



GCE AS MARKING SCHEME

SUMMER 2017

**AS (NEW)
SPANISH - UNIT 1
2810U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE AS SPANISH - UNIT 1 (NEW)

SUMMER 2017 MARK SCHEME

CARD A1 – Understanding the Spanish-speaking world

Sub-theme – Regional culture and heritage in Spanish-speaking countries and communities

Abajo verás dos posturas sobre *la gastronomía*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las tapas y los platos típicos reflejan la variedad regional del país

Opinión B

- La comida rápida y las pizzas reflejan las tendencias gastronómicas modernas

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| AO4 | <p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A:</p> <ul style="list-style-type: none">• The importance of food/dishes from one or more regions (may use just 1 specific region) of Spain or Latin America• Examples of popular tapas /dishes which encourage tourism, are good for local economy, consolidate regional identity• Spain or Latin America is particularly rich in its regional food heritage <p>Opinion B:</p> <ul style="list-style-type: none">• The impact of food traditions from abroad• Popularity of fast food• These changes may result in the disappearance of traditional regional cuisine <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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CARD A2 – Understanding the Spanish-speaking world

Sub-theme – Regional culture and heritage in Spanish-speaking countries and communities

Abajo verás dos posturas sobre *el cine*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- El cine en español es rico y original

Opinión B

- Hay pocas películas españolas de interés

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| AO4 | <p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A:</p> <ul style="list-style-type: none">• Spanish/Latin American cinema is rich and varied. They may mention films they have watched or studied• Many Spanish/Latin American films have become famous abroad• Films reflect the cultural heritage and language of the country <p>Opinion B:</p> <ul style="list-style-type: none">• Few films in Spanish become famous outside their country of origin• Films in English are much more popular• All films are translated or dubbed <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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CARD A3 – Understanding the Spanish-speaking world

Sub-theme – Regional culture and heritage in Spanish-speaking countries and communities

Abajo verás dos posturas sobre *los idiomas regionales españoles*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Es muy importante hablar gallego en Galicia

Opinión B

- El castellano es el idioma más importante

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| AO4 | <p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A:</p> <ul style="list-style-type: none">• The importance of minority languages in Spain - being bilingual can never be a disadvantage• Examples of why they reinforce regional identity and the importance to history and heritage• Why speaking more than one language enriches one's view of life <p>Opinion B:</p> <ul style="list-style-type: none">• Regional languages versus Spanish• Minority languages are dying out – lack of native speakers, they are not seen as essential to make progress in life. Spanish is the official language• Have no place in a global context (outside the region). Most young Spaniards want to learn English <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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CARD A4 – Understanding the Spanish-speaking world

Sub-theme – Regional culture and heritage in Spanish-speaking countries and communities

Abajo verás dos posturas sobre *las fiestas*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las fiestas reflejan la cultura y costumbres de España y Latinoamérica

Opinión B

- En tiempos de crisis económica las fiestas suponen una pérdida de dinero

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| AO4 | <p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A:</p> <ul style="list-style-type: none">• The cultural importance of regional and local festivals• Examples of why they reinforce regional/cultural/historical identity• The Spanish tradition of families enjoying fiestas together is still important <p>Opinion B:</p> <ul style="list-style-type: none">• In the current economic climate fiestas cost a lot of money• The past is irrelevant in 21st century Spanish life• Festivals are dying traditions – today's young people are not interested <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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CARD A5 – Understanding the Spanish-speaking world

Sub-theme – Literature, art, film and music in the Spanish-speaking world.

Abajo verás dos posturas sobre *la música*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La música regional refleja la cultura de la región

Opinión B

- La música extranjera está más de moda

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| AO4 | <p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A:</p> <ul style="list-style-type: none">• Each region has its own style of music, e.g. flamenco, jota, brass bands• Regional music is reflected in the dances and songs of the region• Music is part of the regional identity <p>Opinion B:</p> <ul style="list-style-type: none">• Young people prefer other types of music• Pop/rock music, etc. is often in English• Regional music is seen as old fashioned <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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CARD A6 – Understanding the Spanish-speaking world

Sub-theme – Literature, art, film and music in the Spanish-speaking world.

Abajo verás dos posturas sobre *la literatura*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Vale la pena leer novelas en español

Opinión B

- Leer ya no es popular en España o Latinoamérica

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| AO4 | <p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A:</p> <ul style="list-style-type: none">• Spanish Literature is very rich• Spaniards are particularly fortunate in that they have literature from Spain and Latin America at their disposal• Literature reflects the culture and heritage of the country <p>Opinion B:</p> <ul style="list-style-type: none">• There are so many film adaptations of books that it is not necessary to read novels any more• Spanish people prefer to be outdoors and not inside reading• Many books are translations from English <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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CARD A7– Understanding the Spanish-speaking world

Sub-theme – Literature, art, film and music in the Spanish-speaking world.

Abajo verás dos posturas sobre *los museos*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Los museos españoles son verdaderos tesoros culturales

Opinión B

- Hoy en día los museos cuestan mucho dinero y son poco importantes

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| AO4 | <p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A:</p> <ul style="list-style-type: none">• Some museums in Spanish-speaking countries are world famous• There are fabulous museums throughout the country• Museums in Spanish-speaking countries reflect the culture and history of the country <p>Opinion B:</p> <ul style="list-style-type: none">• Museums are boring• Museums are expensive• Museums are old fashioned <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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CARD A8 – Understanding the Spanish-speaking world

Sub-theme – Literature, art, film and music in the Spanish-speaking world.

Abajo verás dos posturas sobre *el arte*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- El arte español y latinoamericano es una riqueza cultural para el país

Opinión B

- Pintar está pasado de moda

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| AO4 | <p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A:</p> <ul style="list-style-type: none">• Spanish and Latin American art is world famous• Art is a reflection of a country's culture• Art through the centuries is very varied / different styles and techniques etc. <p>Opinion B:</p> <ul style="list-style-type: none">• Painting costs money• Difficult to make this into a career• Other artistic forms may be more popular, e.g. dance, song writing etc. <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above</p> <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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Card B1 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *la familia española*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

En los últimos años, se ha producido una evolución extraordinaria del concepto de familia en España. Junto al modelo tradicional, constituido por parejas casadas con hijos biológicos, encontramos familias sin hijos, familias con hijos adoptados, familias formadas por parejas sin vínculo matrimonial o por parejas del mismo sexo, además de familias monoparentales, reconstruidas o internacionales.

Examiner questions

1. ¿Qué importancia tiene el matrimonio en la sociedad moderna?
2. Algunas parejas ¿por qué prefieren no casarse?
3. En tu opinión ¿hay ventajas de estos nuevos tipos de familia?

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| AO4 | <p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Less important now. There are all kinds of family groups, some married, some not.2. They prefer not to get married in a church or registry office.3. All types of family groups exist and are acceptable. The main thing is to provide a secure and loving environment. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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Card B2 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *los jóvenes españoles*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

El Instituto de la Juventud ha realizado una encuesta de los valores y preocupaciones de los jóvenes en España. En esta ocasión, los datos señalan a la familia y a los amigos como los aspectos que la juventud considera más importantes dentro de su vida privada. Después están la salud, el dinero y el aspecto físico.

Examiner questions

1. ¿Por qué son tan importantes la familia y los amigos para los jóvenes españoles?
2. ¿Crees que el dinero es algo muy importante para los jóvenes?
3. ¿Crees que la salud o el aspecto físico es más importante? ¿Por qué?

AO4

The candidate must cover all three prompts.

1. Family and friends provide support.
2. Young people are important consumers and have a lot of purchasing power.
3. It is important to have good health, but physical appearance is judged to be very important, particularly among celebrities, and this influences young people.

The above points are **suggestions** only and are **not exhaustive**.
Reward will be given for **all relevant points** argued by the candidate.

Card B3 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *el tabaco*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

El gasto principal de muchos jóvenes es la compra de tabaco. Un 29% de la población consume tabaco de forma regular. Los fumadores españoles además son los europeos que se inician en el consumo del tabaco de manera habitual a una edad más temprana (16,7 años). El mayor porcentaje de fumadores se encuentra entre los 25 y los 39 años.

Examiner questions

1. ¿Crees que fumar es una pérdida de dinero?
2. Los jóvenes españoles ¿por qué empiezan a fumar?
3. ¿Quiénes pueden contribuir a solucionar este problema juvenil?

AO4

The candidate must cover all three prompts.

1. Say why it is a waste of money, or not.
2. Smoking is still socially acceptable in Spain. Influence of friends and family. to appear grown up. Curiosity.
3. Education, information, anti-smoking campaigns. Parents, teachers, peers.

The above points are **suggestions** only and are **not exhaustive**.
Reward will be given for **all relevant points** argued by the candidate.

Card B4 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *las tendencias*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Los temas de actualidad por los que los jóvenes españoles sienten mayor interés son los avances tecnológicos, la igualdad de género y el medio ambiente. Sin embargo, la mitad de los jóvenes españoles de 16 a 20 años se ha sentido con frecuencia saturada por el uso de Internet y las redes sociales hasta el punto de necesitar desconectarse de ellas.

Examiner questions

1. ¿Qué les interesa a los jóvenes españoles hoy día?
2. ¿Por qué se sienten saturados a veces por Internet y las redes sociales?
3. ¿Qué soluciones hay a los problemas que causan Internet y las redes sociales?

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| AO4 | <p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Technological advances, equality and the environment.2. They are available 24/7 on their phones, iPads and laptops.3. Time limits, security, time away from technology. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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Card B5 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *los intercambios escolares*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Los intercambios escolares permiten conocer sistemas educativos de otros países además de su cultura, costumbres e idioma. Aprender un nuevo idioma abrirá muchas puertas a nivel académico y laboral. Los intercambios escolares son una gran experiencia para el presente con un beneficio incalculable para el futuro.

Examiner questions

1. ¿Cuáles son las ventajas de realizar un intercambio escolar?
2. ¿Qué beneficios hay si se habla otro idioma?
3. ¿Crees que esta experiencia mejorará las posibilidades de encontrar trabajo en el futuro?

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| AO4 | <p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. You learn about other education systems, cultures, customs and languages.2. Greater employability, further educational opportunities.3. Good on CV, broader experience, knowledge of another language and culture etc. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u></p> |
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Card B6 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *las oportunidades de empleo*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Los jóvenes españoles reconocen la importancia de adquirir experiencia de empleo mientras estudian. Por eso, los periodos vacacionales pueden ser una oportunidad para obtener trabajos a tiempo parcial o empleo de verano. De hecho, se deben considerar factores como la experiencia y el salario, así como considerar lo que ofrece al candidato para definir qué empresas le pueden interesar.

Examiner questions

1. ¿Por qué es importante la experiencia de empleo?
2. ¿Crees que será más difícil encontrar empleo futuro sin tener experiencia?
3. ¿Crees que trabajar durante las vacaciones es la única solución al problema del paro juvenil en España?

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| AO4 | <p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Many employers require experience. It's important to try out different types of job. Summer jobs are a way of gaining experience and earning a bit of money.2. As above, many employers require experience so this may make getting a job easier.3. It is a help, but job creation and youth employment initiatives would also help to solve the problem. <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p> |
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