



GCE AS MARKING SCHEME

SUMMER 2018

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

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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 (NEW)
SPANISH**

SUMMER 2018 MARK SCHEME

UNIT 1: SPEAKING (48 total marks)

Principles of Marking

Conduct of the Speaking Assessment

As the assessor you must familiarise yourself with section 3.2 of the specification.

General Advice for Examiners

You are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all. 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.
- You must make sure that you are familiar with the assessment grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.
- There are two marking grids. The marking grid for Task 1 covers AO1, AO3 and AO4. The marking grid for Task 2 covers AO1, AO2, AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire speaking assessment is 15 minutes. The candidate will spend 5-6 minutes on Task 1 (argument) and 7-9 minutes on the Task 2 (discussion) with you as the examiner.

Timings for each stimulus card **must be** adhered to. You are not required to 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.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band. This is done as a two stage process.

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 for that section. If the descriptors at the lowest band are satisfied, 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 response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response. When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. 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 is 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. All **valid** responses will be given credit.

When marking you should record a mark for each AO.

UNIT 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1 Argument	4		8	12	24
Task 2 Discussion	4	8	8	4	24
Total marks	8	8	16	16	48

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 1 – ARGUMENT)

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 different aspects of the culture and society of countries / communities where the language is spoken
4	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> Accurate use of grammar with few errors Very good knowledge of idiomatic phrases and a variety of structures employed Intonation and pronunciation are convincing 	10-12	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities Ideas and points of view well supported by evidence Conclusions drawn are based on an understanding and appreciation of the country's culture and society
3	<ul style="list-style-type: none"> Most questions are answered clearly and some in detail Good interaction, some spontaneity in initiating and sustaining discussion A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> Good use of grammar. Some errors occur Good range of idiomatic structures to support views and opinions Mistakes in intonation and pronunciation do not impede understanding 	7-9	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities with occasional inconsistencies Ideas and opinions are generally supported by evidence Conclusions drawn are generally based on an understanding and appreciation of the country's culture and society
2	<ul style="list-style-type: none"> Some hesitation when answering questions. Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed 	3-4	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors. Limited accuracy. Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	4-6	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of Spain and Spanish-speaking countries and communities, reliant on pre-learnt material, presented out of context Ideas expressed are not based on factual evidence Limited understanding and appreciation of the country's culture and society
1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts. Limited range of ideas and opinions expressed 	1-2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures Intonation and pronunciation make understanding difficult 	1-3	<ul style="list-style-type: none"> Little evidence of relevant knowledge. Frequent misunderstandings Information is fragmented with no evidence to support it No evidence of an understanding or appreciation of the country's culture and society
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 2 – DISCUSSION)

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 societies of countries/communities where the language is spoken
4	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions 	7-8	<ul style="list-style-type: none"> Very good knowledge of grammar with few errors Very good knowledge of idiomatic phrases and a variety of structures employed Intonation and pronunciation are convincing 	4	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities Ideas and points of view well supported by evidence
3	<ul style="list-style-type: none"> Most questions are answered clearly and some in detail Good interaction, some spontaneity in initiating discussion A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions 	5-6	<ul style="list-style-type: none"> Good knowledge of grammar. Some errors occur Good range of idiomatic structures to support views and opinions Mistakes in intonation and pronunciation do not impede understanding 	3	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of Spain and Spanish-speaking countries and communities with occasional inconsistencies Ideas and opinions are generally supported by evidence

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 societies of countries/communities where the language is spoken
2	<ul style="list-style-type: none"> Some hesitation when answering questions. Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed 	3-4	<ul style="list-style-type: none"> Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions 	3-4	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	2	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of Spain and Spanish-speaking countries and communities reliant on pre-learnt material, presented out of context Ideas expressed are not based on factual evidence
1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts Limited range of ideas and opinions 	1-2	<ul style="list-style-type: none"> Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant 	1-2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures Intonation and pronunciation make understanding difficult 	1	<ul style="list-style-type: none"> Little evidence of knowledge of question set. Frequent misunderstandings Information is fragmented with no evidence to support it
0	<ul style="list-style-type: none"> Nothing of value. 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

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 cocina típica*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La cocina típica refleja la variedad regional de los países hispanohablantes

Opinión B

- La comida extranjera va sustituyendo la cocina típica en los países hispanohablantes

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">• Typical food/dishes from one or more Spanish-speaking regions to show variety• Examples of popular dishes which– encourage tourism, are good for local economy, consolidate regional identity• Spain and Latin America are particularly rich in their regional food heritage <p>Opinion B:</p> <ul style="list-style-type: none">• The impact of food traditions from abroad• Popularity of fast food in Spanish-speaking societies• 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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 traje típico regional*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- El traje típico refleja la cultura y el patrimonio regional en los países hispanohablantes

Opinión B

- El traje típico en los países hispanohablantes está pasado de moda

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 regional dress is rich and varied• It is popular with tourists and people from outside the region• It enhances regional identity <p>Opinion B:</p> <ul style="list-style-type: none">• Spanish/Latin American regional dress is expensive to buy• Impractical• 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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 *las tradiciones típicas*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las tradiciones típicas reflejan la cultura y el patrimonio regionales en los países hispanohablantes

Opinión B

- Las tradiciones típicas en los países hispanohablantes van desapareciendo

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 typical traditions in Spanish-speaking societies• Examples of why they reinforce regional identity and the importance to culture and heritage• How they enrich the life of local people, visitors and tourists <p>Opinion B:</p> <ul style="list-style-type: none">• They are seen as quaint, old fashioned and meaningless by modern Spanish-speaking societies• They are expensive• They have no place in a global context (outside the region) <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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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

- Fiestas como las Fallas de Valencia reflejan las costumbres regionales en los países hispanohablantes

Opinión B

- Las fiestas típicas regionales en los países hispanohablantes cuestan demasiado dinero

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 in Spanish-speaking countries• 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">• Fiestas in Spanish-speaking countries 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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 *el cine*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las películas en español reflejan la cultura y las tradiciones de los países hispanohablantes

Opinión B

- Las películas extranjeras están más de moda

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">• Films reflect local culture and traditions in Spanish-speaking countries• They show recent history and important events• They reflect modern society <p>Opinion B:</p> <ul style="list-style-type: none">• Young people prefer American cinema• International blockbusters are more popular• Films in Spanish are 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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 el arte. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora

Opinión A

- La cultura y el patrimonio de los países hispanohablantes se reflejan en su arte

Opinión B

- Los museos de arte no les interesan a los jóvenes de los países hispanohablantes

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">• Art in the Spanish-speaking world is very rich• There is great Art from Spain and Latin America available• Art reflects the culture and heritage of the country <p>Opinion B:</p> <ul style="list-style-type: none">• Spanish people prefer to spend their free time doing other things• Art interests a small section of the population only• Art 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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 *la música*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La cultura y el patrimonio de los países hispanohablantes se reflejan en su música regional

Opinión B

- Hoy en día la música en inglés es mucho más popular en los países hispanohablantes

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">• Different regional types of music in Spanish-speaking countries• Music is represented in regional songs, dances, instruments etc• Music forms part of regional identity <p>Opinion B:</p> <ul style="list-style-type: none">• Young people in Spanish-speaking countries prefer other types of music• Most music is in English• Traditional music is considered 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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</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 *la literatura*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La literatura hispana es muy importante para el idioma

Opinión B

- El cine en español es más popular que la literatura

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 literature is great• Books are a reflection of a country's language and culture• Literature through the centuries is very varied <p>Opinion B:</p> <ul style="list-style-type: none">• You can watch the film of the book• Films are shorter than books• You can use the time saved by doing other things <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>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</p>
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Card B1 - Being a young person in Spanish-speaking society

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

Hoy día hay más gente “soltera y sin compromiso” y se celebran menos matrimonios. La media de matrimonios anuales en Europa es de 4 por cada 1000 habitantes cuando en 1990, el número era de 6 por 1000 habitantes. Esto se nota aún más en España donde hoy se celebra la mitad de matrimonios que hace 25 años.

Examiner questions:

1. ¿Qué importancia tiene el matrimonio hoy día en los países hispanohablantes?
2. Algunas parejas ¿por qué prefieren no casarse?
3. En tu opinión ¿hay ventajas de casarse?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Less important now in Spanish-speaking countries.2. They prefer not to get married in a church or registry office or due to financial or other constraints.3. Stability, legal rights. <p>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</p>
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Card B2 - Being a young person in Spanish-speaking society

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

La independencia ocurre más tarde en España, donde casi un 40% de los jóvenes de 25 a 34 años sigue viviendo con sus padres. El hogar familiar ofrece protección y seguridad y los jóvenes se benefician de una armonía generacional especial. Independizarse significa renunciar al nivel de bienestar alcanzado por su propia familia.

Examiner questions:

1. ¿Por qué resulta tan importante la familia para los jóvenes españoles?
2. ¿Crees que la protección y la seguridad son muy importantes para los jóvenes en los países hispanohablantes?
3. ¿Crees que independizarse de los padres es algo positivo? ¿Por qué sí o por qué no?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Living in the family home provides support security and protection in Spanish-speaking countries.2. Protection and security are vital in an uncertain world where unemployment is high and money is scarce.3. Leaving home is positive if you have a permanent job and are earning a good salary. It is not so positive if you are unemployed. <p>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</p>
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Card B3- Being a young person in Spanish-speaking society

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

Los jóvenes españoles, aunque valoran muy positivamente las redes sociales y las ventajas que les ofrecen, como eliminar la vergüenza o la timidez y mantener más relaciones, también son conscientes de sus riesgos. Es decir, saben muy bien que pierden parte de su privacidad, pero lo aceptan porque todos lo hacen.

Examiner questions:

1. ¿Cuáles son las ventajas de las redes sociales en los países hispanohablantes?
2. ¿Los jóvenes españoles son adictos a las redes sociales?
3. ¿Cuáles son los otros riesgos asociados con las redes sociales?

AO4

The candidate must cover all three prompts.

1. The advantages of social media.
2. Give examples of addiction to social media.
3. Mention other risks linked to the use of social media.

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.

Un joven español gana o recibe unos 40 euros mensuales pero gasta más de 150 euros al mes. La mayoría de los adolescentes los gasta en ropa, alimentación, nueva tecnología y las fiestas. Además, los adolescentes tienen una gran influencia sobre los productos elegidos en la "cesta de la compra" de su familia.

Examiner questions:

1. Los jóvenes españoles ¿gastan más de lo que ganan? Da tus razones
2. ¿En qué gastan el dinero que ganan o reciben?
3. ¿Crees que gastar más de lo que ganas es aceptable?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. They are consumers and are tempted to spend more than they earn by advertisers and the media. They like to have the latest phone, fashions, trends etc.2. They buy games, fashionable clothes, make up, tickets for concerts, going out etc.3. Budgeting and living within your means is an important part of growing up. Getting into debt is bad. <p>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate</p>
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Card B5 - Being a young person in Spanish-speaking society

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

El 74% de los jóvenes españoles de 25 a 29 años trabaja a tiempo parcial porque no hay empleo a tiempo completo. Los representantes de los trabajadores critican la situación laboral juvenil diciendo que el mercado de trabajo está mucho menos estable y se asocia la juventud con la explotación laboral y pocos derechos.

Examiner questions:

1. ¿Por qué suelen trabajar a tiempo parcial los jóvenes españoles?
2. ¿Qué beneficios tiene el trabajo a tiempo completo para los jóvenes españoles?
3. ¿Cómo se puede proteger a los jóvenes de ser explotados?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. They may be studying as well as working. There are more part-time jobs available.2. Security. Paying into a pension. A steady income may enable savings towards a house etc.3. Know your rights. Punish unscrupulous employers. <p>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate</p>
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Card B6 - Being a young person in Spanish-speaking society

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

Para los jóvenes españoles los viajes de estudios no son solamente una diversión tras un año de estudio. Tienen innumerables beneficios para los alumnos como aprender y ver las cosas de diferente manera. Duran una semana, durante la que tendrán que compartir habitaciones con sus compañeros y realizar numerosas actividades junto a ellos.

Examiner questions

1. ¿Cuáles son las ventajas de realizar un viaje de estudios?
2. ¿Hay alguna desventaja?
3. ¿Recomendarías un viaje de estudios a España o Latinoamérica a tus compañeros de clase? ¿Por qué sí o por qué no?

AO4

The candidate must cover all three prompts.

1. An opportunity to see and learn new things / skills etc. Get to know fellow pupils in a different context.
2. Expensive. May prefer not to share a room.
3. Provide reasons why they would or would not recommend this type of study visit.

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