



GCE AS

B810UA0-1E



S24-B810UA0-1E



2024

SPANISH – AS component 1

SET A – CARDS A1–A6

SET B – CARDS B1–B6

EXAMINER'S BOOKLET

B810UA01E
01

Card A1 – Being a young person in Spanish-speaking society**Sub-theme: Families and citizenship**

Lee el siguiente texto.

La familia hispanohablante moderna define a muchos tipos de familia, desde la familia tradicional, (es decir, una pareja y sus hijos) hasta la que está integrada por padres solteros, parejas del mismo sexo o parejas con hijos de relaciones anteriores. En la familia moderna, todos los miembros colaboran en las tareas domésticas.

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

¿Cómo ha cambiado la familia hoy en día en los países hispanohablantes?*

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

En tu opinión, ¿cuáles son los beneficios de la familia tradicional en los países hispanohablantes?*

AO4	In response to the question on the stimulus card the candidate may discuss: - the changes in the composition of the family today in Spain and Spanish-speaking countries/communities - the reasons for these changes in Spain and Spanish-speaking countries/communities In response to the supplementary question the candidate may discuss: - the advantages and disadvantages of the traditional family in Spanish-speaking countries/communities - the recognition of how family culture has changed in Spanish-speaking countries/communities 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 a question/questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

*Please note that the candidate can talk about Spain or Spanish-speaking countries/communities during the discussion.

Card A2 – Being a young person in Spanish-speaking society**Sub-theme: Families and citizenship**

Lee el siguiente texto.

Hacer un voluntariado en México es una oportunidad para conocer uno de los países más importantes de América Latina mientras se colabora en proyectos locales. Existe una forma de ser voluntario en México con la que se puede viajar, intercambiando habilidades con un objetivo que va más allá de lo académico.

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

¿Cuáles son los beneficios de hacer trabajo voluntario en los países hispanohablantes?* Da tus razones.

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

¿Crees que los gobiernos deberían ofrecer más oportunidades de trabajo voluntario a los jóvenes en los países hispanohablantes?* Da tus razones.

AO4	In response to the question on the stimulus card the candidate may discuss: • the benefits of volunteering for young Spanish-speaking people • the opportunities to learn skills beyond the purely academic for young Spanish-speaking people In response to the supplementary question the candidate may discuss: • the economic situation in Spain or Spanish-speaking countries/communities • youth unemployment in Spain or Spanish-speaking countries/communities 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 A3 – Being a young person in Spanish-speaking society**Sub-theme: Youth trends and personal identity**

Lee el siguiente texto.

Después de tres años, la línea cosmética de Álvaro Kruse es todo un éxito. Sus ventas se multiplicaron por cuatro durante la pandemia. Posiblemente, el hecho de que fuera la marca de maquillaje oficial de la edición de Drag Race España ha tenido también que ver con su rápido ascenso a la fama.

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

¿Por qué es la línea cosmética de Álvaro Kruse tan popular?* Da tus razones.

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

¿Por qué piensas que es importante para algunos jóvenes españoles llevar maquillaje?* Explica tus razones.

AO4	In response to the question on the stimulus card the candidate may discuss: - the importance of its links to Drag Race España in influencing young people in Spain or Spanish-speaking countries/communities - the consequences of the pandemic for businesses in Spain or Spanish-speaking countries/communities In response to the supplementary question the candidate may discuss: - the influence of social media on appearance for young people in Spain or Spanish-speaking countries/communities - the desire to imitate celebrities by young people in Spain or Spanish-speaking countries/communities 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 A4 – Being a young person in Spanish-speaking society**Sub-theme: Youth trends and personal identity**

Lee el siguiente texto.

Los jóvenes colombianos son tan cercanos a sus amigos durante la adolescencia a causa de las conexiones en esta etapa. Estas les ayudan a sobrevivir los tiempos difíciles e incluso cambian sus personalidades. Los mejores amigos se apoyan unos a otros a través de lo bueno y lo malo.

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

¿Por qué son tan importantes los amigos para los jóvenes colombianos durante la adolescencia?*

Justifica tu respuesta.

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

¿Son los amigos más importantes que la familia para los jóvenes hispanohablantes?*

¿Por qué sí o por qué no?

AO4	In response to the question on the stimulus card the candidate may discuss: • whether friends help young people in Colombia and other Spanish-speaking countries/communities with the problems of adolescence • whether friends help to influence the personality of young people in Colombia and other Spanish-speaking countries/communities In response to the supplementary question the candidate may discuss: • the importance of the support of the family for young people in Spain or Spanish-speaking countries/communities • the influence of peer pressure on young people in Spain or Spanish-speaking countries/communities 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 A5 – Being a young person in Spanish-speaking society**Sub-theme: Education and employment opportunities**

Lee el siguiente texto.

Ser cuidador de mascotas es una alternativa de trabajo un poco más informal que las demás. Eso no quiere decir que esta opción no te traiga beneficios hoy en día en España. Básicamente, se trata de pasear y cuidar perros u otras mascotas y hay muchas personas que pagan para que otras cuiden a sus mascotas.

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

¿Por qué vale la pena para los jóvenes hispanohablantes ser cuidadores de mascotas?*

Justifica tu respuesta.

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

¿Cómo pueden los jóvenes hispanohablantes aumentar la posibilidad de obtener un empleo?*

AO4	In response to the question on the stimulus card the candidate may discuss: • alternative means of obtaining employment for young people in Spanish-speaking countries/communities • what being a dog walker entails for young Spanish-speaking people In response to the supplementary question the candidate may discuss: • the need to acquire a good education in Spanish-speaking countries • the importance of being prepared to move to find work 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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*Please note that the candidate can talk about Spain or Spanish-speaking countries/communities during the discussion.

Card A6 – Being a young person in Spanish-speaking society**Sub-theme: Education and employment opportunities**

Lee el siguiente texto.

Estudiar en línea se ha convertido en una excelente alternativa para millones de jóvenes hispanohablantes. El aprendizaje del futuro se basará en la tecnología y en el uso de Internet en casa y en la escuela. La educación a distancia se consolidará como la principal manera de estudiar durante los próximos años.

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

¿Qué dice el texto sobre estudiar en línea?*

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

¿Es mejor para los jóvenes hispanohablantes estudiar en grupos que a solas?*

Justifica tu respuesta.

AO4	In response to the question on the stimulus card the candidate may discuss: - the benefits for the Spanish-speaking student of studying online - the increasing use of technology in education for young Spanish-speaking students In response to the supplementary question the candidate may discuss: - the potential for verbal and social interaction between Spanish-speaking students - whether the disadvantages of each outweigh the advantages for Spanish-speaking students 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 B1 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Lee el siguiente texto.

La gente llega a las principales calles con la esperanza de llevarse una bolsa de dulces u otro regalo. En España son los Reyes Magos que llevan los regalos de Navidad y su generosidad se ve cada 6 de enero. En todo el país, las familias celebran esta importante tradición.

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

¿Qué dice el texto sobre esta fiesta?*

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

¿Se deberían continuar muchas costumbres o tradiciones hispanas?*

Justifica tu respuesta.

AO4	In response to the question on the stimulus card the candidate may discuss: • activities associated with the fiesta • why this fiesta is so popular with children In response to the supplementary question the candidate may discuss whether: • some Hispanic traditions involve cruelty to animals • some customs have no relevance to modern life in Spain or Spanish-speaking countries/communities 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 B2 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Lee el siguiente texto.

“Ir de tapas” en España significa salir a comer y beber pero de una forma especial. Consiste en ir de bar en bar y comer pequeñas porciones de comida, mientras se bebe un buen vino o una refrescante cerveza. Es una manera de socializar para hacer amigos y pasar un buen rato.

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

¿Qué dice el texto sobre la costumbre de ir de tapas?*

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

En tu opinión, ¿es la comida una parte importante de la cultura hispanohablante? ¿Por qué sí o por qué no?

AO4	In response to the question on the stimulus card the candidate may discuss: - the process of <i>ir de tapas</i> - the opportunity to socialise In response to the supplementary question the candidate may discuss: - the links between food and traditions in Spanish-speaking communities - the cultural and social benefits of food to Spanish-speaking communities 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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*Please note that the candidate can talk about Spain or Spanish-speaking countries/communities during the discussion.

Card B3 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Lee el siguiente texto.

El Palacio Real de Madrid es el más grande de Europa Occidental y uno de los más grandes del mundo. Es una de las pocas residencias oficiales de Jefes de Estado que está abierta al público. Casi dos millones de visitantes van cada año a descubrir sus obras de arte.

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

¿Qué aprendemos sobre el Palacio Real de Madrid?*

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

En tu opinión, ¿se interesan muchos jóvenes en los edificios en las grandes ciudades hispanas? Justifica tu respuesta.

AO4	In response to the question on the stimulus card the candidate may discuss: • the number of visitors to the building • that it is one of the few palaces of Heads of State open to the public In response to the supplementary question the candidate may discuss: • the variety of Hispanic architecture • whether historical sites are of interest to young Spanish-speaking people 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 B4 – Understanding the Spanish-speaking world**Sub-theme: Media, art, film and music in the Spanish-speaking world**

Lee el siguiente texto.

Rosalía se ha convertido en la gran sensación musical. La cantante y compositora española nació el 25 de septiembre de 1992 en Barcelona. Fue su madre quien notó el talento de su hija y no dudó en inscribirla en clases. Su padre ayudó mucho con su música y los dos hacían duetos.

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

¿Cómo empezó la carrera de Rosalía?*

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

¿Qué importancia tiene la música para los jóvenes hispanohablantes?* Da tus razones.

AO4	In response to the question on the stimulus card the candidate may discuss: • how her mother enrolled her in singing classes • the role of her father In response to the supplementary question the candidate may discuss: • the importance of music as a form of communication for young Spanish-speaking people • the positive effects of music on the culture in Spanish-speaking countries/communities 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 B5 – Understanding the Spanish-speaking world**Sub-theme: Media, art, film and music in the Spanish-speaking world**

Lee el siguiente texto.

Nadie pone en duda que las películas de cine son un instrumento de cultura y un medio educativo, tanto para niños y adolescentes como para adultos. Sin embargo, además de ayudar a formar ciertos aspectos de la personalidad de los adolescentes, el cine también puede ser un medio negativo.

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

¿Cómo influye el cine en los jóvenes hispanohablantes?*

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

¿Los jóvenes hispanohablantes prefieren ver una película en el cine o en Internet?*

Explica tu respuesta.

AO4	In response to the question on the stimulus card the candidate may discuss how: • films affect young Spanish-speaking people's character • films are part of Spanish culture for young Spanish-speaking people In response to the supplementary question the candidate may discuss how: • young people in Spain or Spanish-speaking countries/communities prefer streaming and other media platforms • many young people in Spain or Spanish-speaking countries/communities consider going to the cinema as a special occasion 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 B6 – Understanding the Spanish-speaking world**Sub-theme: Media, art, film and music in the Spanish-speaking world**

Lee el siguiente texto.

Los estudiantes en el Parque Güell pueden aprender y disfrutar del arte utilizando la imaginación. Con una extensión de más de 17 hectáreas, está cubierto de figuras onduladas, columnas que parecen árboles, animales y mucha geometría. Casi todas las partes del parque están decoradas con piezas de cerámica de colores.

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

¿En qué consiste la atracción del Parque Güell?*

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

¿Qué beneficios tiene el arte para los jóvenes hispanohablantes?* Da tus razones.

AO4	In response to the question on the stimulus card the candidate may discuss: • the type of art to be seen in Parque Güell • the size of Parque Güell In response to the supplementary question the candidate may discuss: • the attitudes towards art among young people in Spain or Spanish-speaking countries/communities • the links to other aspects of youth culture in Spain or Spanish-speaking countries/communities 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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GCE AS 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 Examiners

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
- you must make sure that you are familiar with the assessment grid and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective
- the assessment grid is divided into five one-mark bands for AO1 and AO2, and five two-mark bands for AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes
- the specified length of the entire Speaking assessment is 12–14 minutes. The candidate will spend 6–7 minutes on each card. The candidate is also required to ask the examiner one question in each discussion.

Timings for each stimulus card must be adhered to. You **must not** mark any speaking evidence which exceeds these timings.

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.

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 cards you should consider the additional notes given for each card. However, you **must** bear in mind that the additional notes are **not** exhaustive and are for guidance only. Reward all valid responses.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Card A	5	5	10	10	30
Card B	5	5	10	10	30
Total marks	10	10	20	20	60

Component 1 – Task 1 and 2: Speaking assessment grid for theme-based stimulus card (A and B) **30 marks per card: 60 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 to, different aspects of the culture and society of countries / communities where the language is spoken
5	• Very good responses to most questions; clear and detailed. • Very good interaction: engages well, asking at least one highly relevant question, and sustains discussion.	5	• Very good understanding of the stimulus material demonstrated by responses.	9–10	• Very good level of accuracy in manipulation of grammar. • A good range of structures with some idiomatic language. • Very good pronunciation and intonation.	9–10	• Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are often convincingly argued and supported by appropriate evidence. • Conclusions are based on very good understanding of relevant issues.
4	• Good responses to most questions; most in detail. • Good interaction: engages well, asking at least one relevant question, and sustains discussion.	4	• Good understanding of the stimulus material demonstrated by responses.	7–8	• Good level of accuracy in manipulation of grammar. • Good range of structures. • Good pronunciation and intonation.	7–8	• 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 good understanding of relevant issues.
3	• Reasonable responses to most questions; some in detail. • Reasonable interaction: engages reasonably well, asking at least one mostly relevant question, and sustains discussion for the most part.	3	• Some understanding of the stimulus material, demonstrated by responses.	5–6	• Reasonable level of accuracy in manipulation of grammar, with some errors. • Some variety of structures. • Fairly good pronunciation and intonation.	5–6	• Reasonable 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 some understanding of relevant issues.

Marks	AO1: understand and respond in speech 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, using in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries / communities where the language is spoken
2	- Limited responses to questions; generally lacking detail. - Attempts made to interact; engages to a limited extent only, asking at least one partly relevant question, prompting required at times.	2	Limited understanding of the stimulus material demonstrated by responses.	3–4	- Limited level of accuracy in manipulation of grammar; some errors occur which are repeated. - A limited range of structures. - Generally intelligible pronunciation and intonation.	3–4	- Limited 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 limited understanding of relevant issues.
1	- Very limited responses to questions. - Limited success in establishing a meaningful exchange; engages to a very limited extent, asking at least one question (though the question may be irrelevant), and relies on prompts.	1	Very limited understanding of the stimulus material demonstrated by responses.	1–2	- Limited level of accuracy in manipulation of grammar; high instance of elementary errors. - Very limited range of structures. - Pronunciation and intonation make understanding difficult.	1–2	- Very 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 understanding 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 one question during this assessment. If a candidate does not ask a question, a maximum of 3 marks can be awarded for AO1.

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