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# **GCE AS MARKING SCHEME**

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**SUMMER 2025**

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

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## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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**GCE AS SPANISH**  
**SUMMER 2025 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<br>Argument   | 4        |          | 8         | 12        | <b>24</b>   |
| Task 2<br>Discussion | 4        | 8        | 8         | 4         | <b>24</b>   |
| <b>Total marks</b>   | <b>8</b> | <b>8</b> | <b>16</b> | <b>16</b> | <b>48</b>   |

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

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

| <b>Marks</b> | <b>AO1: understand and respond in speech to spoken language including face-to-face interaction</b>                                                                                                                                     | <b>Marks</b> | <b>AO2: understand and respond in speech to written language drawn from a variety of sources</b>                                                                   | <b>Marks</b> | <b>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</b>                                                                                                                                                                                                                 | <b>Marks</b> | <b>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</b>                                                                                               |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2</b>     | <ul style="list-style-type: none"> <li>Some hesitation when answering questions. Answers generally lack depth</li> <li>Attempts made to interact but prompting required at times</li> <li>Some opinions and ideas expressed</li> </ul> | <b>3-4</b>   | <ul style="list-style-type: none"> <li>Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions</li> </ul>       | <b>3-4</b>   | <ul style="list-style-type: none"> <li>Limited grammatical knowledge and frequent basic errors</li> <li>Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material</li> <li>Intonation and pronunciation sometimes impede understanding</li> </ul>      | <b>2</b>     | <ul style="list-style-type: none"> <li>Superficial knowledge of the culture and society of Spain and Spanish-speaking countries and communities reliant on pre-learnt material, presented out of context</li> <li>Ideas expressed are not based on factual evidence</li> </ul> |
| <b>1</b>     | <ul style="list-style-type: none"> <li>Limited responses when answering questions</li> <li>Limited success in establishing a meaningful exchange. Over reliance on prompts</li> <li>Limited range of ideas and opinions</li> </ul>     | <b>1-2</b>   | <ul style="list-style-type: none"> <li>Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant</li> </ul> | <b>1-2</b>   | <ul style="list-style-type: none"> <li>Very basic grasp of grammar, sentences often fragmented and incomplete</li> <li>Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh type structures</li> <li>Intonation and pronunciation make understanding difficult</li> </ul> | <b>1</b>     | <ul style="list-style-type: none"> <li>Little evidence of knowledge of question set. Frequent misunderstandings</li> <li>Information is fragmented with no evidence to support it</li> </ul>                                                                                   |
| <b>0</b>     | <ul style="list-style-type: none"> <li>Nothing of value.</li> </ul>                                                                                                                                                                    | <b>0</b>     | <ul style="list-style-type: none"> <li>Nothing of value</li> </ul>                                                                                                 | <b>0</b>     | <ul style="list-style-type: none"> <li>Nothing of value</li> </ul>                                                                                                                                                                                                                                                    | <b>0</b>     | <ul style="list-style-type: none"> <li>Nothing of value</li> </ul>                                                                                                                                                                                                             |

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

Opinión A

- Ir de tapas es cada vez más popular.

Opinión B

- Los jóvenes hispanos prefieren la comida rápida.

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO4</b> | <p>In response to the task on the stimulus card, the candidate may present and discuss the following:</p> <p><b>Opinión A</b></p> <ul style="list-style-type: none"><li>• Popular tradition amongst people of all ages.</li><li>• Tapas reflect cuisine of the area.</li><li>• Good, reasonably priced food.</li></ul> <p><b>Opinión B</b></p> <ul style="list-style-type: none"><li>• Young people prefer fast-food.</li><li>• Influenced by the media or popular culture.</li><li>• Eating food with foreign influences is trendy.</li></ul> <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 <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> 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 *los trajes típicos*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.**

Opinión A

- Los españoles prefieren llevar traje típico durante las fiestas.

Opinión B

- El traje típico está pasado de moda.

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| <b>AO4</b> | <p>In response to the task on the stimulus card, the candidate may present and discuss the following:</p> <p><b>Opinión A</b></p> <ul style="list-style-type: none"><li>• Part of regional identity.</li><li>• Helps maintain local traditions.</li><li>• Pride in the region.</li></ul> <p><b>Opinión B</b></p> <ul style="list-style-type: none"><li>• Can be seen as old-fashioned.</li><li>• Alienates some young people.</li><li>• Can be expensive.</li></ul> <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 <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> 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 *los idiomas regionales*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.**

Opinión A

- Los idiomas regionales son muy importantes.

Opinión B

- El castellano es más importante que los idiomas regionales.

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|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO4</b> | <p>In response to the task on the stimulus card, the candidate may present and discuss the following:</p> <p><b>Opinión A</b></p> <ul style="list-style-type: none"><li>• Official languages in regions.</li><li>• Taught in schools.</li><li>• Important part of local culture.</li></ul> <p><b>Opinión B</b></p> <ul style="list-style-type: none"><li>• More widely used throughout the country.</li><li>• More accessible to visitors from other countries.</li><li>• Dominant language worldwide.</li></ul> <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 <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p> |
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## CARD A4 – 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 popular en español está muy de moda.

Opinión B

- La música tradicional española no les interesa a los jóvenes hispanos.

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| <b>AO4</b> | <p>In response to the task on the stimulus card, the candidate may present and discuss the following:</p> <p><b>Opinión A</b></p> <ul style="list-style-type: none"><li>• Lots of famous singers and rappers sing in Spanish.</li><li>• Reggaetón is often sung in Spanish.</li><li>• Songs in Spanish are popular in many countries.</li></ul> <p><b>Opinión B</b></p> <ul style="list-style-type: none"><li>• Traditional music part of regional life.</li><li>• Fiestas often involve music.</li><li>• Young people often play in bands during fiestas.</li></ul> <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 <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> 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 *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 hispano es una riqueza cultural.

Opinión B

- Los jóvenes hispanos prefieren ver series de habla inglesa en Netflix.

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| <b>AO4</b> | <p>In response to the task on the stimulus card, the candidate may present and discuss the following:</p> <p><b>Opinión A</b></p> <ul style="list-style-type: none"><li>• Hispanic cinema has produced many iconic films.</li><li>• Many Hispanic films are successful abroad (e.g. Almodóvar).</li><li>• Films reflect the culture and language of the country where they are made.</li></ul> <p><b>Opinión B</b></p> <ul style="list-style-type: none"><li>• Wider choice on streaming platforms.</li><li>• Young people are interested in series or films in English.</li><li>• Films or series in Spanish have less appeal for young people.</li></ul> <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 <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> 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 clásicas en castellano.

Opinión B

- Los jóvenes hispanos prefieren leer cómics o novelas gráficas.

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO4</b> | <p>In response to the task on the stimulus card, the candidate may present and discuss the following:</p> <p><b>Opinión A</b></p> <ul style="list-style-type: none"><li>• Reading classical novels teaches about culture.</li><li>• Important part of education.</li><li>• Reflects aspects of history.</li></ul> <p><b>Opinión B</b></p> <ul style="list-style-type: none"><li>• Young people read much less nowadays.</li><li>• Comics and graphic novels are in fashion.</li><li>• Encourage young people to read.</li></ul> <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 <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> 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 estructuras familiares*. El examinador / la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Más de cuatro millones de mexicanos tienen un hogar unipersonal. Según una encuesta, esta población mayoritariamente joven aumentó casi un cincuenta por ciento de 2014 a 2024.

Muchos prefieren quedarse solteros hasta los treinta años. Se les permite trabajar desde cualquier sitio e incluso pueden mudarse a la ciudad que quieran.

### Examiner questions

1. ¿Quién vive en un hogar unipersonal?
2. ¿Qué dice la encuesta sobre los hogares unipersonales?
3. Según el texto, ¿por qué algunos jóvenes mexicanos no quieren casarse?

**AO4**

The candidate must cover all three prompts.

1. People who live alone.
2. The number of single person households rose by almost 50% between 2014 and 2024 / the occupants are mostly young people.
3. They prefer to stay single into their thirties / they can work from anywhere / they can move to whichever city they like.

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

En España, uno de cada tres jóvenes tiene un tatuaje. Actualmente, los tatuajes están aceptados en la sociedad pero antes no fue así porque se asociaban a los delincuentes.  
Hoy en día, muchos jóvenes españoles buscan maneras de expresar su propia personalidad. Los tatuajes les ofrecen la oportunidad de hacerlo.

### Examiner questions

1. Según el texto, ¿qué muestra que los tatuajes son populares entre los jóvenes españoles?
2. ¿Cómo reaccionaba la gente a los tatuajes en el pasado?
3. ¿Qué importancia tiene un tatuaje para muchos jóvenes en España?

#### AO4

The candidate must cover all three prompts.

1. One in three young people in Spain have a tattoo.
2. They were not socially acceptable.
3. They offer young people an opportunity to express their personality.

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

En 2023, se registró una bajada al 9,2% en la tasa de desempleo en Colombia. A pesar de este progreso, el país mantiene la tasa de desempleo más alta de América Latina.

Entre los jóvenes, la tasa sube al 19,4% para los varones pero, para las mujeres, está al 24,6%.

#### Examiner questions

1. ¿Qué ocurrió con la tasa de paro en Colombia en 2023?
2. ¿Qué dice el texto sobre el desempleo en América Latina?
3. ¿Por qué se puede decir que el problema del desempleo es peor para las jóvenes colombianas?

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AO4</b> | <p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. Unemployment rate <u>went down</u> in 2023.</li><li>2. Colombia has the highest unemployment rate in Latin America.</li><li>3. Unemployment is at 24.6% for young women.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>.<br/>Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p> |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|