

AS
SPANISH
7691/3T/3V

Paper 3 Speaking

Mark scheme

June 2024

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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

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

AOs	CARD 1	CARD 2	TOTAL
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

Students asking questions

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

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

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

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

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

Notes

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

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

Notes

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

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

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

Serious errors include:

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

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of subjunctive

formation of regular and irregular verbs in a variety of tenses

reflexive verbs

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

value judgements

verb + infinitive (+ preposition) expressions.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9–10	Very good critical response 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.	
7–8	Good critical response 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.	
5–6	Reasonable critical response 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.	
3–4	Limited critical response 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.	
1–2	Very limited critical response 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.	
0	Nothing in the performance is worthy of a mark	

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

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- according to a report, a young Spaniard leaves home later and later. In Madrid it is at around 30 years of age compared to nearly 40 in the Basque country
- in order to move out, an average wage of around 1800 euros is needed. This is a salary that most young Spaniards don't have
- the Spanish government does very little to help financially leaving it to the individual communities, for example, Catalonia to help with loans.

- *¿Por qué crees que es importante para un joven hispano independizarse?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- renting or buying is an important milestone in a young person's life. However, the average age for a Spaniard to buy their first home is 41 years of age, according to *Banco Sabadell*
- it allows them to start their own family. According to some, however, because of children leaving home later, the average age to have a child in Spain is now 30.6 compared to 25.2 in 1975
- it gives them the chance to be responsible, make their own choices and deal with any consequences that they might face in the future.

- *¿Qué otros problemas afectan a las familias hispánicas hoy en día?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- the number of divorces has increased in many Hispanic countries. In Argentina, the divorce rate is 50% of all marriages
- child care costs have rocketed in Spain. On average, parents have to pay between 400–600 euros a month according to *www.expatica.com*, meaning that many grandparents take on this role
- high rate of unemployment amongst young people, for example, approximately 30% in Spain.

Possible content

Tarjeta B: Los valores tradicionales y modernos

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- churches in several cities in Southern Spain are trying to make Halloween more Christian
- they want parents to dress up their children not in ghost, vampire or zombie costumes but instead as apostles, angels and saints
- the aim is to make these celebrations of Christianity.
- *¿Por qué crees que muchos padres en los países hispanos no siguen las tradiciones católicas?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- Spain is undergoing a generalised secularisation – in the last decades, religious practice has fallen dramatically and atheism and agnosticism have grown in popularity, with nearly 30% of the population having no religion – many parents are no longer as religious as before and this notion is then passed down to their children
- other religions have grown in popularity over the last forty years in Spain – an increase in immigration has led to a change in the kinds of religions practised in the country – a study conducted by *Unión de Comunidades Islámicas de España*, reports that Islam is now the religion of 5% of the population
- for some Spaniards, the Church still has a negative image (eg, through its connections to the Franco regime) – according to a survey published by *El País* in 2018, only 18% of the population are practising Catholics.
- according to the Pew Research Centre, in recent decades, millions of Catholics have abandoned the church – nearly one in five Latin Americans now consider themselves Protestant.
- *¿Qué sabes sobre la situación de la Iglesia Católica en el mundo hispánico hoy en día?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- the younger Hispanic generations, while still identifying as Catholic, no longer attend Mass as frequently as those of an older generation
- the number of parish priests in Spain has gradually diminished from 25 000 in 1975 to 18 500 in 2015 – additionally, the number of nuns has dropped year on year
- the percentage of practising Catholics in Spain has dropped from over 60% in 1975 to less than 20% in 2020.

Possible content

Tarjeta C: El ciberespacio

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- *Amazon* has opened its first supermarket in Madrid, where customers are charged automatically when they have left the shop
- many think that this is a threat to many smaller shops and supermarkets
- according to a study, nearly half of the Spanish population often shop online.
- *¿Por qué crees que la gente en el mundo hispánico compra cada vez más en línea?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- due to many people's hectic lives, in the Hispanic world it is convenient to go online to shop, as well as having a worldwide market at your fingertips
- popular shopping apps are tapping into this market. Eg: *Glovo*, a Spanish delivery company founded in 2015, has seen its profits reach 450 million euros in 2021, the highest ever by an e-commerce company in Spain
- in South America, *Mercado Libre* has revamped its app to make it easier for customers to navigate its online store. As of 2021, *Mercado Libre* was the most visited online marketplace in Latin America with 670 million monthly hits.
- *¿Qué impacto ha tenido el uso del internet en los países hispanos?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- with the popularity of online shopping, there has been an increase in the closure of small businesses. According to José Luis Bueno, professor of the IESE Business School, for every 1% increase in online shopping online about 13,000 small businesses shut down
- smartphones have increased cyberbullying. In Argentina, the Government has established *Equipo Niños*, which is an anonymous helpline that those suffering from online bullying can access
- cyber-attacks have multiplied in Spain. The cloud security company *Datos101* published a report concluding that cyber-attacks have grown in one year by 125% in Spain, bringing the number of daily cyber-attacks to 40 000. This is particularly focused on government departments and small businesses.

Possible content

Tarjeta D: El ciberespacio

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the Spanish Ministry of Health has published a report that states that 51% of those aged 14–18 use their phones in a compulsive manner
- the app *Antisocial* allows parents to see how their children use their phones and they can block any inappropriate apps remotely
- parents are informed if the child tries to uninstall the app.

- *¿Por qué piensas que los jóvenes del mundo hispánico usan tanto sus móviles hoy en día?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- young people have been brought up in a time when it is easier to communicate via smartphones. 73% of young people in Spain send messages via text or *WhatsApp* at least five times a day, whilst only 12% use a landline
- shopping online has become increasingly popular amongst the young. According to a report by the Espíritu Santo University in Ecuador, 40% of those under 25 shop online at least once a week
- gaming is popular. Latin America is among the fastest growing gaming markets, with over 230 million gamers and growing at a rate of 13.5% a year. It is not surprising that *FIFA* is the most popular game.

- *¿Qué has aprendido sobre las desventajas de la tecnología en los países hispanohablantes?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- people are glued to their phones and can't leave the house without it. Leaving their phone at home even causes anxiety for some. *Cofridis* has created a campaign called *De la pantalla a la vida*, which hopes to show the problems too much use of technology can cause
- cyber bullying is reaching new lengths. As technology grows, so does the means by which bullies can target their victim in cyberspace. Latin America experiences the highest amount of cyberbullying on social media platforms
- people are ill-equipped to take on new jobs due to lack of IT training in school and then in the workplace. According to a 2023 IDC study, Latin America lacked nearly half a million IT trained professionals.

Possible content**Tarjeta E: La igualdad de los sexos****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the first Gay Pride in Mexico took place in 1978 with only 100 people taking part, half being journalists whilst others were just curious to see what was happening
- those who took part were shouted at for being different
- today, some 250 000 people from all walks of life take part.
- *¿Crees que la situación para las personas del colectivo LGBTI en el mundo hispánico ha mejorado?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- society's attitudes to same-sex marriage have changed. In South America, same-sex marriage is currently legal in Argentina, Costa Rica, Chile, Colombia, Ecuador, Mexico and Uruguay
- same sex couples can legally adopt now. For example, same-sex adoption in Chile has been legal since 2021
- the profile of the LGBTI community has increased immensely. There are Gay Prides all over the Spanish-speaking world, which are widely celebrated. For example, Madrid Pride in July can attract thousands of visitors a year.
- *¿Qué más sabes sobre la igualdad de los sexos en los países hispanohablantes?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- same-sex equality in the Hispanic world. For example, students could mention the fact that Spain became the third country in the world to legalise same-sex marriages in 2005
- transgender issues in Latin America and how many face discrimination and move to other countries for safety. Discriminatory legislation exacerbates violence against transgender people in many South American countries
- although there have been great steps in women's rights, in some Latin American countries there is still a lack of equality for them. For example, in countries such as Nicaragua, the Dominican Republic or El Salvador, abortions of any type are punished by law.

Possible content

Tarjeta F: La igualdad de los sexos

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- sexism still continues in the workplace when it comes to the clothes that women have to wear
- María Fernández has complained that, whilst men can wear flat shoes, women have to wear heels as part of their uniform
- a petition that María has launched has already had 50 000 signatures in favour of getting rid of sexism when it comes to uniform.

- *¿Crees que aún existe sexismo en los países del mundo hispánico?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- a reaction for or against the question with justifications. Men in Latin American culture are sometimes portrayed as *machistas* and many women have a traditional belief that men should be macho and protective of women
- according to a report by UNESCO on how women are stereotyped in the South America media, women are portrayed as having beauty and little education while men are shown to have intelligence
- according to an UN report, 38% of women in Ecuador say wife-beating is justified for at least one reason.

- *¿Cómo ha cambiado la situación de las mujeres en la sociedad de los países hispanohablantes?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- women in South America have increased their labour market participation. In 2018, over half of all women (aged 15 or over) in Spanish-speaking countries were working, with Peru taking the lead at 68.7 per cent, followed by Bolivia with 63 per cent
- there are more women in power now compared to thirty years ago. Some examples include Isabel Saint Malo, who became the first woman elected vice-president in Panama's history, and Margarita Cedeño de Fernández, who served as Vice-President of the Dominican Republic from 2004 to 2012
- laws have been passed throughout South America in favour of women's rights. For example, in 1991, the Political Constitution of Colombia replaced the 1986 Constitution and included several articles supporting women's equality.

Possible content**Tarjeta G: La influencia de los ídolos****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- Alba Palacios is the first trans woman footballer in Spain
- although there is still much to do to end discrimination in sport, she has become an LGBTI icon and inspiration to other trans athletes
- although heckled by some fans, Alba still plays football and supports other sports people who might be in a similar situation to hers.
- *¿Crees que otros deportistas del mundo hispánico han sido una influencia positiva gracias a sus acciones benéficas?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- the Atlético Madrid football player, Saúl Ñíguez, set up the organisation *#SaldremosJuntos* to help those self-employed who suffered during the Coronavirus pandemic
- the Argentinian footballer, Lionel Messi, has been a UNICEF Goodwill Ambassador since 2010 and has raised funds for the Sant Joan de Deu hospital in Barcelona to fight child cancer
- in 2018, Rafa Nadal helped the locals clear up after floods devastated the region of Sant Llorenç des Cardassar in Mallorca.
- *¿Conoces a otros famosos del mundo hispánico que hayan ayudado a personas de grupos oprimidos?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- Ivy Queen, a Puerto Rican singer, rapper, songwriter and actress, who is considered one of the pioneers of the reggaeton genre and an advocate for women's rights
- the Mexican actor, Diego Luna has participated in the *Desfronterízate* campaign which fights for immigration causes
- Clara Campoamor, born in 1888, was a Spanish politician and one of the main promoters for women's suffrage in Spain.

Possible content

Tarjeta H: La influencia de los ídolos

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- for many Colombians, the drug trafficker Pablo Escobar was an idol
- he helped many poor Colombians
- thousands mourned his death, whilst the authorities saw it as a triumph in the fight against drugs.
- *¿Hay alguna celebridad del mundo hispánico que sea un mal ejemplo por sus acciones?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- any Hispanic celebrity who can have a negative impact by their lifestyle choices, such as smoking or drinking, or through their religious or political beliefs
- examples such as the footballers Diego Maradona, for his drug habit, and Luis Suárez, who was found guilty of biting Italy's Giorgio Chiellini during a match
- the Spanish rappers Valtònyc and Pablo Hasel, who were found guilty of insulting the monarchy and glorifying terrorism through their lyrics.
- *En tu opinión, ¿tienen los hombres famosos del mundo hispánico más influencia que las mujeres famosas?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- agreement or disagreement with the question with specific examples
- female celebrities who have had a positive influence, eg the author Isabel Allende, who founded a foundation to help advance women's issues
- the actress Penélope Cruz, who has volunteered in countries worldwide helping poverty-stricken and ill people around the globe, and the actor Antonio Banderas, who is also a Goodwill Ambassador for the United Nations Development Programme.

Possible content**Tarjeta I: La identidad regional en España****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the town of Valverde de la Vera has a strange, religious festival dating from the 16th century
- the *empalaos* are tied to a cross and walk barefoot around the town
- many see this as a cruel tradition but participants want to show their devotion.
- *¿Por qué crees que muchas tradiciones españolas están relacionadas con la religión?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- as a Catholic country, the fact is that many traditions in Spain have religious and cultural origins – however, modern and international festivals are becoming more popular and new traditions are being created all the time
- despite some traditional, mournful religious processions, most are accompanied by street parties with marching bands, firework displays and much general merrymaking
- the festivals of Moors and Christians, which take place all over Spain, hark back to the centuries of Moorish domination which made a major impact on the country's culture, cuisine, language and traditions.
- *¿Qué sabes sobre otras tradiciones y costumbres españolas?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. Responses could include:

- any Spanish custom or tradition they would like to participate in and why
- carnival celebrations in Tenerife, *las Fallas* in Valencia or the running of the bulls in Pamplona
- *la Tomatina* in Buñol, the processions during Easter or any other Spanish festival the candidate has come across in their study
- any example of a regional dance, from *flamenco* in Andalucía to the *sardana* in Cataluña and to the *jota* in Aragón.

Possible content

Tarjeta J: La identidad regional en España

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

Students' responses will be based on the information on the card and may cover the following:

- surprise that the Asturian language is used in the Asturian parliament or that Asturian is not an official language of Spain like Basque, Galician or Catalan
- the Asturian language is also known as *bable* and is one of the languages of Spain, according to Ana Cano of Oviedo University
- there are 100 000 native speakers of Asturian and many more people that also speak it as their second language.

- *¿Hasta qué punto crees que se debe proteger el uso de las lenguas regionales?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- the fact that regional languages should be maintained and regarded as part of the region's history and cultural heritage
- the fact that those under 40 years of age in areas with their own regional languages have not lived under a dictatorship and therefore have grown up with the freedom of using their own language in education and at home
- evidence that some Spanish speakers complain that their language, *el castellano*, is being marginalised by regional nationalists in the same way that regional languages were prohibited during Franco's dictatorship.

- *Aparte de la lengua, ¿qué otras cosas definen la identidad de una región española?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. Responses could include:

- gastronomy is an important part of regional identity and can be seen from *pulpo a la gallega* in Galicia to *Marmitako* in the Basque country, from *gazpacho* in Andalusia to *horchata* in Valencia
- festivals are a key part of regional identity from *Els Castellers* in Catalonia to *La Feria de Sevilla* in Andalusia
- regional dances are also indicative of regional identity, with *flamenco* being famous in Andalusia, *la jota* in Aragón and *la sardana* in Catalonia.

Possible content**Tarjeta K: El patrimonio cultural****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Qué nos dice esta información sobre el museo en Bilbao?*

Students' responses will be based on the information on the card and may cover the following:

- more than a million tourists visit the Guggenheim Museum each year and spend millions of euros in the region
 - the museum is a symbol of the city and it has transformed Bilbao for the better since its opening in 1997
 - this change is known as the 'Bilbao effect' and it is admired internationally.
- *¿Hay algún otro edificio que te parezca especialmente impactante en el mundo hispánico?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- examples from within Spain, such as the *Sagrada Familia* in Barcelona, the *Alhambra* in Granada, or the *Mezquita* in Cordoba
- contemporary examples from Latin America, such as the UN building in Santiago de Chile or the UNAM library in Mexico City
- archaeological sites from Latin America, such as Machu Picchu in Peru or Teotihuacán in Mexico.

- *¿Qué has aprendido sobre otros aspectos del patrimonio cultural del mundo hispánico?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- artistic movements, such as *muralismo* in Mexico, or specific artists, whether from Spain or Latin America (for example, Goya, Velázquez, Picasso, Dalí, Kahlo or Botero)
- Spanish or Latin American dance (for example, *tango*, *bachata* or *flamenco*)
- famous Hispanic photographers, such as Graciela Iturbide or Ramón Masats.

Possible content

Tarjeta L: El patrimonio cultural

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of Spanish-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *¿Te sorprende esta información?*

Students' responses will be based on the information on the card and may cover the following:

- the discovery of Aguada Fénix in 2017 in Mexico, near the border with Guatemala
- almost three thousand years old, Aguada Fénix is the oldest Mayan construction ever discovered
- laser technology helped to discover this site, which is not yet open to the public.
- *¿Por qué crees que es importante investigar sitios de las civilizaciones antiguas del mundo hispánico?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include:

- discussion about research into archaeological sites helping people living in Central or South America, as well as in Spain, to understand their past and the contributions ancient civilizations have made to human development (for example, in the fields of engineering, mathematics or astronomy)
- the possibility for people in Spanish-speaking countries to learn from the civilisations that lived there previously, for example in the ways in which they responded to particular challenges in the region
- the tourism industry, both domestic and international, based around heritage sites providing jobs and generating crucial income for many Hispanic countries.
- *¿Qué sabes de otros sitios históricos del mundo hispánico?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any Spanish-speaking country. Responses could include:

- mention of other archaeological sites in Central America, such as *Tikal* in Guatemala or *Monte Albán* in Mexico
- reference to sites in South America, such as the *Nazca lines* in Peru or *Cueva de las Manos* in Argentina
- archaeological sites in Spain, whether Roman (such as the *Teatro Romano* in Mérida or the aqueduct in Segovia) or Islamic (for example, *Medina Sidonia* in Cádiz).