



GCE AS MARKING SCHEME

SUMMER 2019

**AS
SPANISH - UNIT 1
2810U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 2019 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 Spain, Spanish-speaking countries and communities

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

Opinión A

- Las fiestas religiosas como la Semana Santa no les interesan a muchos españoles.

Opinión B

- Para muchos españoles las fiestas religiosas son de gran importancia cultural.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinión A</p> <ul style="list-style-type: none">• Religious festivals in Spanish-speaking countries cost a lot of money. Give an example• Religion is less prominent in 21st century Spanish life• Religious festivals are dying traditions – today's young people are not interested <p>Opinión B</p> <ul style="list-style-type: none">• The cultural importance of religious festivals in Spanish-speaking countries• Examples of why they reinforce regional/cultural/historical identity• Show knowledge of a religious festival to support this opinion <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 Spain, Spanish-speaking countries and communities

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

Opinión A

- Las fiestas populares como la Tomatina tienen muy poco que ver con la cultura de los países hispanohablantes.

Opinión B

- Las fiestas populares como las Fallas de Valencia reflejan aspectos importantes de la cultura de los países hispanohablantes.

A04	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinión A</p> <ul style="list-style-type: none">• Some fiestas in Spanish-speaking countries have nothing to do with the culture.• They are very enjoyable• Young people may prefer music festivals <p>Opinión B</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• Show knowledge of a popular festival to support this opinion <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 Spain, Spanish-speaking countries and communities

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

Opinión A

- La comida rápida es cada vez más popular en los países hispanohablantes.

Opinión B

- Cocinar en casa es una parte integral de la cultura 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>Opinión A</p> <ul style="list-style-type: none">• The impact of fast food traditions from abroad• Popularity of fast food in Spanish-speaking societies• These changes may result in the disappearance of traditional regional cuisine <p>Opinión B</p> <ul style="list-style-type: none">• Cultural importance of traditional cooking from one or more Spanish-speaking regions to show variety• Examples of homemade dishes; these are good for local economy, consolidate regional identity and culture abroad• Spain and Latin America are particularly rich in their regional food heritage <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 Spain, Spanish-speaking countries and communities

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

Opinión A

- El traje típico que lleva la gente en los países hispanohablantes durante las fiestas es caro y anticuado.

Opinión B

- El traje típico es importante porque mantiene la cultura de cada región de habla hispana.

A04	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinión A</p> <ul style="list-style-type: none">• Spanish/Latin American regional dress is very expensive• Impractical/difficult to clean• Old fashioned/uncomfortable <p>Opinión B</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 and culture <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. 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 literatura*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Los jóvenes aprenden mucho sobre la historia de su país leyendo novelas de autores de habla Hispania.

Opinión B

- Muchos jóvenes hispanohablantes prefieren leer novelas traducidas del inglés.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinión A</p> <ul style="list-style-type: none">• Spanish and Latin American literature reflects the history of the respective country• Books also reflect a country's language and culture• History can be taught through Literature <p>Opinión B</p> <ul style="list-style-type: none">• Foreign authors are more popular• Modern literature in translation is more accessible to young people• History is boring <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 música*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La música extranjera es la más popular en los países hispanohablantes.

Opinión B

- La música hispana es una riqueza cultural 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>Opinión A</p> <ul style="list-style-type: none">• Young people in Spanish-speaking countries prefer music from abroad• Most popular music is in English• Traditional music is considered old fashioned <p>Opinión B</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 and cultural identity <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. 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 *el arte*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- El arte hispano es rico y variado.

Opinión B

- Los grandes pintores europeos y norteamericanos son más populares en los países hispanohablantes.

AO4

In response to the task on the stimulus card the candidate may present and discuss the following:

Opinión A

- Art in the Spanish-speaking world is very rich and varied.
- There is great Art from Spain and Latin America available. e.g. famous museums
- Give some examples of great painters e.g. Picasso

Opinión B

- Popularity of other painters such as French Impressionists for example
- Foreign art reflects different cultures and traditions
- Famous art museums in London and New York for example

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.

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

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 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 inglés son las mejores según los jóvenes hispanohablantes.

Opinión B

- Las películas en español reflejan las tradiciones 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>Opinión A</p> <ul style="list-style-type: none">• Young people prefer North American cinema• International blockbusters are more popular• Films in Spanish are dated <p>Opinión B</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>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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B1 – Being a young person in Spanish-speaking society

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

Una consecuencia del aumento en divorcios en España es la “familia reconstituida”. Es decir, aquella donde la nueva pareja aporta a esta nueva unión algún hijo de una relación anterior, bien temporal o permanentemente. Se estima que actualmente existen unas 500.000 familias de este tipo, con una clara tendencia creciente.

Examiner questions

1. ¿Por qué se ve un aumento en divorcios en España?
2. ¿Hay ventajas de vivir en este nuevo tipo de familia?
3. ¿Hay inconvenientes?

AO4

The candidate must cover all three prompts.

1. More acceptable now
2. More siblings, two or more parents
3. People may not get on

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

B2 - Being a young person in Spanish-speaking society

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

El sistema educativo fracasa al tomar medidas sobre la diversidad sexual. España encabeza los países donde menos personas consideran la homosexualidad 'moralmente inaceptable'. Hoy día la discriminación se denuncia más debido a una mayor visibilidad en la sociedad, pero, sin embargo, queda mucho miedo y estigma a la hora de denunciar.

Examiner questions

1. Según el texto ¿es España un país tolerante? ¿Por qué sí o por qué no?
2. ¿Qué medidas podrían tomar las escuelas para educar a los alumnos sobre la diversidad sexual?
3. ¿Cómo se puede fomentar la tolerancia?

AO4

The candidate must cover all three prompts.

1. It heads the list of tolerant countries
2. Information and education in schools
3. Raising awareness in the media for example

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

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.

En España, Facebook ha pasado en un año de 4 millones de usuarios a más de ocho. Las cifras asombran siendo España el segundo país del mundo que más usa las redes sociales. De cada 4 internautas españoles, 3 dedican 5,3 horas al mes por persona. La mayoría de usuarios suelen ser jóvenes.

Examiner questions

1. ¿Por qué crees que han aumentado tanto las cifras de usuarios de Facebook en España?
2. ¿Crees que dedicar 5,3 horas al mes es excesivo?
3. ¿Cuáles son los peligros de usar las redes sociales?

AO4

The candidate must cover all three prompts.

1. Popular means of communication
2. Yes or no, giving reasons
3. Grooming, cyber bullying

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

B4 - Being a young person in Spanish-speaking society

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

Para la psicóloga Susana García, los tatuajes, pendientes y cortes de pelo raros ya no se consideran símbolos de rebeldía sino la búsqueda de identidad. Aconseja hablar con los jóvenes para entender lo que les pasa y hacia dónde van. Muchas veces, tras disputas con los padres, los adolescentes hacen lo que quieren.

Examiner questions

1. ¿Crees que los tatuajes etcétera son símbolos de rebeldía o búsqueda de identidad?
2. ¿Por qué existen estos símbolos entre la juventud?
3. ¿Por qué pueden crear disputas con los padres?

AO4

The candidate must cover all three prompts.

1. They may reflect a desire to show individuality etc.
2. Importance of belonging or not
3. Difference of opinion, different standards etc.

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

B5 - Being a young person in Spanish-speaking society

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

400.000 niños nacidos en Estados Unidos intentan integrarse en las escuelas mexicanas. Estos estudiantes, dotados, bilingües y biculturales a menudo se ven atrapados en un sistema educativo burocrático que se traduce en una pérdida masiva de talento humano. Estas personas muy jóvenes podrían servir como puentes entre las dos naciones.

Examiner questions

1. ¿Por qué existen problemas a la hora de integrarse?
2. ¿Qué aportan estos jóvenes bilingües?
3. ¿Hay soluciones al problema de la integración?

AO4

The candidate must cover all three prompts.

1. Bureaucracy
2. Two languages, knowledge of two cultures
3. Education, less bureaucracy

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

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

A pesar de la posible recuperación del mercado laboral en España, la emigración sigue siendo una de las opciones preferidas por los jóvenes españoles para acceder al empleo. En los últimos años han surgido muchas iniciativas a nivel nacional para fomentar la movilidad de empleo, pero no suelen ser gratuitas.

Examiner questions

1. ¿Por qué emigran los jóvenes?
2. ¿Crees que las iniciativas para fomentar la movilidad de empleo han tenido éxito?
3. ¿Cómo se puede crear trabajo en España?

AO4

The candidate must cover all three prompts.

1. Lack of jobs
2. They cost money
3. New projects and initiatives

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