que es importante considerar los argumentos a favor. Según el artículo en 'El Mundo', algunos delitos merecen un castigo severo pero no me parece justo que se imponga una multa simplemente por una manifestación de protesta.	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the Independent Research Project are:

- ¿Hasta qué punto la sociedad española promueve la igualdad de oportunidades de mujeres y hombres?
- Un análisis de las divisiones en la sociedad española durante la Guerra civil.