



GCE A LEVEL

A810U10-1E



2024

SPANISH – A level component 1

CARDS 1–12

EXAMINER'S BOOKLET

A810U101E
01

Card 1 – Being a young person in Spanish-speaking society

Los cambios en el matrimonio

Aunque mucha gente tiene la imagen de la familia hispana tradicional como un matrimonio entre un hombre y una mujer que tienen hijos biológicos, ya hace mucho tiempo que existen otros tipos.

The examiner must begin by asking the candidate the following question:

El matrimonio está cambiando en el mundo hispano. ¿Estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Por qué no todos los hispanos aceptan los cambios en el matrimonio? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the continued existence of a stereotype • different kinds of marriages in the Hispanic world In response to the unseen question the candidate may discuss: • if generational and religious attitudes may be at odds with social change • concerns about wider implications such as bringing up children The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 2 – Being a young person in Spanish-speaking society

Las tendencias en la moda masculina

Para los hombres jóvenes del mundo hispánico la moda es una declaración de intenciones, una elección sobre la imagen que se desea proyectar y refleja la actitud que se decide adoptar.

The examiner must begin by asking the candidate the following question:

La moda es muy importante para la juventud hispana. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que a los jóvenes hispanos les importa demasiado la moda? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • if men in the Hispanic world are keen to project an image of themselves • whether fashion is important to all young Hispanics (or not?) In response to the unseen question the candidate may discuss: • yes, because there is too much obsession with image • no, because fashion is a route to individual/personal freedom. The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 3 – Being a young person in Spanish-speaking society

Los cambios en el mundo laboral

Adiós a la jubilación. Para la juventud del mundo hispano la vida laboral será más larga. Debido a una población que se envejece y bajos niveles de natalidad faltarán muchos trabajadores.

The examiner must begin by asking the candidate the following question:

El mundo laboral hispano está cambiando mucho. ¿Estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que la juventud hispana se enfrentará a un mundo laboral con nuevos desafíos? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why the working life of the next Hispanic generation may be longer • what the implications of this may be for the future Hispanic work force In response to the unseen question the candidate may discuss: • how the world of work is being impacted by technology • the issues of youth unemployment in the Hispanic world The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 4 – Understanding the Spanish-speaking world

Los festivales

Uno de los festivales más populares del calendario español es el Halloween. Ciertas fiestas importadas están reemplazando otras tradicionales y no todo el mundo ve esto como un paso positivo.

The examiner must begin by asking the candidate the following question:

Los festivales como el Halloween son una parte del mundo hispano. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que es siempre importante mantener los festivales tradicionales en el mundo hispánico? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how this is an imported festival that has become very popular • why there is controversy around this festival In response to the unseen question the candidate may discuss: • yes, because festivals like Semana Santa are an important expression of shared heritage • no, because the religious nature of many festivals is at odds with a diverse society The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 5 – Understanding the Spanish-speaking world

Tendencias en el arte

El arte para todos, que se disfruta de manera gratuita, se ve cada vez más en las calles del mundo hispano. Por ejemplo, *Puppy*, la icónica escultura de la ciudad de Bilbao.

The examiner must begin by asking the candidate the following question:

Las galerías de arte del mundo hispano ya no son tan importantes. ¿Estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que el arte tradicional sigue siendo relevante para la gente del mundo hispano? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • reasons for the popularity of street art in the Hispanic world • the importance of access to art works In response to the unseen question the candidate may discuss: • yes, because art is a way to understand Hispanic cultures past and present • no, because digital technology has made some art forms less important The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 6 – Understanding the Spanish-speaking world

El cine en el mundo hispano

En las películas hispanas actuales hay más historias lideradas por mujeres y mejores representaciones de la comunidad LGBTQ+, como en *La Partida* que trata el tema de la homofobia en el fútbol.

The examiner must begin by asking the candidate the following question:

El cine del mundo hispano refleja los valores de hoy. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Hasta qué punto crees que las películas del mundo hispano deben tratar de asuntos polémicos?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how Hispanic films are seeking to show under-represented groups • why it is important for films to tackle difficult issues In response to the unseen question the candidate may discuss: • yes, because stories that engage an audience can change attitudes • no, because Hispanic people primarily want entertainment when they see a film The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 7 – Diversity and difference

Los factores que dificultan la migración

Los inmigrantes menores de edad y no acompañados por un adulto automáticamente se encuentran en situación de riesgo al llegar a España. Arriesgan la expulsión si no pueden probar su edad.

The examiner must begin by asking the candidate the following question:

En el mundo hispano los migrantes jóvenes se enfrentan a muchas dificultades. ¿Estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Por qué crees que tanta gente emigra a los países hispánicos? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the risks taken by young unaccompanied migrants in Spain • the wider issue of the 'indocumentados' in the Hispanic world In response to the unseen question the candidate may discuss: • the geographical proximity of Africa to Spain • how established immigrant populations provide a safe haven for new arrivals The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 8 – Diversity and difference

Cómo eliminar la marginalización

En 2022 más de la mitad de los parlamentarios de Bolivia eran mujeres. Incluir la voz de las mujeres en la política es esencial para cuestionar los privilegios basados en el género.

The examiner must begin by asking the candidate the following question:

Se necesitan más mujeres en la política del mundo hispano. ¿Estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Crees que las mujeres hispanas enfrentan desafíos simplemente por ser mujeres? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • what the situation is in the Bolivian parliament • why having more women in politics in the Hispanic world matters In response to the unseen question the candidate may discuss: • how the world of work is not aligned with the needs of working women • if machismo is still an issue in the Hispanic world The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 9 – Diversity and difference

Los aspectos positivos de una sociedad diversa

Cada año se celebra en Perú el Día Internacional de los Pueblos Originarios. El objetivo es celebrar las culturas indígenas y reconocer su importante contribución a la pluralidad de la sociedad peruana.

The examiner must begin by asking the candidate the following question:

El mundo hispano celebra cada vez más las culturas indígenas. ¿Estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Es importante que los hispanos celebren las culturas indígenas del mundo hispano? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why this day in support of native cultures is of value • how diversity is an important feature of the Hispanic world In response to the unseen question the candidate may discuss: • the idea that respect for diversity and plurality has a civilising effect • how dominant cultures restrict the freedoms of some Hispanic citizens The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 10 – The two Spains: 1936 onwards

Los orígenes del franquismo

Los orígenes del franquismo se basaban en un exagerado nacionalismo, el odio al extranjero, el catolicismo más conservador y una nostalgia de épocas pasadas en las que España siempre triunfaba.

The examiner must begin by asking the candidate the following question:

El franquismo tuvo sus orígenes en sueños imposibles. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Por qué crees que el gobierno de Franco tenía tanto miedo de otras ideas? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • that Francoist ideology came from the past • how propaganda was used by the regime In response to the unseen question the candidate may discuss: • why Franco wanted to promote Spanish exceptionalism • how the need for absolute control was a fundamental weakness of the regime The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 11 – The two Spains: 1936 onwards***La vida diaria en la España de Franco***

Bajo Franco, fue prohibida la coeducación y los libros de texto fueron escritos para apoyar al régimen. Los profesores educaban a los niños mediante el castigo corporal, obsesionados con la ideología religiosa.

The examiner must begin by asking the candidate the following question:

Franco usaba la educación como instrumento político. ¿Estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Por qué Franco quería controlar las ideas de la gente? Da tus razones.

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how all teaching in Spain was directed to support the regime • why instruction was 'moral' as well as academic In response to the unseen question the candidate may discuss: • why the recent past was to be forgotten and history to be rewritten • how without a free press, opposing ideas could be suppressed The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 12 – The two Spains: 1936 onwards

Los desaparecidos

“La memoria, la justicia y la reparación deben ser cuestiones de Estado.” El gobierno español elabora un mapa de las fosas comunes y un banco de ADN* de las víctimas del franquismo.

*ADN = DNA

The examiner must begin by asking the candidate the following question:

Hoy en día el gobierno español debe ayudar a las familias de los desaparecidos. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿Hasta qué punto es importante encontrar los restos de todos los desaparecidos?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the idea that the state should take responsibility for helping the families of victims • what the state is doing in practical terms In response to the unseen question the candidate may discuss: • the importance of some kind of closure for the families of victims • accepting, on the contrary, that the past cannot be undone The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

GCE A LEVEL SPANISH
SUMMER 2024 MARK SCHEME
COMPONENT 1: SPEAKING (60 MARKS)

Principles of Marking**Conduct of the Speaking assessment**

Examiners are required to familiarise themselves with section 3.2 of the specification.

General Advice for Visiting Examiners

You are asked to read and digest thoroughly all the information in the stationery pack.

Particular attention should be paid to the following instructions regarding marking:

- as an examiner you must be positive in your approach. Look for opportunities to reward rather than penalise. Candidates who use strategies such as adjusting the message, circumlocution, self-correction or repair strategies should not be penalised
- Task 1: Independent research project – make sure you are familiar with the assessment grids for the independent research project
- Task 2: Themed card – make sure that you are familiar with the assessment grid for marking the stimulus card and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.

Timings for each section of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be credited.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

As the examiner you must present the two theme-based stimulus cards using the grid on page 4. The candidate must choose which of the two cards he/she wishes to prepare for Task 2.

Applying banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response. If the descriptors at the lowest band are evidenced, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance, if the response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples provided. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

When you are marking the candidate's responses to the stimulus card you should consider the indicative content given for each card. However, you **must** bear in mind that the indicative content is **not exhaustive** and is for guidance only. Reward all valid responses.

The indicative content is given on each of the following stimulus cards, to assist with marking.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1a: Presentation of independent research project		5		5	10
Task 1b: Discussion of independent research project	5		15	10	30
Task 2: Theme-based discussion using stimulus card	5	5	5	5	20
Total marks	10	10	20	20	60

Task 1a – Speaking assessment grid for presentation of independent research project **10 marks in total**

Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries/communities where the language is spoken
5	Excellent presentation and understanding of research findings, based on information drawn from a wide variety of sources.	5	Excellent knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
4	Very good presentation and understanding of research findings, based on information drawn from a wide variety of sources.	4	Very good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
3	Good presentation and understanding of research findings, based on information drawn from a variety of sources.	3	Good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
2	Reasonable presentation and understanding of research findings, based on information drawn from a limited range of sources.	2	Reasonable knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
1	Basic presentation and understanding of research findings, with some evidence of research having been undertaken.	1	Superficial knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic.
0	Nothing of value.	0	Nothing of value.

Task 1b – Speaking assessment grid for discussion of independent research project 30 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: 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
5	Excellent responses to all questions on the independent research project; always detailed and assured. Excellent interaction: engages very well, with spontaneity, and sustains discussion.	13–15	Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic.	9–10	Excellent knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and always supported by relevant evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.
4	Very good responses to most questions on the independent research project; mostly detailed. Very good interaction: engages well, with some spontaneity, and sustains discussion.	10–12	Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation.	7–8	Very good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and usually supported by relevant evidence. Conclusions are based on very good analysis and evaluation of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: 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
3	• Good responses to most questions on the independent research project; sometimes detailed. • Good interaction: engages reasonably well, with a little spontaneity, and sustains discussion for the most part.	7–9	• Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation.	5–6	• Good knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities relevant to the topic. • Ideas and points of view are generally convincingly argued and usually supported by reasonably relevant evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	• Reasonable responses to some questions on the independent research project; occasionally detailed. • Attempts made to interact; engages to a limited extent only, with little or no spontaneity; prompting required at times.	4–6	• Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency.	3–4	• Reasonable knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities sometimes relevant to the topic. • Ideas and points of view are expressed and sometimes supported by evidence. • Conclusions are based on limited analysis with some evaluation of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: 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
1	• Limited responses to questions on the independent research project; rarely detailed. • Limited success in establishing a meaningful exchange; engages to a very limited extent, with no spontaneity, and relies on prompts.	1–3	• Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult.	1–2	• Superficial knowledge and understanding of the culture and society of Spain and/or Spanish-speaking countries and communities often irrelevant to the topic. • Few ideas and points of view are expressed and they are not supported by evidence. • Conclusions are superficial, with little evidence of analysis or evaluation of relevant issues.
0	• Nothing of value.	0	• Nothing of value.	0	• Nothing of value.

Task 2 – Speaking assessment grid for theme-based stimulus card

20 marks in total

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: 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
5	Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion.	5	Full understanding of the stimulus material demonstrated by clear and relevant responses.	5	Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic.	5	Excellent knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are convincingly argued and supported by appropriate evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.
4	Very good responses to most questions (seen, set unseen and possible follow-up questions); most in detail. Very good interaction: engages well, asking relevant questions, and sustains discussion.	4	Very good understanding of the stimulus material demonstrated by mostly clear and relevant responses.	4	Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation.	4	Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are generally convincingly argued and supported by appropriate evidence. Conclusions are based on very good analysis and evaluation of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: 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
3	Good responses to most questions (seen, set unseen and possible follow-up questions); some in detail. Good interaction: engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part.	3	Sound understanding of stimulus material, demonstrated by relevant responses.	3	Good level of accuracy in manipulation of grammar, with some errors. Good idiomatic use of language and a variety of structures employed. Generally accurate pronunciation and intonation.	3	Good knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. Conclusions are generally based on good analysis and evaluation of relevant issues.
2	Reasonable responses to most questions (seen, set unseen and possible follow-up questions); generally lacking detail. Attempts made to interact; engages to a limited extent only, asking partly relevant questions, prompting required at times.	2	Limited understanding of stimulus material demonstrated by partial responses.	2	Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. Some idiomatic use of language and variation of structures. Generally intelligible pronunciation and intonation but with some inconsistency.	2	Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are occasionally argued and supported by appropriate evidence. Conclusions are based on some analysis and evaluation of relevant issues.

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: 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
1	Limited responses to most questions (seen, set unseen and possible follow-up questions). Limited success in establishing a meaningful exchange; engages to a very limited extent, asking only irrelevant questions, and relies on prompts.	1	Very limited understanding of the stimulus material demonstrated by responses that are generally irrelevant.	1	Limited level of accuracy in manipulation of grammar; high instance of elementary errors. Limited idiomatic use of language. Heavy reliance on anglicised structures. Pronunciation and intonation make understanding difficult.	1	Limited knowledge and understanding of aspects of the sub-theme covered in the discussion. Few ideas and points of view are expressed and they are rarely supported by evidence. Conclusions, when drawn, are superficial, with little evidence of analysis or evaluation of relevant issues.
0	Nothing of value.	0	Nothing of value.	0	Nothing of value.	0	Nothing of value.

*Please refer to the subject-specific additional notes when assessing AO4.

Candidates are required to ask the examiner at least two questions during this assessment. If a candidate asks only one question, a maximum of 4 marks can be awarded for AO1. If a candidate asks no questions, a maximum of 3 marks can be awarded for AO1.

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