

GCE AS 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 12 to 15 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 (responding to written language and discussion based on the Theme La evolución de la sociedad española)

Four mark grids are applied to task 1:

- responding to written language in speech (AO2)
- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

Responding to written language in speech (AO2)

This grid is used to assess the student's response to the first three questions **only**, it is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the AS speaking task 1: indicative content grid for questions 1-3. This can be found in the document Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs). There is an indicative content grid 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.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"> • Limited ability to summarise; over-reliance on indiscriminate repetition of source material. • Limited relevant response to questions on the texts, little evidence of understanding of texts.
4-6	<ul style="list-style-type: none"> • Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material. • Partially relevant responses to questions on the texts, some misunderstanding of text or texts evident.
7-9	<ul style="list-style-type: none"> • Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material. • Mostly relevant responses to questions on the texts, showing a generally clear understanding of the texts.
10-12	<ul style="list-style-type: none"> • Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material. • Relevant responses to questions on the texts, showing a clear understanding of the texts.

Task 1 (responding to written language and discussion based on the Theme La evolución de la sociedad española) (continued)

The knowledge and understanding of society and culture (A04)

This 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. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the **AS speaking task 1: indicative content** grid for **question 4**. This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. There is an indicative content grid associated with each question. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none">Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the cultural and social context.Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4-6	<ul style="list-style-type: none">Relevant, straightforward ideas supported by information/examples/references, loses focus on the cultural and social context in places, occasional irrelevance.Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusion.
7-9	<ul style="list-style-type: none">Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references.Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10-12	<ul style="list-style-type: none">Relevant ideas, some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references.Viewpoints and arguments consistently well developed and justified, leading to convincing conclusions.

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 are considered to be thoughts and opinions that give the standard, predictable response.

Task 1 (responding to written language and discussion based on the Theme La evolución de la sociedad española) (continued)

Accuracy and range of language (AO3)

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.

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"> Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained. Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none"> Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. Pronunciation and intonation are intelligible, though sometimes inaccurate.
7-9	<ul style="list-style-type: none"> Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication. Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication. Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none"> Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication. Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity. Pronunciation and intonation are accurate, intelligible and authentic sounding.

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.

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 (responding to written language and discussion based on the Theme La evolución de la sociedad española) (continued)

Interaction (A01)

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.

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead. • Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none"> • Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation. • Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none"> • Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation. • Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding appropriately at different points in the conversation.

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 timing 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 (discussion on the Theme La cultura política y artística en el mundo hispanohablante)

Three mark grids are applied to this task:

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

Knowledge and understanding of society and culture (AO4)

This 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. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AS speaking task 2: indicative content** which is associated with each question, This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the cultural and social context. • Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
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Additional guidance

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Task 2 (discussion on the Theme La cultura política y artística en el mundo hispanohablante) (continued)

Accuracy and range of language (AO3)

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.

Marks	Description
0	No rewardable language.
1–3	<ul style="list-style-type: none"> Occasional variation of straightforward grammatical structures and vocabulary with some repetition of expression; communication is sometimes constrained. Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none"> Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. Frequent sequences of accurate language though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. Pronunciation and intonation are intelligible, though sometimes inaccurate.
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Additional guidance

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

Task 2 (discussion on the Theme La cultura política y artística en el mundo hispanohablante) (continued)

Interaction (AO1)

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.

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"> Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead. Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3-4	<ul style="list-style-type: none"> Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation. Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
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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 timing 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.

Task 1 stimulus SP1

Question number	Indicative content
1	<ul style="list-style-type: none"> • The traditional family model has broken down in Spain • Large numbers of Spaniards live outside marriage • For the first time in Spain, a large number (10,000) are in a same-sex relationship
2	<ul style="list-style-type: none"> • (They could face) financial difficulties
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Agree:</p> <ul style="list-style-type: none"> • All members of the family are rallying round to support each other, e.g. grandparents supporting younger members of the family, more young people cooking for families, taking care of the youngest etc <p>Disagree:</p> <ul style="list-style-type: none"> • Families are separated and no longer live together, so they can't support each other
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Effects of economic crisis on Spain, e.g. austerity measures, unemployment • Internet, e.g. young people addicted to social media rather than talking to parents in person, leading to loosening of traditional Spanish family ties • Modern life has changed, e.g. the decline of the Catholic Church, the more relaxed and tolerant attitude of government and parents has led to huge changes in what were seen as traditional values. Spain is absorbing the cultures of the West.

Task 1 stimulus SP2

Question number	Indicative content
1	<ul style="list-style-type: none"> • A study shows Spanish society has changed since the 1980s • There have been changes to the birth rate, marriage and cohabitation • There has been a rise in divorce and civil partnerships
2	<ul style="list-style-type: none"> • Also taking place in other European cities
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Agree:</p> <ul style="list-style-type: none"> • There has been a rise in single parent families • There has been a rise in step-families <p>Disagree:</p> <ul style="list-style-type: none"> • Some families still live together or near each other • Couples are still getting married
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • People have migrated away from families for work • It is hard to find well paid work so families can face financial difficulties • Some families risk facing eviction if they cannot pay their rent

Task 1 stimulus SP3

Question number	Indicative content
1	<ul style="list-style-type: none"> • Study shows that the number of 16-24 year olds who neither study nor work is falling • Improvement in job market started in 2013 • This has been due to work creation schemes and the ease in the economic crisis
2	<ul style="list-style-type: none"> • Better qualified young people between 20 and 24 years old
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>AGREE:</p> <ul style="list-style-type: none"> • Many well-qualified Spaniards find themselves working in menial jobs when they have studied for several years <p>DISAGREE:</p> <ul style="list-style-type: none"> • Lots of Spanish graduates are able to find appropriate jobs in Spain or abroad.
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>YES:</p> <ul style="list-style-type: none"> • Huge improvement due to influx of modern European ideas about women into Spain • Significant number of women now occupy important positions in industry and government, e.g. Ana Botín, Head of Santander Bank <p>NO:</p> <ul style="list-style-type: none"> • Pay gap is higher in Spain than the EU average • Many women in Spain are over qualified for the jobs they do

Task 1 stimulus SP4

Question number	Indicative content
1	<ul style="list-style-type: none"> • Graduates can't find work easily in Spain • Many young people are thinking of leaving Spain for work • Youth unemployment is higher in Spain than in the rest of Europe
2	<ul style="list-style-type: none"> • She has been unemployed for a year
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Agree:</p> <ul style="list-style-type: none"> • There is no guarantee of finding employment after university • It is too expensive to study when there is no job at the end <p>Disagree:</p> <ul style="list-style-type: none"> • A degree gives more opportunities than not having a qualification • Employers want high qualifications even for low paid jobs
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Economic crisis has caused job losses • Older people are holding on to jobs so few vacancies for young people • People on temporary contracts are the first to be made redundant; often they are young people

Task 1 stimulus SP5

Question number	Indicative content
1	<ul style="list-style-type: none"> • Mass tourism started 50 years ago • The numbers of tourists are increasing • It has become a lynch pin in the Spanish economy
2	<ul style="list-style-type: none"> • Tourists are attracted by the climate, beaches and food
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • AGREE: Spanish people prioritise the tourists' needs at the detriment of the local community. • DISAGREE: Many tourists are interested in the cultural aspects of the country.
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>For mass tourism:</p> <ul style="list-style-type: none"> • Cheap holidays are great especially for people on low incomes • Great entertainment for young people. e.g. clubs and bars in Ibiza, package holidays to the coast <p>Against mass tourism:</p> <ul style="list-style-type: none"> • Creates lots of environmental problems, e.g. increased pollution. • Negative impact on locals, through anti-social behaviour.

Task 1 stimulus SP6

Question number	Indicative content
1	<ul style="list-style-type: none"> • Benidorm has evolved into a popular tourist destination • Benidorm’s climate and beaches attract many overseas tourists • Tourism has negative impacts on the local area and ecosystem
2	<ul style="list-style-type: none"> • People build / create recreational activities on top of natural resources
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Agree:</p> <ul style="list-style-type: none"> • Tourism is a major contributor to the Spanish economy • Tourism provides employment for Spanish people <p>Disagree:</p> <ul style="list-style-type: none"> • Spain should focus on other industries to spread the risk • Tourism provides mainly only seasonal jobs
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Make sure new buildings are in keeping with local area • Limit construction to certain areas • Protect natural resources

Speaking task 2 – 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.

Task 2 stimulus SP7

Indicative content
<ul style="list-style-type: none">• The growing reach of the internet has made music accessible to the whole of the Spanish-speaking world, e.g. to rural areas.• Many young Hispanic people are interested in English/American music• A large number of young people in the Hispanic world listen to and play music, e.g. flamenco, traditional Spanish guitar, fusion.• Concerts are very popular in the Spanish-speaking world, e.g. Benicàssim rock concert.

Task 2 stimulus SP8

Indicative content
<ul style="list-style-type: none">• Young people focus more on English/American popular music, e.g. rap/dance• Today's media promotes modern popular music, e.g. MTV España.• Mostly older people listen to traditional Spanish music, e.g. tango.• The lyrics of modern music are more relevant to the lives of young Spanish-speaking people, e.g. Latin-American rap, Reggaeton.

Task 2 stimulus SP9

Indicative content
<ul style="list-style-type: none">• Social networks such as Facebook and Twitter now play a large part in political life, e.g. Catalan referendum, corruption of Spanish government, the Argentinian election.• 70% of young Hispanic people believe that social media is a force for social change e.g. ordinary people can get involved in events anywhere in the world and post comments e.g. in support of better safety regulations following the mine disaster in Chile and the train accident in Santiago de Compostela.• Power of the internet to promote a range of views, e.g. ETA; environmental groups, anti-bullfighting group (ADDA).• Social media has allowed ordinary people to try and improve conditions in the world via fundraising and volunteering, e.g. Makkita Quykuway, Dame tu mano in Peru.

Task 2 stimulus SP10

Indicative content

- Telenovelas, e.g. La Hija del Mariachi, reflect aspects of Hispanic society.
- The exaggerated nature of the telenovelas provides entertainment and escapism from problems Hispanic people face.
- People in Spanish-speaking countries can identify with themes and characters.
- The overuse of stereotypes, e.g. characters in Allí Abajo, reflect local prejudices.

Task 2 stimulus SP11

Indicative content

- The use of animals for entertainment, especially in bullfighting, is barbaric.
- There is a growing movement in Spain, especially amongst young people, to have bullfighting abolished, e.g. some regional councils such as Cataluña have already banned it.
- In a united, modern world, older Hispanic attitudes to the use of other animals, e.g. goats and horses, for entertainment is now unacceptable
- There are plenty of other Hispanic festivals that do not use animals.

Task 2 stimulus SP12

Indicative content

- National celebrations, e.g. Todos los Santos remind people of the importance of religion and family in the modern age.
- Regional cultural diversity is as important as national identity in the Spanish-speaking world e.g. musical instruments and dances from Galicia and Holy Week celebrations throughout the Spanish-speaking world.
- Regional celebrations are valuable to local economies in that they tend to attract tourists, e.g. La Tomatina.
- Young and old are positively involved in many celebrations, e.g. San Fermín in Pamplona, las Fallas in Valencia, El Día de Los Muertos in Mexico.