



A-level SPANISH 7692/3T/3V

Paper 3 Speaking

Mark scheme

June 2025

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](https://www.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 corresponds to the two parts of the NEA in speaking

- (1) discussion of the sub-theme based on and developed around the stimulus card chosen by the student
- (2) the short presentation by the student of the research project and subsequent longer discussion led by the examiner.

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

AOs	CARD	RESEARCH PRESENTATION	RESEARCH DISCUSSION	TOTAL
AO1	5		10	15
AO2	5			5
AO3	10		10	20
AO4	5	5	10	20

Students asking questions

During the discussion on the stimulus card students are required to ask two questions arising from the content of the stimulus card and our instructions to students on the front of each card will direct them to consider possible questions in their preparation time. These questions will require only a brief response on the part of the examiner.

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

Assessment objective 2

If a student does not ask two questions the examiner will invite the student to do so before the end of the discussion of the sub-theme. To meet the requirement to ask questions, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must arise from material on the card and must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Assessment Objective 4

For part 2 of the NEA, students must identify a subject or a key question which is of interest to them and which relates to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken this will affect the marks that can be awarded under AO4. Examiners will assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

Further guidance on the choice of a suitable IRP title is available in our [Teaching Guide](#) and from our IRP advisers.

DISCUSSION OF SUB-THEME	
Assessment Objective 1: Understand and respond in speech to spoken language including face-to-face interaction.	
Mark	Descriptors
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.
2	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.
1	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.
0	Nothing in the performance is worthy of a mark.

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses 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 OF SUB-THEME	
Assessment Objective 2: Understand and respond in speech to written language drawn from a variety of sources.	
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.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Notes

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

DISCUSSION OF SUB-THEME	
Assessment Objective 3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	
Mark	Descriptors
9–10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7–8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5–6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3–4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1–2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. 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 OF SUB-THEME	
Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
Mark	Descriptors
5	Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.
4	Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.
3	Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.
2	Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.
1	Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation 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:

- *¿Te sorprende esta información?*

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

- it is surprising that in the last two decades there has been an increase in the number of protestants in Latin America
 - more than 38% of the population in El Salvador identifies as Protestant
 - reasons for this increase include the fact that the Protestant Church offers more freedom and equality and more modern music.
- *¿Cómo ves el futuro de la religión 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:

- since Franco's death in 1975, the Catholic Church has been losing popularity and it is likely that it will decline further in the future
- with an increase in immigration, we are seeing a wider range of religions across the Hispanic world
- the way that religion is taught in schools in the Hispanic world is likely to change and celebrations such as weddings, funerals and baptisms will become less religious.

- *¿Qué cambios se han visto en las familias en los países hispánicos en décadas recientes?*

This question provides an opportunity for the student 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:

- since 1981, when divorce became legal, many Spanish couples have divorced and remarried
- since 2005, same sex couples have been able to marry in Spain. In 2010, Argentina became the first country in Hispanic America to legalise same sex marriages
- until the 1980s, Spain had one of the highest birth rates in Europe, but it now has one of the lowest birth rates in Europe.

Possible content**Tarjeta B: 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:

- *¿Te sorprende esta información?*

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

- *Alto Nivel*, a multimedia platform in Mexico, has stated that young people today hate making phone calls
- young people prefer to use *WhatsApp*, where they have more privacy, rather than being caught unawares on the phone
- some suffer from anxiety if they have to make a call and 63% say they don't answer their phone when it rings, giving the excuse that they didn't notice it was ringing.

- *¿Cuál es tu opinión sobre el futuro de la comunicación en los países hispanicos?*

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

- future generations in the Hispanic world could rely more on social media to communicate than on phone calls
- a Latin American journal stated that fewer than 50% of all people in Latin America had sufficient connectivity during the pandemic and that work should be done to address this in the near future so that communication is improved
- *Banco Mundial* is assisting with improvements in Colombia so that online banking is accessible to all.

- *¿Qué sabes sobre las ventajas e inconvenientes de usar internet para los hispanohablantes?*

This question provides an opportunity for the student 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:

- disadvantages include cyberbullying, which is on the increase in the Hispanic world, as is piracy of music and films
- *La Vanguardia* stated that young Hispanic people spend too many hours in front of screens and their mental health as well as their physical health is being affected
- shopping online with companies such as *Rappi* and online medical consultations such as *Médico Virtual Asisa* can save people time.

Possible content**Tarjeta C: 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:

- *Espejos en las aulas* is a new campaign to reduce discrimination in Spanish classrooms
 - its message is to encourage teachers to provide safe spaces with more visible role models for LGBTQ+ groups
 - the campaign wants to end homophobic bullying and raise awareness in relation to the discrimination that LGBTQ+ teachers and pupils experience.
- *¿Por qué piensas que todavía existe mucha discriminación 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:

- during the Franco regime, the Church strongly opposed any LGBTQ+ communities, who could have been arrested and sent to prisons called "*galerías de invertidos*", where they were tortured and given electric shock treatment
 - it has taken a long time for Spanish society to move away from the traditional family values of the Catholic Church, where the male was the breadwinner and the woman stayed at home to have children
 - the older generation has been brought up following gender stereotypes and it is only now that women are accessing sport and certain types of jobs across the Hispanic world.
- *¿Qué sabes de los cambios que reflejan que hay más igualdad entre los sexos en el mundo hispánico?*

This question provides an opportunity for the student 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 *Día Internacional de la Mujer* on 8 March is an increasingly popular event which raises awareness of gender equality
- since 2012, trans people in Argentina can change their name and gender without conditions; Colombia, Ecuador, Costa Rica and parts of Mexico have introduced similar legislation since 2015
- there is now more equality in sport in the Hispanic world, for example, Alexia Putellas Segura, from the Barcelona women's team, was recently given a FIFA Best award.

Possible content**Tarjeta D: 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:

- Yalitza Aparicio, the young Mexican actress, has been recognised by UNESCO as a Good Will Ambassador for indigenous peoples
- she became famous for her part as a domestic worker in the film *Roma*, and was the first indigenous Mexican actress to receive a nomination for an Oscar
- she fights for equality and for indigenous rights.

- *¿Cómo pueden los ídolos del mundo hispánico influir en las actitudes de la gente?*

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

- idols can influence via social media and Rosalia claims to be the Spanish influencer with most success in influencing
- idols can change people's attitudes through their music. The singer Juanes, for example, organised a concert to support peace on the Colombia/Venezuela border
- idols can donate to charities and encourage others to do the same to support causes, such as Salma Hayek with her fight against domestic violence, or Julio Iglesias, who auctioned his jeans to help refugees.

- *¿Qué famosos del mundo hispánico nominarías tú para un premio y por qué?*

This question provides an opportunity for the student 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 Cuban-American artist, Camila Cabello, for speaking openly about mental health
- the footballer Juan Mata, for giving a percentage of his salary to charitable causes and encouraging other players to join this initiative, called "Common Goal"
- both Ricky Martin, for supporting gay rights, and Shakira, for helping children in need.

Possible content**Tarjeta E: 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 *calçotada*, which dates back to the 19th century, is celebrated at the start of spring in Catalonia and is a barbecue where long, green onions are cooked
- people spend time outside enjoying this typical vegetable, barbecued, with bread and wine, and a sauce called *romesco*
- some Catalan restaurants are now offering indoor *calçotadas*.

- *¿Por qué crees que es importante conservar los platos regionales en España?*

This question invites the student to evaluate the information on the card and to express opinions.

Thoughtful and developed answers could include:

- it is important to pass down typical regional recipes, such as *cocido madrileño* or *fabada asturiana*, from one generation to another
- regional delights such as *gazpacho andaluz*, *crema catalana* or *pulpo a la gallega* attract tourists to the area as regional gastronomy interests many travellers
- the regional dishes of Spain are linked to Spain's history, particularly with the Moorish influences, such as rice dishes, dried fruits or cinnamon, and specialities such as *turrón* and *marzipán*.

- *¿Qué fiestas o tradiciones relacionas tú con ciertas regiones de España?*

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

- Pamplona in Navarra is known for its bull run and the famous *San Fermín* festival
- Santiago de Compostela in Galicia is known for its cathedral and pilgrimage, which takes thousands of tourists across ancient routes to the wonderful city every year
- Valencia hosts the magnificent festival of *Las Fallas* and Seville in Andalusia is renowned for its *Feria de Abril*, both of which highlight Spanish regional identity.

Possible content**Tarjeta F: 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?*

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

- Guanajuato, a Mexican city, is renowned for its colonial architecture and its silver mines
- Guanajuato also has a controversial tourist attraction, a museum full of human remains in the form of mummies
- the Mexican attitude to death is different, as can be seen in the celebrations of the Day of the Dead.
- *¿Por qué piensas que es importante respetar el patrimonio cultural hispánico?*

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

- every country in the Hispanic world has its own history and culture and it is important to understand and respect each of them even if we don't agree with them
- there are practices and ways of life that we no longer accept, such as the Aztec practices of human sacrifice and cannibalism
- religion plays a big part in the cultural heritage of Hispanic countries. This is evident, for example, in the Moorish architecture of the Alhambra in Granada or in the Catholic pilgrimage to Santiago de Compostela.
- *¿Qué ejemplos del patrimonio cultural te han enseñado más sobre el mundo hispánico?*

This question provides an opportunity for the student 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:

- artists who make us aware of historical events, such as Picasso, who painted his moving and powerful anti-war painting *Guernica*
- writers who teach us what life was like, such as Lorca with his trilogy of plays about the white villages of Andalusia
- musicians who invite us to enjoy the typical music and dance of their country, such as the Mariachi bands of Mexico or the tangos of Argentina.

Possible content**Tarjeta G: La inmigración****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:

- Argentina is one of the countries of Latin America with the most immigrants, so it's full of cultural wealth and diversity
- for every Argentinian who leaves the country, there are two people that arrive, mainly from other Hispanic countries
- one of the most common reasons for this influx of people into Argentina is education, with 22% of immigrants coming to the country to study.
- *En tu opinión ¿qué puede hacer la gente del país receptor para ayudar a los inmigrantes que llegan?*

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

- companies can donate food by setting up food banks. An example of this is the organisation *Desarrollo en Movimiento* in Guatemala
- people can donate to NGOs such as *Acción contra el Hambre* in Colombia
- government campaigns, such as the Spanish *Todos diferentes, todos necesarios*, can be set up to help immigrants integrate into society.
- *¿Qué sabes de los beneficios que ofrece la inmigración para un país hispanico?*

This question provides an opportunity for the student 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:

- immigrants can help with the ageing population crisis in Spain by increasing the local birth rate, especially in rural areas where the younger population has left
- many sectors in the Hispanic world, such as hospitality, education and medicine, may benefit from a larger and more experienced workforce
- immigration provides the opportunity to boost the economy of Hispanic countries and raise their GDP.

Possible content**Tarjeta H: El racismo****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 sobre el racismo en Chile?*

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

- more than five thousand people protested in an act of racist violence against those entering the north of Chile from Venezuela
 - they set fire in the street to their belongings, such as their clothes and toys and the tents they were sleeping in
 - many Chileans disagree with this racist attitude but there are some who reject the immigrants and want to see a more homogenous Chile.
-
- *¿Cómo crees que se puede combatir la falta de tolerancia y el racismo en los países hispánicos?*

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

- governments can support initiatives like *El Día Internacional de los Pueblos Indígenas*, aimed at promoting indigenous populations and languages that are being lost around the world
 - children can be educated to be more tolerant of other races and cultures such as the *gitano* culture in Spain, and laws can promote inclusivity
 - campaigns like *Somos todos macacos* or groups such as *SOS Racismo*, *Movimiento contra la Intolerancia* and *Fundación Secretariado Gitano* are fighting racism.
-
- *¿Cómo afectan el racismo y la xenofobia a las personas en el mundo hispánico de hoy?*

This question provides an opportunity for the student 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:

- young Latinos suffer abuse due to their skin colour and their differences in vocabulary within the Spanish language and are often the subject of jokes made in bad taste
- footballers, such as Pape Diop and Dani Alves, have received verbal, racist abuse
- the *gitano* communities encounter abuse and are discriminated against in work and education settings.

Possible content**Tarjeta I: La convivencia****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:

- in the isolated valleys of Oaxaca, there's the biggest linguistic diversity in Mexico: 16 indigenous languages are spoken by 18 ethnic groups
- some of these indigenous languages are at risk of disappearing. Most of these speakers are elderly as young people are ashamed of speaking them because they associate these languages with poverty
- in the past, those indigenous languages were prohibited, but now the Mexican government is launching programmes to revitalise them.
- *¿Piensas que es importante mantener vivas las lenguas indígenas en los países hispánicos?*

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

- it is important to protect indigenous languages as it is the first step to appreciate the cultural wealth and heritage of indigenous people and the importance they had in shaping Mexico and other Hispanic countries
- some of these languages include words that name very specific foods, drinks, plants, objects. If the language disappears, then those concepts will also struggle to survive
- some people think that the cost of government initiatives to keep languages alive in the Hispanic world is not a priority and that languages will die but cultures will continue to develop and adapt.
- *¿Qué sabes de otras iniciativas para facilitar la convivencia de comunidades y culturas en el mundo hispánico?*

This question provides an opportunity for the student 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 situation with *gitanos* in Spain: around 46% of this community live in extreme poverty. The *Fundación del Secretariado Gitano* are promoting awareness and the Education Minister has announced that the history of the *gitanos* will be compulsory in the curriculum
- reference to different initiatives by political parties, government and celebrities to raise awareness about the importance of promoting Galician, Basque and Catalan, such as the initiative by the political party *Ciudadanos* to study the co-official languages in schools in Andalusia, or the singer Rozalén singing in these languages
- the law passed in 2015, which gives the Spanish nationality to those from a Sephardic origin as a way to compensate for the persecution and expulsion of practising Jews from the country during the Spanish Inquisition times.

Possible content**Tarjeta J: Jóvenes de hoy, ciudadanos del mañana****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 la información en esta tarjeta?*

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

- young Mexican people between the ages of 16–24 are not interested in politics and they avoid talking about it with relatives and friends
 - they don't trust politicians because they think they're corrupt, they don't work hard enough, and their salaries are too high
 - they prefer to get involved with environmental and animal rights causes, as well as charity events for vulnerable people in society.
-
- *¿Crees que es importante que los jóvenes se involucren en la política en los países hispanicos?*

This question invites the student to evaluate the information on the card and to express opinions.

Thoughtful and developed answers could include:

- many young Hispanic people don't trust politicians, but they have an interest in politics; they express it through demonstrations, protests and social movements, like 15-M
 - if young people demand changes for the future and a better society, it is important they get involved in politics and vote, so that they can enjoy their rights as citizens
 - young people will face problems in society, but they're excluded from the decision making. Some countries like Argentina, Cuba, Ecuador and Nicaragua have lowered the voting age to 16, highlighting the importance of young people and politics.
-
- *¿Qué sabes sobre las principales preocupaciones de los jóvenes en los países hispanicos?*

This question provides an opportunity for the student 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:

- unemployment is the main worry of young Spanish people. Around 30% of young people in Spain are unemployed and with poor short-term prospects. This is also a problem in several countries of Latin America
- young Spanish people also feel strongly about environmental issues, and they are prepared to take action to solve climate change. In February 2019, the movement *Juventud por el Clima* was created to raise awareness about the climate crisis
- in Peru, Chile, Colombia and Ecuador, young people have played an important part in achieving big changes in their democracies. In Peru, the protests led to President Merino's resignation.

Possible content**Tarjeta K: Monarquías y dictaduras****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:

- during the dictatorships in Chile and Argentina, many writers were persecuted and their books were censored or burnt
 - in the 1970s and 1980s, it was common practice to burn books about moral values, religion and sexuality that were found in libraries, schools and universities
 - people hid or buried their books to protect them from destruction.
-
- *En tu opinión, ¿qué podemos aprender de las dictaduras del mundo hispánico del pasado?*

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

- by understanding history, people in the Hispanic world can work together to avoid making the same mistakes again
 - it is important to be vigilant of extremist groups that promote ideas such as those of Pinochet, Franco, Videla or Batista
 - we cannot destroy history but we can show solidarity with victims and their families by making changes, such as La Ley de la Memoria Histórica.
-
- *¿Qué más sabes sobre cómo sufrió la gente durante una de las dictaduras del mundo hispánico que has estudiado?*

This question provides an opportunity for the student 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:

- members of LGBTQ+ groups had to meet in secret and were arrested, imprisoned or even killed during the Franco regime
- women were treated as second-class citizens during the Franco regime and had no freedom or rights to work, travel alone or have a bank account
- babies were stolen from single mothers and sold illegally; even today, efforts continue to reunite families separated by the violence of the regimes in Spain, Argentina and Chile.

Possible content**Tarjeta L: Movimientos populares****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:

- thousands of people protested in Spain recently about the increase in the cost of food, fuel and energy
- pensioners also protested about poverty levels, with placards saying "Poverty kills" and "No one without electricity"
- around 150.000 farmers protested on the streets of Madrid with their animals and tractors asking for financial help for the rural sector.

- *En tu opinión, ¿cómo se sienten todos estos manifestantes y por qué se sienten de esa forma?*

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

- these Spanish farmers are struggling to make ends meet as the trend has been in Spain for young people to move to the cities away from rural life; also farmers don't get enough financial help for their sector and they don't get paid enough for what they produce yet they have to finance the feeding of their animals and the insecticides
- the protesters feel angry at Pedro Sánchez's government for not providing more financial support during the latest recession
- Spanish pensioners are worried that they will not be able to afford to heat their homes in the freezing winters.

- *¿Qué otras manifestaciones y protestas importantes ha habido en el mundo hispánico?*

This question provides an opportunity for the student 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:

- there have been protests about animal rights and campaigns such as *Sanfermín Sin Sangre*, which is against bull fights and bull runs in Pamplona
- protests have taken place in Catalonia demanding independence, particularly following the referendum in 2017
- the famous protests of *Las Madres de la Plaza de Mayo* in Argentina have been taking place since 1977.

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
Mark	Descriptors
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

Notes

The IRP presentation must relate to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken, assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 1: Understand and respond in speech to spoken language including face-to-face interaction.	
Mark	Descriptors
9–10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.
7–8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.
5–6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.
3–4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.
1–2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.
0	Nothing in the performance is worthy of a mark.

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses 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.

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.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	
Mark	Descriptors
9–10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7–8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5–6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3–4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1–2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. 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 OF INDIVIDUAL RESEARCH PROJECT	
Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
Mark	Descriptors
9–10	Excellent critical and analytical response From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.
7–8	Good critical and analytical response From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.
5–6	Reasonable critical and analytical response From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.
3–4	Limited critical and analytical response From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.
1–2	Very limited critical and analytical response From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.
0	The student fails completely to engage with the discussion.

Notes

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.

AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's discussion does not consistently relate to a country where the target language is spoken, assess the performance as if the content was appropriate and then move down to the equivalent mark in the next band.

How the Individual Research Project will be assessed in the A-level speaking Non-exam assessment

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting 9–10 minutes. The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

The presentation

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

- A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show thorough knowledge.
- A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show good knowledge.
- A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings will be judged to show a reasonable knowledge.
- A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge would characterise a limited performance.
- The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge would characterise a very limited performance.

The examiner may use points made in the presentation as well as information given on the Individual Research Project Form to initiate the discussion and will proceed from there on the basis of points made in response to questions; questions informed by his or her knowledge of the topic area or indeed lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.

Generic content for the Individual Research Project discussion at 5 levels of performance

- (1) **Excellent level of performance:** In the discussion the student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge.
- (2) **Good level of performance:** In the discussion the student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshalling of knowledge.
- (3) **Reasonable level of performance:** In the discussion the student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshalling of knowledge.
- (4) **Limited level of performance:** In the discussion the student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.
- (5) **Very limited level of performance:** In the discussion the examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.