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AS  
**SPANISH**  
(7691)

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**Specification**

For teaching from September 2016 onwards  
For exams in 2017 onwards

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Version 1.0 19 April 2016



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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/7691](https://www.aqa.org.uk/7691)
- We will write to you if there are significant changes to this specification.

# 1 Introduction

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## 1.1 Why choose AQA for AS Spanish

You can find out about all our Spanish qualifications at [aqa.org.uk/spanish](https://www.aqa.org.uk/spanish)

### Specifications designed for you and your students

We have worked with teachers and universities to design stimulating content to enable students to develop their linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken.

We've selected a broad area of study and prescribed certain aspects for closer examination.

Students will study technological and social change. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations.

Students will explore the influence of the past on present-day Spanish-speaking communities. Throughout their studies, they will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them. Students will study a text or a film.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

## 1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

Visit [aqa.org.uk/7691](https://www.aqa.org.uk/7691) to see all our teaching resources. They include:

- a digital scheme of work with links to resources which you can use to teach the various grammar points at appropriate places in the course
- marked student responses to the questions on our sample assessments, with examiner commentaries
- resources to help you deliver lessons on film and literature
- guidance and support for conducting the oral exams
- practice translations with mark schemes
- student textbooks and digital resources that have been checked and approved by AQA
- training courses to help you deliver AQA Spanish qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

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## Preparing for exams

Visit [aqa.org.uk/7691](https://www.aqa.org.uk/7691) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- exemplar student answers with examiner commentaries.

## Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://www.aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://www.aqa.org.uk/results)

## Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://www.coursesandevents.aqa.org.uk)

## Help and support available

Visit our website for information, guidance, support and resources at [aqa.org.uk/7691](https://www.aqa.org.uk/7691)

If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/keepinformedmfl](https://www.aqa.org.uk/keepinformedmfl)

Alternatively, you can call or email our subject team direct.

E: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

T: 01423 534 381

## Get help and support

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You can talk directly to the subject team

E: [mfl@aca.org.uk](mailto:mfl@aca.org.uk)

T: 01423 534 381

# 2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## 2.1 Subject content

### Core content

1. [Social issues and trends](#)
2. [Artistic culture](#)
3. [Grammar](#)

### Options

4. Works: [Literary texts and films](#)

## 2.2 Assessments

Paper 1: Listening, reading and writing
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Aspects of Hispanic society</li><li>• Artistic culture in the Hispanic world</li><li>• Grammar</li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 90 marks</li><li>• 45% of AS</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks).</li><li>• Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Questions in Spanish to be answered with non-verbal responses or in Spanish (45 marks).</li><li>• Translation into English; a passage of minimum 70 words (10 marks).</li></ul> No access to a dictionary during the assessment.

Paper 2: Writing	+	Paper 3: Speaking
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• One text or one film from the lists in the specification</li> <li>• Grammar</li> </ul>		<p><b>What's assessed</b></p> <p>One sub-theme from Aspects of Hispanic society and one sub-theme from Artistic culture in the Hispanic world.</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 50 marks</li> <li>• 25 % of AS</li> </ul>		<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Oral exam: 12–14 minutes</li> <li>• 60 marks</li> <li>• 30 % of AS</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Translation into Spanish; a passage of minimum 70 words (15 marks).</li> <li>• <b>Either</b> one question in Spanish on a set text from a choice of two questions <b>or</b> one question in Spanish on a set film from a choice of two questions (35 marks).</li> <li>• All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.</li> </ul> <p>No access to texts or films during the assessment.</p> <p>No access to a dictionary during the assessment.</p> <p>Students are advised to write approximately 250 words for the essay.</p>		<p><b>Questions</b></p> <p>Discussion of two sub-themes (6–7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins.</p> <p>No access to a dictionary during the assessment or during the preparation time.</p> <p>Students may take the assessment only once before certification.</p>

# 3 Subject content

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The AS specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. The content has been designed to be of relevance to students of all disciplines, whether they want to progress to A-level or not.

Students will develop their understanding of themes relating to the society and culture of the country or countries where Spanish is spoken, and their language skills; they will do this by using authentic spoken and written sources in Spanish.

The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

Students following this specification will develop their language knowledge, understanding and skills through:

- using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of Spanish
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification
- using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies
- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage from Spanish into English
- translating unseen sentences from English into Spanish.

Students must also study one book or film from the lists in this specification. They must know, understand and be able to respond critically in writing in Spanish to the work they have studied. Their knowledge and understanding must include a critical response to aspects such as the structure of the plot, characterisation, and the use of imagery or other stylistic features as appropriate to the work studied.

## 3.1 Social issues and trends

Students must study the following themes and sub-themes in relation to at least one Spanish-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

### 3.1.1 Aspects of Hispanic society

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

- Modern and traditional values (Los valores tradicionales y modernos)
  - Los cambios en la familia
  - Actitudes hacia el matrimonio/el divorcio
  - La influencia de la Iglesia Católica
- Cyberspace (El ciberespacio)
  - La influencia de internet
  - Las redes sociales: beneficios y peligros
  - Los móviles inteligentes en nuestra sociedad
- Equal rights (La igualdad de los sexos)
  - La mujer en el mercado laboral
  - El machismo y el feminismo
  - Los derechos de los gays y las personas transgénero

## 3.2 Artistic culture

Students must study the following themes and sub-themes in relation to at least one Spanish-speaking country.

### 3.2.1 Artistic culture in the Hispanic world

Students must study the sub-theme Spanish regional identity in relation to Spain. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

- Modern day idols (La influencia de los ídolos)
  - Cantantes y músicos
  - Estrellas de televisión y cine
  - Modelos
- Spanish regional identity (La identidad regional en España)
  - Tradiciones y costumbres
  - La gastronomía
  - Las lenguas
- Cultural heritage (El patrimonio cultural)
  - Sitios turísticos y civilizaciones prehispanicas: Machu Picchu, la Alhambra, etc
  - Arte y arquitectura
  - El patrimonio musical y su diversidad

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## 3.3 Grammar

AS students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following list. The mention of an item in this list implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The examples in italics in parentheses are indicative; they serve to illustrate the part of speech or structure that the student must know and do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

### 3.3.1 Nouns

Gender

Singular and plural forms

Plural of male/female pairs (eg *los Reyes*)

Affective suffixes (R)

### 3.3.2 Articles

Definite and indefinite

*El* with feminine nouns beginning with stressed *a* (*el agua*)

*Lo* + adjective

### 3.3.3 Adjectives

Agreement

Position

Apocopation (eg *gran, buen, mal, primer*)

Comparative and superlative (eg *másfuerte; mejor, peor, mayor, menor*)

Use of adjectives as nouns (eg *una triste, la roja, las norteamericanas*)

Demonstrative (eg *este, ese, aquel*)

Indefinite (eg *alguno, cualquiera, otro*)

Possessive (weak and strong forms) (eg *mi / mío*)

Interrogative and exclamatory (eg *¿cuánto? / ¡cuánto!*, etc, including use of *¿qué? / ¡qué!*)

Relative (*cuyo*) (R)

### 3.3.4 Numerals

Cardinal (eg *uno, dos*)

Ordinal 1–10 (eg *primero, segundo*)

Agreement (eg *cuatrocientas chicas*)

Expression of time and date

### 3.3.5 Adverbs

Formation of adverbs in *-mente*

Comparative and superlative (eg *más despacio*)

Use of adjectives as adverbs (eg *rápido, claro*)

Adjectives as equivalents of English adverbs (eg *Salió contenta*)

Interrogative (eg *¿cómo?, ¿cuándo?, ¿dónde?*)

### 3.3.6 Quantifiers/intensifiers

(eg *muy, bastante, poco, mucho*)

### 3.3.7 Pronouns

Subject

Object: direct and indirect; use of *se* for *le(s)*; ‘redundant’ use of indirect object (eg *Dale un beso a tu papá*)

Reflexive

Unstressed/stressed forms (eg *me/mí*)

Position and order

Relative (*que, quien, el que, el cual*)

Demonstrative (*este, ese, aquel; esto, eso, aquello*)

Indefinite (eg *algo, alguien*)

Possessive (eg *el mío, la mía*). Expression of possession by the use of the indirect object pronoun (*Le rompió el brazo*) must also be included.

Interrogative

### 3.3.8 Verbs

Regular conjugations of *-ar, -er* and *-ir* verbs, including radical-changing (eg *recordar/recuerdo, pedir/pido*) and orthographic-changing (eg *abrazar/abracé*) verbs in all tenses and moods, finite and non-finite forms

Regular and irregular verbs, in all tenses and moods, finite and non-finite forms

Agreement of verb and subject

Use of *hay que* in all tenses

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Use of tenses:

- present
- preterite
- imperfect
- future
- conditional
- perfect
- future perfect
- conditional perfect
- pluperfect.

Use of the infinitive, the gerund and the past participle

Verbal paraphrases and their uses. These include but are not limited to the following:

- *ir a* + gerund
- *estar* + gerund
- *acabar de* + infinitive
- *estar para* + infinitive
- *llevar* + gerund
- *ir* + gerund (R)
- *venir* + gerund (R).

Use of the subjunctive

Commands

Conditional sentences

After conjunctions of time

After *para que*, *sin que*

In relative clauses (R)

After other subordinating conjunctions (R)

With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability (R)

Sequence of tense in indirect speech and other subordinate clauses

Voice

Use of the reflexive as a passive (eg *El puente se construyó para unir a las comunidades*)

Use of the reflexive to express an impersonal subject (eg *¿Cómo se llega a la estación?*)

Use of *ser* + past participle

Use of *estar* + past participle

'Nuance' reflexive verbs (eg *caerse*, *pararse*)

Modes of address (*tú*, *usted*; *vos* (R))

Constructions with verbs

Verbs followed directly by an infinitive (eg *querer, poder*)

Verbs followed by a preposition plus an infinitive or noun phrase (eg *insistir en, negarse a*)

Verbs followed by a gerund (eg *seguir*)

Verbs of perception (eg *Vi asfaltar la calle*)

Uses of *ser* and *estar*

### 3.3.9 Prepositions

All prepositions, both simple (eg *bajo*) and complex (eg *encima de*)

'Personal' *a*

Discrimination of *por* and *para*

### 3.3.10 Conjunctions

Coordinating conjunctions (eg *y, o, pero*)

Subordinating conjunctions. These include but are not limited to the following:

- cause (*porque*)
- purpose (*para que*)
- proviso (*con tal que*)
- supposition (*a no ser que*)
- time (*cuando*)
- concession (*aunque*).

Use of *que* to introduce a clause (eg *¡Cuidado, que se va a quemar la tortilla!*) (R)

### 3.3.11 Negation

### 3.3.12 Questions

### 3.3.13 Commands

### 3.3.14 Word order

Subject following verb (*Ha llegado el profesor; Me gustan las patatas*)

Focalisation (*Tú ¿qué opinas?; A Cristiano lo odian*) (R)

### 3.3.15 Other constructions

Time expressions with *hace/hacía* and *desde hace/hacía*

Cleft sentences (*Fue en Madrid donde nos conocimos*)

Comparative constructions. These include but are not limited to the following:

- *tan... como...*, etc
- *más... que...*, etc.

*Tiene más dinero de lo que creía* (R)

Indirect speech

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### 3.3.16 Discourse markers

(eg *Es que...*, *Por ejemplo*, *Ahora bien...*)

### 3.3.17 Fillers

(eg *pues*, *bueno*)

## 3.4 Works

### 3.4.1 Literary texts and films

Students must study **either** one text **or** one film from the list below. Abridged editions should not be used.

#### Texts

- Federico García Lorca *La casa de Bernarda Alba*
- Gabriel García Márquez *Crónica de una muerte anunciada*
- Laura Esquivel *Como agua para chocolate*
- Ramón J. Sender *Réquiem por un campesino español*
- Carlos Ruiz Zafón *La sombra del viento*
- Isabel Allende *La casa de los espíritus*
- Gustavo Adolfo Bécquer *Rimas*
- Fernando Fernán-Gómez *Las bicicletas son para el verano*
- Luis de Castresana *El otro árbol de Guernica*
- Gabriel García Márquez *El coronel no tiene quien le escriba*

#### Films

- *El laberinto del fauno* Guillermo del Toro (2006)
- *Ocho apellidos vascos* Emilio Martínez-Lázaro (2014)
- *María, llena eres de gracia* Joshua Marston (2004)
- *Volver* Pedro Almodóvar (2006)
- *Abel* Diego Luna (2010)
- *Las 13 rosas* Emilio Martínez-Lázaro (2007)

# 4 Scheme of assessment

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Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://aqa.org.uk/pastpapers)

This specification is designed to be taken over one or two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

AS exams and certification for this specification are available for the first time in May/June 2017 and then every May/June for the life of the specification.

All materials are available in English only.

Our AS exams in Spanish include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

## 4.1 Aims

Courses based on this specification should encourage students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS Spanish specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond:
  - in speech to spoken language including face-to-face interaction
  - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
  - in speech to written language drawn from a variety of sources
  - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10 % of the total marks for the qualification may be used for responses in English, including translation into English.

### Assessment objective weightings for AS Spanish

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	15	0	5	20
AO2	25	0	5	30
AO3	5	15	10	30
AO4	0	10	10	20
Overall weighting of components	45	25	30	100

## 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Listening, reading and writing	90	x1	90
Paper 2: Writing	50	x1	50
Paper 3: Speaking	60	x1	60
Total scaled mark:			200

## 4.4 Paper 1: Listening, Reading and Writing

Duration: 1 hour 45 minutes; total raw mark: 90

### Listening and responding

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in this specification.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in Spanish. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in Spanish what they have understood from the passage they have heard and marks will be awarded for the quality of Spanish used. Students must write in full sentences and use their own words as far as possible in this question.

In the remaining questions requiring a response in Spanish, students should give only the information required by the question.

Across the passages for listening, reference will be made to at least two Spanish-speaking countries other than Spain.

At least one passage will involve more than one speaker. Passages will be studio recorded and provided to schools and colleges. Students will have individual control of the recording. The language and delivery of the recorded material will reflect its content and context.

### Reading and responding

Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the context may fall outside of these themes and sub-themes.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in Spanish. Questions will include the need to infer meaning and abstract material such as opinions, views, emotional reactions and personal experiences will be tested.

For one question students will need to summarise in Spanish what they have understood from the stimulus text they have read and marks will be awarded for the quality of Spanish used. Students must write in full sentences and use their own words as far as possible in this question.

In the remaining questions requiring a response in Spanish, students should give only the information required by the question.

Across the stimulus texts for reading, reference will be made to at least two Spanish-speaking countries other than Spain.

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## Assessment

In questions requiring a summary, the marks for content (AO1 or AO2) and language (AO3) are awarded independently.

Long summaries will be marked for content (AO1 or AO2) or language (AO3) until the first natural break (usually the end of a sentence or main clause) between 70 and 80 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 or AO2 mark is awarded for a response which conveys the required information regardless of whether that response is expressed in the student's own words, or is partly or wholly lifted from the recording or text. However, no AO1 or AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. Examples of this are in the specimen mark scheme. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

In comprehension questions with no AO3 marks, where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 or AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set. Examples of this are in the specimen mark scheme.

## Translation

Students will translate a passage of at least 70 words from Spanish into English. The content will be based on the themes and sub-themes in this specification.

No dictionaries are allowed in this exam.

## 4.5 Paper 2: Writing

Duration: 1 hour 30 minutes; total raw mark: 50

Students will translate sentences amounting to at least 70 words from English into Spanish. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in Spanish containing some of the vocabulary and structures which they will need for the translation.

Students will answer one essay question in Spanish on the book or film which they have studied. Students will have a choice of question on each book and film. All questions will be in Spanish and will require a critical response. All questions will include bullet-pointed suggestions as to what students might cover in their answer. The bullet points will be optional.

Students will be advised to write approximately 250 words. Everything that students write will be marked; there is no word limit. Students writing the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the books and films is not allowed in this exam.

## 4.6 Paper 3 Speaking

Duration: 12–14 minutes plus 15 minutes supervised preparation time; total raw mark: 60

Students will discuss two sub-themes from those in this specification. The teacher-examiner will give the student two cards from one sub-theme and the student will choose one of these two cards. The teacher-examiner will also give the student two further cards, one from each of two sub-themes from the other theme. The student will choose one from these two cards.

The chosen stimulus cards will form the basis for the discussions. The content of each card will be based on one of the sub-themes in this specification. Cards will contain images, text and three questions. The teacher examiner will ask the student the questions during the discussion. The student will have 15 minutes supervised preparation time to prepare the cards. The student may make notes during this time and refer to them during the test.

The student should prepare one question on each card to ask the teacher-examiner during the test. The question should arise from the material on the card.

To meet the requirement to ask questions, students must seek information or an opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement. Sample questions are shown in the specimen mark scheme.

Speaking assessments will be conducted by either the school or college or a visiting examiner. All assessments must be recorded and a complete and unedited audio recording made available to AQA.

All assessments will be marked by an AQA examiner.

A five-week window will be timetabled during April and May. All assessments must be conducted within this period.

Teachers conducting the assessments can open the assessment material up to two working days before the assessment window opens in order to prepare for conducting the tests.

Detailed instructions for the teacher will be issued before the test period. Online training materials will also be available to ensure that teachers are familiar with the requirements of the assessments.

The confidentiality of the assessment materials must be strictly maintained before and during the period of the assessments.

Access to dictionaries is not permitted at any time during the assessment or preparation time.

Students' notes should be stored securely in the centre until results day.

For further detail on Paper 3 Speaking, see *AS and A-level French, German and Spanish Instructions for Speaking Tests* at [aqa.org.uk](http://aqa.org.uk)

## 4.7 Assessment criteria

### Paper 1 Summary questions: A03

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

## Paper 2: Writing

Essays on texts and films will be assessed according to the following assessment criteria.

### A03 (15 marks)

Mark	Description
13–15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10–12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7–9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4–6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

## A04 (20 marks)

Mark	Description
17–20	<p>Very good critical response to the question set.</p> <p>Knowledge of the text or film is consistently accurate and detailed. Students consistently use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
13–16	<p>Good critical response to the question set.</p> <p>Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
9–12	<p>Reasonable critical response to the question set.</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
5–8	<p>Limited critical response to the question set.</p> <p>Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
1–4	<p>Very limited critical response to the question set.</p> <p>A little knowledge of the text or film is demonstrated. Students very occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

## Paper 3: Speaking

This discussion of each of the two sub-themes will be assessed using the criteria below.

The marks for each discussion will be combined to give a mark out of 60.

### A01 (5 marks)

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

#### Notes

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

### A02 (5 marks)

Mark	Description
5	Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

#### Notes

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

## A03 (10 marks)

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

### Notes

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

Serious errors are defined as those which adversely affect communication.

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

**A04 (10 marks)**

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

Further guidance on what we expect for AO4 can be found in the indicative content in the mark scheme.

# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code, further and higher education providers are likely to take the view that they have only achieved one of the two qualifications. Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA Advanced Subsidiary GCE in Spanish	7691T 7691V	7691	FKS (14–16); 5750 (post-16)

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCE qualification level conditions that apply to all GCEs
- Ofqual GCE subject level conditions that apply to all GCEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8730/X.

## 5.2 Overlaps with other qualifications

There is overlapping content in the AS and A-level Spanish specifications. This helps you teach the AS and A-level together.

## 5.3 Awarding grades and reporting results

The AS qualification will be graded on a five-point scale: A, B, C, D and E.

Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

## 5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

However, we recommend that students should have the skills and knowledge associated with a GCSE Spanish course or equivalent.

## 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at [jcq.org.uk](http://jcq.org.uk)

### 5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

### 5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](http://aqa.org.uk/access) or email [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

## 5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](http://aqa.org.uk/becomeacentre)

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## 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email: [privatecandidates@aca.org.uk](mailto:privatecandidates@aca.org.uk)

## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/subjects/7691](https://aqa.org.uk/subjects/7691)

You can talk directly to the subject team

E: [mfl@aca.org.uk](mailto:mfl@aca.org.uk)

T: 01423 534 381