

AS
SPANISH
7691/3T/3V

Paper 3 Speaking

Mark scheme

June 2019

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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.

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

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. Sample questions to show the sort of questions students could ask are shown in this mark scheme.

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:**

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo reaccionas tú ante esta información sobre la 'generación Z'?*

Student responses may include some of the following: how Spanish parents are giving everything to the children, which is detrimental as children are not behaving like children anymore. The childhood their parents had is very different to the one children have nowadays. Students should also mention the possible solutions given, ie they encourage children to become independent, to help them only when necessary and to do things as a family.

- *¿Por qué crees que los padres hispánicos están criando a sus hijos de esta manera?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

Possible answers here can include the changes in society, parents working and trying to buy love via gifts but not spending time with their children. Parents appear to be less strict than they used to be. Hispanic parents have to work more therefore they have less time with their children. Consequences of this could be that children are less respectful than in the past, they can't cope well with failure and some therefore get more into crime.

- *¿Cuáles son los problemas a los que se enfrentan los padres hispanos con sus hijos hoy en día?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

Students could mention that some of the problems that Hispanic parents are faced with is coping with their children's physical insecurities, their use of technology, lack of communication with their children, the lack of clear role models and the inability to agree on ways of disciplining a child. Students might want to mention the changes in the family roles since Franco as support to their arguments.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué nos dice esta información sobre los bautizos en España?*

Student responses may include some of the following: Students should comment on the information listed, adding reasons why they consider the figures high or low; they may express surprise or otherwise; they should also mention the fact that non-religious christenings are becoming more popular. It is hoped that students will also mention that despite the low numbers of christenings, religious names are still considered popular.

- *¿Por qué crees que los padres en los países hispánicos no bautizan a sus hijos tanto como antes?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

They should be able to cite specific information about christenings in Hispanic communities. Students may mention that since the 1980s, the percentage of Spaniards who see themselves as religious has fallen. According to data by the INE (Instituto Nacional de Estadísticas) only 69% consider themselves Catholic. Students may want to refer to the fact that many parents who are not religious are not christening their children because they want their children to decide later if they want to get christened.

- *En tu opinión, ¿tiene la Iglesia Católica hoy en día la misma influencia en el mundo hispánico que en el pasado?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

A good critical response might refer to the fact that whilst the influence of the church is declining in Spain, in other Spanish speaking countries this is not the case. Students can refer to the fact that the Church supported in the past, dictatorships and this could be a reason why people have turned away from Catholicism. Nevertheless, in those countries where the Church did not support these regimes (mainly Central American countries), members of the Church were persecuted and killed for expressing sympathy for the poor and for opposing military governments. Furthermore, Argentina is seeing an increase in Catholicism due to the fact that Pope Francisco is from there.

Possible content**Tarjeta C: El ciberespacio****General:**

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following: The link between technology and relationships. How this has changed, showing both men and women are using this technology to start relationships. The increase, especially in the 24-28 age group, should be mentioned, as well as the growing popularity of these apps and possibly supported with some reasons.

- *En tu opinión, ¿tienen las redes sociales una influencia positiva o negativa en el mundo hispánico?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

Students may compare and contrast the benefits and disadvantages of social networks and will draw their own conclusions. An increase in numbers using social networks, particularly in Latin America, will imply a dependence of users to this. We are interconnected, work, emails, social network sites are all used at a high speed. On the other side some problems that could be mentioned are, the rise of psychological disorders, can waste time and can't switch off.

- *¿Qué sabes tú del uso del Internet en los países hispanohablantes?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

Candidates should comment on how the use of the Internet in Latin-American is very sporadic. Countries like Mexico (with its government led initiative *Red Compartida*), Uruguay, Guatemala and Colombia have above world average broadband speed whilst Venezuela has poor Internet services. According to a recent survey, the average Internet user in Latin American is under the age of 24 and the most common sites are, not surprisingly, Facebook and YouTube. Due to big investment by the government, Costa Rica has had the biggest uptake in Internet use. Not surprisingly, the main uses of the Internet are for pleasure (checking emails and reading the news are the most popular uses) and business.

Possible content**Tarjeta D: El ciberespacio****General:**

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following: An understanding of the role mobile phones have played in increasing bullying amongst students and what organizations like *La Fundación en Movimiento* are doing to help students who are suffering from this through their app *BullySemáforo*.

- *¿Crees que el ciberacoso es un problema en otros países hispánicos?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

Students should make reference to opinions that cyberbullying is common place throughout Spain and Latin America. Students may provide other examples of cyberbullying like the phenomenon of *Ballena Azul* in Spain. According to the World Health Organisation, Spain is one of the countries where the most cyberbullying takes place.

- *En tu opinión, ¿tiene la tecnología una influencia significativa en los países hispanohablantes?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

Students may compare and contrast Spanish-speaker's opinions on how influential new technologies are and will draw their own conclusions. There should be mention of an increase in numbers using mobile phones and this will imply a dependence of users on latest models and technology. We are interconnected, work, emails, social network sites are all used at a high speed. On the other hand, there has been a rise of psychological disorders from being too reliant on technology. Students may also mention how there is a large number of users who are becoming disaffected by telephone companies (eg *Telefónica*) in Latin America and complaints have risen steadily. For example, in Colombia, the ex-President Juan Manuel Santos tweeted about the poor phone coverage his country had from multi-national companies. All in all, technology in Hispanic society is becoming as influential as in other parts of the world.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following: Students may express surprise with the figures listed, adding reasons why they consider there is a gender pay gap in Spain. Some students might explain how they find it surprising that less than half as many women earn between 50,000 and 80,000 euros compared to men. Also, students should mention the fact that it will take them nearly seventy years to reach parity with men and find it more difficult than men to make ends meet. Students may mention the 'techo de cristal' (glass ceiling) that impedes women from reaching high positions in companies due to discrimination and acts as a barrier to equality.

- *¿Por qué crees que las mujeres hispanas ganan menos que los hombres?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

They may be able to cite specific information about the position of women during Franco's regime and how, despite many changes in laws, women are still seen traditionally as being inferior to men. Furthermore, Spanish society can still be seen as having a male centred culture and therefore women find it difficult to achieve equality in such an environment.

- *¿Piensas que las mujeres tendrán las mismas oportunidades que los hombres en el futuro en el mundo hispánico?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

A good critical response might refer to the fact that although women's position in society is improving there is still a lot to do in Hispanic communities. However, some students may mention the fact that things are changing, and some women have reached a high position, normally associated with men, in their country. Some examples might include Michelle Bachelet (former President of Chile), Ana Botella (Madrid's first female mayor) and Ana Botín (President of Santander Bank). Furthermore, students could also mention the fact that in Pedro Sánchez's (Spanish Prime Minister) first government, there were 11 female ministers compared to 6 male ministers.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué opinas sobre esta información?*

Student responses may include some of the following: student's response requires an understanding and evaluation of the information on the card. Students should explore the issue of why football players in Argentina feel discriminated against and should mention that they face a hostile reception on the pitch as well as discriminatory chants on the part of rival supporters off the pitch. They could mention the fact that organisations, like GAPEF, are trying to improve the situation. Students could mention the fact that in Spain, the football team Rayo Vallecano recently announced that €7 from each of their away kits would be split between seven different causes (one being an LGBT group) that aimed to tackle discrimination.

- *¿Por qué piensas que existen manifestaciones y organizaciones que luchan por los derechos de los gays en los países hispánicos?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

They may be able to cite specific information about other LGBT organisations in the Spanish speaking world and why these organisations exist in Hispanic speaking countries. Examples that students might refer to are Pride events in South America which are still fighting for greater rights in the continent as well as protests such as 'El Besatón' in Colombia. In Spain, students could mention groups like Federación Estatal de Lesbianas, Gays, Transexuales y Bisexuales (FELGTB) and COLEGAS who continue to fight discrimination against the LGBT community.

- *En tu opinión, ¿ha empeorado la situación para el colectivo LGBT en el mundo hispánico?*

This is an opportunity for the student to demonstrate understanding beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

Although the LGBT community has achieved some rights, there is still a long way to go. For example, in Paraguay PATAMBI have denounced the government for stopping same sex marriage and in a recent survey by FELGTB, in Spain 60% of homosexuals said they had suffered homophobia in the workplace.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following: Students may express agreement/disagreement with the Pope using the words of a famous singer in his Mass. Some students might mention the fact that by doing this he is reaching a wider audience. Students should mention Juanes' inspiration for the song and how the Pope used the lyrics to encourage reconciliation in Colombia.

- *¿Crees que los cantantes del mundo hispano pueden influir a la gente con sus canciones?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

Students should start with agreeing/disagreeing with the question asked, supporting their view with a justified opinion. These might include specific information of famous singers whose songs have had an influence on the public. Some examples might include, Shakira, Juanes (who is mentioned on the card), the Spanish rapper Valtonyc (due to explicit lyrics inciting violence against the King of Spain), the folk singer Cecilia who had to deal with the censorship of General Franco's government, by having some lyrics from her albums removed to be approved and Manu Chao. Students may conclude that they believe that Hispanic singers can influence change amongst the people or merely entertain, eg Luis Fonsi with Despacito.

- *En tu opinión, ¿colaboran los famosos del mundo hispano con las organizaciones benéficas solamente para conseguir más fama?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

A good critical response might refer to the fact that most famous Hispanics use their status to help charities and make people aware of issues they feel strongly about and not only to achieve more fame. Students might cite examples like Shakira who is a UNICEF ambassador, Ricky Martin who has done some humanitarian work and Jennifer Lopez who created a foundation which aims to increase healthcare availability for women and children.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué opinas de esta información?*

Student responses may include some of the following: They may express agreement/disagreement with text, adding reasons why they consider what Rubén did as good or not. Some students might want to refer to the second point by mentioning what *Manos Unidas* could use the money for.

- *¿Crees que otros ídolos hispanos han ayudado suficiente a los desfavorecidos en los últimos años?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

If students believe that other Hispanic celebrities have helped those less fortunate, they should give examples of them either through charity work or donations. Students could refer to Shakira (la Fundación Pies Descalzos), Alejandro Sanz (ALAS - América Latina en Acción Solidaria) and the singer and UNICEF humanitarian Gloria Estefan, amongst others.

- *¿Piensas que los ídolos hispanos tienen más influencia sobre los jóvenes que sobre la gente mayor?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

A good critical response might refer to the fact that due to celebrities in the Hispanic world helping those less fortunate (eg Messi, Shakira, the Spanish actor Miguel Angel Silvestre, Ricky Martin etc) this will encourage the population to also volunteer and help others. However, it is worth noting that in a recent article in *El País*, only 3 out of 10 Spaniards volunteer regularly and the majority are young people due to other pressures (work, family life etc) on older people. According to the organisation *Plataforma de Voluntariado de España (PVE)*, it is becoming more and more difficult to find people to help others less fortunate. Governments have been trying to encourage older people through campaigns into helping, eg *#Haz voluntariado #Cambia el mundo* set up in Spain to celebrate International Volunteer Day.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué te dice esta información sobre el gazpacho?*

Student responses may include some of the following: Students should refer to the information about gazpacho given on the card. These should include its ingredients, its origins, its popularity nowadays and its place in popular culture. Some students might want to refer to other examples of gazpacho in popular culture, eg Almodóvar's film *Mujeres al borde de un ataque de nervios*. Students could mention why they think it has become so popular and whether they have tried this typical dish or not.

- *¿Qué opinas de la gastronomía de Andalucía y otras comunidades españolas?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

A good response must refer to the other dishes in Spain like *paella*, *la fabada asturiana*, *el cocido madrileño*, *la tortilla española*, *el jamón serrano*, *el queso manchego* and *crema catalana*. This list is not exhaustive but can lead to other areas being explored like the popularity of these dishes outside of Spain. Some students might refer to the fact that lately Spanish chefs like Ferran Adrià of El Bulli (in Roses on the Costa Brava) have gained worldwide fame.

- *¿Qué sabes de las tradiciones o costumbres de las diferentes regiones de España?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of views and conclusions.

Students should mention example of traditions/customs that they have learnt about from their studies. These could include *Las Fallas*, *La Tomatina* and *la paella* from Valencia, *los Sanfermines* in Pamplona, *la Batalla del Vino* in Haro, celebrations during *la Semana Santa* and *el flamenco* and bull-fighting in most parts of Spain.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué nos dice esta información sobre el Carnaval de Santa Cruz de Tenerife?*

Student responses may include some of the following: Students should start off by agreeing/ disagreeing with the question and then refer to the points on the card to justify any opinions. This should include the fact that it is the second most well-known carnival in the world after the one in Rio de Janeiro. Students should also refer to the fact it is trying to be the first one in Spain declared as cultural heritage and that it attracts millions of visitors.

- *En tu opinión, ¿es importante defender los aspectos que marcan la identidad de una región?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

A good critical response will be one that lists why it is important for a region to maintain its own identity and ways it can defend it. Some students might refer to Franco and how he tried to suppress regional identity. This will hopefully include some examples like the banning of regional languages and certain festivals. Popular traditions like bull-fighting were not promoted as much under Franco instead focusing more on popular sports like football and the Real Madrid team. Students could refer back to the information on the card and mention that some carnivals were banned because of their political attack on Franco. Those who believe it is important for a region to keep its own identity could mention that this benefits the country as it can give Spain its uniqueness. However, students could also mention the fact that festivals like this can lead future generations to benefit from having a stronger regional identity.

- *¿En qué fiestas o tradiciones españolas te gustaría participar?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of views and conclusions.

Students should choose festivals and traditions they have come across and would like to take part in. Examples of this could be 'Las Fallas', 'La Tamborrada', 'San Fermín' and 'La Tomatina'. Students should use their knowledge of what has been covered in this topic area to give reasons why they would participate in these traditions.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Qué te dice esta información sobre el patrimonio cultural español?*

Student responses may include some of the following: Students should mention the importance of cultural heritage (the fact it is the third country in the world in terms of examples) on the economy by citing some of the examples listed, eg the amount of money that comes from each euro invested as well as the number of jobs that have been created. Students should also refer to the fact that the Spanish government is trying to get private companies to invest in this sector through a law (*la Ley Mecenazgo*).

- *¿Crees que la cultura hispánica ha tenido un efecto positivo en el mundo?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

A good critical response might refer to the fact Spanish influence on music (el flamenco, Raggaeton etc), art (Picasso, Dali, Miró etc) and fashion (Agatha Ruiz de la Prada, Manolo Blahnik, Cristóbal Balenciaga etc), amongst other areas, has had a great effect on the world.

- *¿Qué sabes tú de la importancia del patrimonio cultural en el mundo hispánico?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of views and conclusions.

A good critical response will be one that gives examples of world heritage sites in the Hispanic world and explains why they are important. Examples that they might have come across in their studies could be Machu Picchu (Peru), Parque Nacional Rapa Nui (Chile), Parque Nacional Canaima (Venezuela), la Alhambra (Spain), las Cuevas de Altamira (Spain) etc.

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

In studying sub-themes, students will probably have worked from different source materials and will therefore respond in different ways to the knowledge-based questions. The printed questions are a starting-point for discussion: a student's response will open up different directions for the examiner to pursue. Some students will have a wide range of facts and figures to quote but this is not a prerequisite for demonstrating knowledge of the sub-theme.

Points related to specific questions:

- *¿Cómo reaccionas tú ante esta información?*

Student responses may include some of the following: Answers expressing surprise or amazement about the caves and what they represent. They could comment on their history, and if there are any efforts to protect the heritage, the influence of tourism, positive or negative, and the challenges for their future.

- *¿Cómo crees que los países hispanos pueden proteger estos monumentos que son Patrimonio de la Humanidad?*

A thoughtful and developed response to this type of question will link the information on the card to knowledge gained through the student's study of the sub-theme.

Good answers will give some suggestions to the defence of national heritage sites and the role of governments, visitors and the local population to help preserve them. An example could be what is being done by the Peruvian government to protect Machu Picchu where advance tickets have now been introduced. It is hoped that students will explain the challenges faced by those trying to defend these sites and the importance of the media to make people aware of these challenges.

- *Los monumentos que son Patrimonio de la Humanidad, ¿qué pueden enseñarnos de la cultura hispánica?*

This is an opportunity for the student to demonstrate knowledge and opinions beyond the specific focus of the card but which is nonetheless relevant to the sub-theme. It could include justified points of view and conclusions.

Thoughtful and developed answers should mention the historical impact of these monuments and what they teach us about historical events. This could include examples of pre-Columbian civilizations and their Mayan and Aztec cultural heritage. In Spain the Roman or Arab heritage is evident and prime examples for discussion are Sevilla, Córdoba and Granada. Furthermore, students may want to refer to the religious quality that some monuments have like la Mezquita with its Christian and Arabic influences.