



AS SPANISH 7691/3T/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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

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

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

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

Students asking questions

During the discussion on each stimulus card students are required to ask a question – thus two 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. Rephrasing or repetition of the printed questions will not meet the requirement.

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

Notes

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

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

Notes

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

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

Notes

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

Serious errors are defined as those which adversely affect communication.

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

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

Minor errors include:

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

Serious errors include:

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

Complex language includes:

subordinate clauses

- Relative
- Conditional
- Purpose etc.

appropriate use of subjunctive
formation of regular and irregular verbs in a variety of tenses
reflexive verbs
use of impersonal expressions using reflexive verbs or verbs with indirect object pronoun eg *gustar, faltar, interesar* etc
value judgements
verb + infinitive (+ preposition) expressions.

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

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

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

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

Points related to the three questions:

- *¿Te sorprende esta información?*

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

- in a recent documentary Pope Francis says that he supports civil partnerships but not same-sex marriages
 - it isn't the first time he has supported the LGBTQ+ community, saying it needs to be welcomed into the Catholic Church
 - since same-sex marriages were introduced in 2010, there have been over 10 000 marriages in Argentina.
-
- *¿Crees que las declaraciones del Papa tienen mucha influencia sobre la gente hispana hoy en día?*

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

- his words will reassure those in the LGBTQ+ community, as more and more countries in the Hispanic world are passing a same-sex marriage law
- the Pope is considered one of the world's most powerful people because of his extensive diplomatic, cultural, and spiritual influence on 1.3 billion Catholics, of which over 40% are in Latin America
- though his voice does not seem to carry as far in the world as it once did, his effect within the church may be lasting – in 2019, he appointed 13 new cardinals who reflected his pastoral style and priorities on a range of issues, including the inclusion of gay Catholics.

- *¿Cómo han cambiado las actitudes hacia la familia en los países hispanos en los últimos años?*

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

- Spanish families are becoming smaller – today, the nuclear family structure is the common living arrangement – in Franco's Spain families were much bigger
- nowadays there are different family types – in 2005 Zapatero's government approved same-sex marriage in Spain
- Spain has one of the lowest marriage rates in Europe – according to *Eurostat*, in 2018, 47% of children were born to unmarried parents.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- despite the fact that in Spain the distribution of household chores is becoming more equal, women still do two hours more than men a day
 - only a quarter of women feel completely satisfied with how household chores are distributed
 - doing the shopping is the only chore where there is near equality.
-
- *¿Por qué crees que todavía hay tanta desigualdad entre el hombre y la mujer en las familias hispanas?*

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

- in some Hispanic countries there is still the idea of the man being the breadwinner in the family
 - there are still a lot of *machista* attitudes in Hispanic countries, and therefore a combination of *machismo* and patriarchy can impact the family in those countries
 - while most Hispanic women work outside the home, they still must fulfil their traditional role – their role is one of *marianismo*, which is to nurture while the father is the main disciplinarian.
-
- *¿Qué cambios han experimentado las familias hispanas en las últimas décadas?*

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

- before the creation of the Constitution in 1978 and the reforms of the civil code of 1981, Spanish law discriminated heavily against married women – now women can still face discrimination in the workplace
- the declining birth rate in Spain means families are having fewer children – it fell from 19.7 per 1000 people in 1971 to 8.1 per 1000 people in 2020
- different types of families are now common in Spain, with more single parent families, up 8% from 2019 to 2020.

Possible content

Tarjeta C: El ciberespacio

General:

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- José María García has created the *Gratix* app
- it allows people to gift their unwanted items
- there are lots of stories of people having pleasure in giving rather than receiving.
- *¿Crees que los móviles traen más beneficios que inconvenientes para la gente del mundo hispánico?*

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

- mobile phones have become a necessity – there is an increase year-on-year in phone ownership in Latin America – Chile is number one with 66% of the population having a phone with Nicaragua at the bottom with just 21%
- advantages of a mobile phone include communicating with others, for constant Internet access, for business use and for monitoring health – for example, *Emiti* in Mexico, has created a health-monitoring app for eldercare purposes – it automatically detects if the user is undergoing a medical emergency
- candidates might decide there are more disadvantages and mention that they can be a tool for bullying, expensive if you want to keep up with the latest models and can hinder face-to-face communication – in 2017, KiVa, a programme against bullying, was introduced in Argentina – it included lessons in which diverse topics related to cyberbullying were addressed and victims were supported through an app that could be used anonymously.
- *¿Qué sabes sobre el uso de la tecnología en los países hispánicos?*

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

- according to *Statista*, Chile, Mexico and Costa Rica are the countries that are most prepared for the introduction of 5G – this will allow the population of these countries to have faster Internet access
- there are many new technological programmes being set up in Latin America – for example, *Clic Educa* is a modular e-learning platform developed in Chile which measures students' emotional states and behavioural patterns and provides instructors with customised feedback
- despite large portions of the population having access to mobile Internet, approximately 70% of Latin America's population do not use online banking.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- an old people's home in Valladolid is using a robot, Copito, to look after its residents
- Copito makes the residents laugh as well as helping them with games and other activities online to exercise their brain
- residents have grown fond of this robot.

- *En tu opinión, ¿cuáles son las ventajas del Internet para la gente mayor en los países hispanos?*

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

- according to The Orange Foundation, some of the main benefits of using the Internet amongst the elderly are increased autonomy, improved communication and cognitive benefits
- INE reports that online shopping at *El Corte Inglés* and *Mercadona*, reading the press, playing games such as *Parchís*, are now popular online activities for the older generation
- *eReceta* was introduced in 2004 by the Spanish government to help the ageing population with online prescriptions.

- *¿Qué has aprendido sobre el papel del Internet en el mundo hispano?*

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

- the Internet plays an integral part in everybody's lives
- online shopping has increased dramatically, changing high streets – according to data from IAB Spain, 44% of Spanish Internet users between 16 and 55 years old recurrently buy online – their purchases are fashion, travel tickets, consumer electronics, tickets and books
- the Internet has meant the use of social networks has increased dramatically – Facebook is the largest social network in Latin America, with an estimated 284.5 million users in 2018.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- Uruguay is one of the most progressive countries in South America as far as LGBTQ+ rights are concerned
 - a new law guarantees the rights of transgender people such as a name change or access to surgery
 - the law also states that no less than 1% of government jobs should go to transgender people.
-
- *¿Por qué piensas que son necesarias las leyes que defienden los derechos de la comunidad LGTBI en los países hispanos?*

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

- there is still a lot of discrimination against the LGBTQ+ community and, even where marriage for same-sex couples is legal, it sometimes doesn't apply to the whole country, eg Mexico
 - according to the CIDH (*Comisión Interamericana de Derechos Humanos*), 80% of trans women die before the age of 35
 - between 2015–2019, over 1000 gay and transgender people were killed in Colombia according to the organisation *Sin Violencias LGBTQ+*.
-
- *¿Qué has aprendido sobre la situación de las personas LGTBI en el mundo hispánico?*

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

- homosexuality in nine South American countries is still a criminal offence
- LGBTQ+ South Americans live almost entirely in the shadows, forced to the fringes of society due to repressive LGBTQ+ laws
- despite being a very Catholic country, Argentina is socially liberal compared to most of its neighbours and it was the first country in South America to legalise gay marriage in July 2010, as well as granting full adoption rights.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- despite things improving, inequality persists in Colombia
- the salary gap between men and women is 19%
- a school, ENDEMA, has been set up to challenge chauvinistic attitude in society.
- *En tu opinión, ¿cómo ha cambiado la situación de la mujer en los últimos años en los países hispanos?*

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

- in Spain, women lost most of their rights after Franco came to power in 1939 – things began to improve after his death in 1975
- women in Francoist Spain found traditional Catholic Spanish gender roles being imposed on them, in terms of their employment opportunities and role in the family
- in Latin America, two major areas of focus, legalising abortion and stopping violence against women, have been a key part of improving women's rights. In Nicaragua, abortion is outlawed without exception, including to save the life of the mother.
- *¿Qué hacen los países hispanos para eliminar las actitudes machistas?*

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

- Mexico has set up the *Observatorio Contra el Acoso Callejero*, which aims to stop women being sexually harassed in the streets
- countries are trying to close the gender pay gap through laws – the Inter-American Development Bank has concluded that in Bolivia women earned nearly 2% more than men
- through education, governments are breaking down the preconceived notions of gender roles.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- despite being part of the Royal Family, Juan Urdangarin has dedicated part of his teenage years working as a volunteer for international projects
 - after finishing his studies, he took a year out in Cambodia
 - recently, Urdangarin worked for the *Entreculturas* Foundation fighting against inequality through education.
-
- *¿Crees que los jóvenes en el mundo hispánico hacen más que los mayores para ayudar a los demás?*

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

- if in favour of the question, with examples of organisations to support the answer – the Ford Fund has been set up to attract young Hispanics to help their peers through programmes that support education and the overall well-being of the Hispanic community in America
 - an example of a young star helping others could be the singer Rosalía, who has become a Global ambassador fighting for women living with HIV/AIDS in Latin American countries
 - in Madrid, *Cuideo* matches young volunteers to help the older generation with the use of technology.
-
- *¿Conoces a otros ídolos hispanos que hayan trabajado con organizaciones benéficas?*

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

- examples of Hispanics who have volunteered or created their own foundations, eg the famous chef José Andrés who set up World Central Kitchen to feed thousands left homeless after storm Filomena severely hit parts of Spain in 2020
- other examples include the actress Marta Hazas who volunteers in *Fundación Aladina* fighting child cancer and
- Shakira, who in 1997 set up *Fundación Pies Descalzos* to fight against child poverty in Colombia.

Possible content

Tarjeta H: La influencia de los ídolos

General:

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- the singer Karol G has more than 60 million followers and she was the most listened to artist in Spain in 2019
- in her songs, she sings of strong and independent women who can be successful in a man's world
- recently on *X* (formerly known as *Twitter*), she criticised how students had been treated by the police when they were fighting for more freedom of speech.
- *¿Opinas que las acciones de algunos hispanos famosos nos pueden influenciar de mala manera?*

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

- the arrest of the rapper Pablo Hasél in 2018, who was at the centre of a free-speech debate, referring to the former Spanish king Juan Carlos as a "drunken tyrant" and praising the terrorist group ETA
- despite setting up the Messi Foundation in 2012 with the aim of promoting the social inclusion of children and young people around the world through sport, Messi has seen his image tainted by his alleged non-payment of taxes
- some Z-list celebrities try to become more famous by appearing in programmes like *Sálvame* or *Supervivientes* and look for more publicity through their negative actions.
- *¿Conoces a otros artistas del mundo hispánico que hayan mejorado la vida de otros con sus acciones?*

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

- Gloria Estefan, who has sold over 100 million records and won seven Grammys – she's a humanitarian and set up the Gloria Estefan foundation in 1997, which promotes education, health and cultural development
- the singer, songwriter and philanthropist Thalía, who has been involved in humanitarian causes and has been a UNICEF Mexico Ambassador since 2016
- the singer Rosalía, who has teamed up with MAC cosmetics to become the new global ambassador for the company to support women living with HIV/AIDS in Latin American countries
- the singer Miguel Bosé recently presented a scholarship to a 22-year-old electric bass player from the Dominican Republic to support his studies in contemporary writing and production over four years at Berklee College of Music in Boston.

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

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

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

Points related to the three questions:

- *¿Qué te dice esta información sobre el Bando de la Huerta?*

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

- the *Bando de la Huerta* is a festival in April in Murcia that dates back to 1851
- people dress in regional costumes and watch the parades of local produce in the streets to celebrate their farming traditions and the richness of their regional agriculture
- people from Murcia love this festival and it has a special place in their hearts.

- *¿Por qué crees que los españoles disfrutan tanto de este tipo de fiestas?*

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

- Spanish people are proud of their roots and of their region
- these festivals are ways in which whole communities celebrate certain times of the year together to mark occasions on the calendar – other examples are the *Feria de Abril* in Seville and the *Fallas* in Valencia
- these festivals are lively and colourful and are an opportunity to eat and drink together and enjoy music in the streets.

- *¿Cómo influye la situación geográfica en la identidad regional en España?*

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

- the gastronomy of each region is influenced by its geographical location – for example, fish is popular in the coastal areas such as the Basque country, and rice is grown in Valencia where paella is famous
- the weather influences the type of food, for example, the refreshing cold soup *gazpacho* is eaten in Andalusia, whereas the *fabada*, a hot stew, is eaten in Asturias in the north
- the styles of architecture are different – wooden chalets in the north, to keep out the cold in the mountains, and whitewashed houses with blinds in the south, to keep out the heat.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- the history of Pelota Vasca dating back to the 13th century, and its spread to Latin America
- the fact that the sport was included as a demonstration sport in the Barcelona Olympics in 1992
- the fact that the Franco regime did not ban the sport (which is a symbol of Basque identity) but did try to change the name to 'pelota nacional'.

- *En tu opinión, ¿por qué debemos mantener las tradiciones y deportes españoles antiguos?*

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 because traditions and festivals like *La Tamborrada* teach younger generations about local history and strengthen a sense of pride and identity
- we should keep them because lots of tourism is linked to specific traditions, such as festivals like the *Tomatina* or the *Fiesta del Agua* celebrations in Gran Canaria, and tourism provides lots of jobs
- many of the more dangerous traditions like bullfighting, the *Castells* or *Los Sanfermines* are not worth the risk.

- *¿Conoces otros aspectos de la identidad regional española que sigan siendo importantes hoy en día?*

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

- many regional festivals draw vast crowds, such as the two million annual visitors to *Las Fallas* in Valencia, suggesting that these celebrations retain their importance
- regions advertise themselves as tourist destinations based on their unique heritage. For example, Andalusia emphasises its Moorish history, evident in buildings such as the Alhambra and the *Mezquita* and flamenco music and dance; while Catalonia promotes its artistic heritage through the works of Dalí and Gaudí
- the diversity of regional gastronomy, such as *bacalao a la vizcaína* in the Basque country (which boasts the highest per capita concentration of Michelin-starred restaurants anywhere in the world), *caldero del Mar Menor* in Murcia or *papas arrugadas con mojo picón* in the Canary Islands.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- an outside exhibition of *Las Meninas* sculptures has turned Madrid into the biggest open-air museum in the world
- famous Spaniards have decorated these sculptures to then sell them and use the money to help charities
- however, *#stopmeninas* says that the money the town hall has spent on this exhibition should be used to stop museums closing due to lack of money.

- *¿Por qué se debería conservar el arte de los países hispanohablantes?*

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

- Hispanic countries have produced many works by great artists, including Frida Kahlo and Velázquez, which need to be preserved for future generations to see
- allows future artists to be inspired, for example by Picasso's cubist style and Dalí's surrealism
- can promote cultural tourism, for example 3.2 million tourists visited El Prado in 2018.

- *¿Qué otros ejemplos conoces de patrimonio cultural en el mundo hispánico que tengan fama internacional?*

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

- Guernica by Picasso – the painting was inspired by the bombing of Guernica in northern Spain during the Spanish Civil War
- the designs in the Nazca Desert which are believed to have been created by the Nazca culture and served a ritualistic purpose
- the historic centre of Quito in Ecuador is the most original and best-preserved historic centre of its kind in Latin America.

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

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

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

Points related to the three questions:

- *¿Cómo reaccionas tú ante esta información?*

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

- Chankillo is the oldest solar observatory in Latin America, built more than 2000 years ago
- it is made up of 13 towers that used to show the exact movement of the sun
- as farming was important, the towers allowed people to know exactly when to plant crops.

- *¿Por qué crees que los países hispanos quieren proteger su patrimonio cultural?*

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

- it allows countries to rediscover their past and preserve it for future generations
- it shows the wide variety of history that the countries have, for example the Aztec and Mayan ruins
- it promotes cultural tourism, for example, Las Cuevas de Altamira.

- *¿Qué otros ejemplos puedes dar de lugares que son Patrimonio de la Humanidad en el mundo hispano?*

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

- Machu Picchu in Peru, listed in 1983, is located in the middle of a tropical rainforest, and was part of the Inca Empire
- the Nazca Lines in Peru, which are several kilometres long and depict animals and birds – this is an example of the pre-Hispanic cultures that created them
- Rapa Nui, listed in 1995 – the island was inhabited by a Polynesian society around 3000 AD, who established ritual sites all across them.