Mark Scheme (Results)
Summer 2023

Pearson Edexcel GCE
In Spanish (9SP0)
Paper 03: Speaking

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

General guidance on using levels-based mark schemes

Step1 Decide on a band

- You should first consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.

- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content. **Step 2 Decide on a mark**

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.

- You will modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify

Guidance on timing of the speaking assessment

The speaking assessment should last between 16 to 18 minutes. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

The knowledge and understanding of society and culture mark grid assesses the students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all these points, as long as students provide alternative responses that fulfil the requirements of the question.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4–6	• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.
7–9	• Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.

Marks	Description
10–12	• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas, arguments, conclusions,* are deemed to be those that give the standard, predictable response.

Task 1 – Discussion on a theme (continued) Accuracy and range of language mark grid
This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also

assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language.
1–3	• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. • Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. • Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. • Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. • Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. • Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. • Pronunciation and intonation are accurate, intelligible and authentic sounding.

Additional guidance

Complex language is considered to include the following:
• conceptually challenging tenses such as the pluperfect, future perfect, passive voice
• subjunctive mood
• use of relative pronouns
• using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns

- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/ manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:
- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:
- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are provided as examples only and do not constitute a finite list.

Task 1-Discussion on a theme (continued) Interaction mark grid
This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Interaction (AO1)

Marks	Description
0	No rewardable material.

1–2	• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. • Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.

Additional guidance

Interacts spontaneously: responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

Communication strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Elicit points of view/check for understanding: as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this throughout the oral assessment at appropriate points during the conversation. This constitutes questions such as:

- '*¿Comprendes/sabes lo que digo?*' • '*¿no te parece?*' • '*¿estás de acuerdo?*
- '*¿entiendes mi punto de vista?*'

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students, the maximum length of assessment time.

Task 2, Part 1 − Independent research presentation
One mark grid is applied to this part of the task:

responding to written language in speech (AO2).

Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas. • Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. *Responses that refer to just one single written source can be awarded a maximum of 3 marks only.*
4–6	• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas. • Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas. • Gives a relevant personal response to the written sources supported with some justification.
10–12	• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas. • Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 – Discussion on independent research Three mark grids are applied to this part of the task:

knowledge and understanding of society and
culture (AO4),accuracy and range of language
(AO3) interaction (AO1).

The knowledge and understanding of society and culture mark grid
assesses students' ability to communicate information about and
demonstrate appreciation of different aspects of culture and society related
to the countries/communities where the language is spoken. They are also
assessed on their ability to respond critically and analytically to different
aspects of the culture and society by selecting relevant material, presenting
and justifying points of view, developing arguments, drawing conclusions
based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
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4–6	conclusions which may be contradictory; mainly relies on • Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context, • Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather
7–9	than analysis in places. • Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10–12	• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

Additional guidance
Perceptive: demonstrates an in depth understanding by making
connections between ideas and information; goes beyond the

standard, predictable response; shows insight/originality. **_Ideas_** include thoughts, feelings, impressions, opinions.

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Task 2, Part 2 – Discussion on independent research (continued)

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This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

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10–12	accurate.
	• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.
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Task 2, Part 2 – Discussion on independent research (continued) Interaction mark grid

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The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Speaking task 1- Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinions.

AL Task 1 STIMULUS SP1

Statement	Indicative Content

| A | Almost 80% of under 30-year olds still live with their parents and so it is hard to be financially independent and so, in some respects, they have little economic freedom. Spanish young people enjoy much more social freedom than many of their European counterparts due to the flexibility of hours they are permitted to be out. Their social life is predominantly undertaken in the open air and this freedom can lead to issues such as underage binge drinking and social drug taking. There are high levels of unemployment amongst young people which is making their ability to leave the family home very difficult. One in 4 young people who work are poor. There is high level of school dropout rates (31% in 2019) and an issue with "los ninis" and other young people who are often overqualified for the jobs they are offered. They also look forward to an ever-aging population and a life full of debt. |
| B | Young people today – the millennials - have become more politically aware and are very different from their parents who grew up in the Transition. This politicisation has ended the traditional two-party system in more recent political history and, since 2014, young people are more politically driven than their parents. The decline in religious values. 47% of young people (18-34 yrs. old) are either agnostic or atheist. This compares to 18% of Spanish people 65 years old and above. There is a huge generation gap in terms of beliefs. Young people are more open and liberal minded. Views on abortion, homosexuality and euthanasia are very different between younger and older generations in Spain. There is a recent rise in popularity of extreme rightwing parties such as Vox (who won 24 seats in parliament in elections in 2019) who oppose abortion even in cases of rape and stand for male supremacy. This feels like a regression in terms of social equality in Spain. |

AL Task 1 STIMULUS SP2

Statement	Indicative Content

A	• The traditional attitudes about how Spanish people only work to live are questionable today when we compare the long working day in Spain with that of other European countries. Although the number of hours a Spaniard works has reduced in the last decade, it is still above the average for France and Germany. • The Spanish are very willing to accept any work below their level of qualifications and many graduates are seen working in bars and restaurants. Civil servant jobs are highly prized and valued. • The Spanish working day, with a huge gap for lunch, news and sports matches on TV very late means that the Spanish worker sleeps on average 53 minutes less than other Europeans. Productivity is lower in Spain and many studies show that Spain would benefit from changing to "*una jornada intensiva*" as in other EU countries. There is still a strong "café culture" which influences the Spanish work/social life. • Typically, many businesses take their summer holiday during the month of August so, whilst some smaller businesses close for this entire month, others work through from 8-3pm. Spain also enjoys the many more public holidays and "*puentes*" (14 days local and national) than other European countries. For a wedding, couples can take 15 days' special leave.
B	• Agree: Data revealed by ManpowerGroup project a stable workforce for Spain – 2019 saw an increase of 0.5%. • Disagree: towards the end of 2019 a small decrease in employment rates was reported due to a deceleration in growth in the tourist sector. Spain still registers record numbers of graduates who move to other European countries in search of employment. The biggest recorded employment growth in 2019 was seen in Hospitality (8%), Transport, Logistics and Communications (8%). • Agriculture and Construction saw a growth of 7% in 2018 according to ManpowerGroup. The largest companies saw the better figures. Finance and manufacturing saw the worst growth figures.

AL Task 1 STIMULUS SP3

Statement	Indicative Content
A	• The popularity of some of Spain's tourist destinations, such as the Costa del Sol, has caused overcrowding to the extent that local people have been alienated, for example in Ibiza and Torremolinos locals took to the streets in protest at numbers of drunk tourists in their pubs and restaurants. The term "turismofobia" was invented as a new phenomenon.

	• The infrastructure of some destinations, such as Barcelona, has been pushed to its limits and the experience for the tourists is significantly diminished. • The Catalan government has implemented plans to counter these effects such as limiting the ability of locals to sub-let properties to foreign visitors and also promoting alternative attractions to redirect visitors away from the centre of Barcelona, for example. • The Spanish government in its *Plan de Turismo Español Horizonte* 2020 is tackling seasonal tourism by promoting rural tourism and cultural/cycle tourism away from the big cities to other areas with less density of tourism such as the north of Spain and the Picos mountains. These destinations can stay open all
B	• year round. Agree: the new *Plan de Desarrollo Turístico* makes reference to preserving the natural environment and promoting more sustainable tourism. Re-directing tourism to other parts of the country has also been a key focus of government policy. The tourist tax is being put up to 4 euros per day in peak season to try to balance out visitors throughout the year. • Disagree: some destinations are still overcrowded, and the local wildlife has seen a huge impact even in recent years. The construction of so many docks for cruise ships in the port of Barcelona has contributed to the negative impact on the local environment. 4/10 tourists who visit the city say there are too many tourists. There should have been better planning to prevent this. • In Ibiza (a UNESCO world heritage site), a study revealed that the island's natural ecosystem is under high threat due to the uncontrolled visitor numbers across the year, together with the dumping of poorly treated sewage as well as the destruction of the wild seagrass meadows home to many species of wildlife. This was caused by the lack of proper management and controls. • The Garajonay National Park on La Gomera also suffered a huge fire in 2012 which destroyed much wildlife and is a cause for concern. This was put down to the large numbers of tourists visiting the island.

AL Task 1 STIMULUS SP4

Statement	Indicative Content

A	• Many Latin artists think that the only way to be successful in the USA and world music industry is to sing in English. For many years, Latin artists such as Ricky Martin, Enrique Iglesias and Shakira achieved crossover success by recording English-language albums. The results exceeded everyone's expectations.
	• But now, Latin artists such as Juanes and bachata superstar Romeo Santos are attempting to reach the same North American audience by singing only in Spanish. If Latin artists truly cross over successfully into the American mainstream market in their own language, the industry will consider this an historic moment as it has never really been done before.
	Students can give details of any Hispanic artists they have studied. Here are two examples.
	• Juan Esteban Aristizábal Vásquez (born August 9, 1972), known professionally as **Juanes**, is a Colombian musician who was a member of the rock band Ekhymosis and is now a solo artist. In 2000, his solo debut album *Fíjate bien* won three Latin Grammy Awards. This artist has chosen to sing predominantly in Spanish.
	• Ramón Luis Ayala Rodríguez (born February 3, 1977), known professionally as Daddy Yankee, is a Puerto Rican singer, songwriter, rapper, actor and record producer. Ayala was born in Río Piedras, Puerto Rico, and was raised in the neighbourhood of Villa Kennedy Housing Projects. He began his career flirting with hip-hop and with Latin rhythms like dancehall. He was one of the first artists to perform internationally in reggaeton music. This artist switches between English and Spanish.
B	• It is certainly true that some Hispanic artists are pushing their freedom of speech right to the limit. César Strawberry, the singer who found fame in Spain with rap-rock band Def Con Dos and their notoriously explicit lyrics, has also brought himself into direct conflict with the Spanish state. In Spain in 2017, the government of Mariano Rajoy gave Strawberry a one-year jail sentence for glorifying terrorism and humiliating terrorism victims.

	• There have been other cases in which performers, and rappers in particular, have faced similar legal action in Spain over their content: in December 2019, 12 members of the rap group *Insurgencia* each received two-year jail terms, for glorifying terrorism in one of their songs. In February 2019, the Supreme Court confirmed a three-and-a-half-year jail term for Mallorcan rapper *Valt nyc* for glorifying terrorism and insulting the monarchy in his lyrics. • Dance music is still very popular music amongst young Spanish speakers. Some popular Latin names are artists such as Malú, Melendi and Alejandro Sanz. • Reggaeton is the most popular style of music today through its combination of rap, rock, it is catchy, edgy and easy to dance to. Artists such as Wisisin, Reik, Ozuna are a few who have made their success in this field.

AL Task 1 STIMULUS SP5

Statement	Indicative Content

A	• One report suggests they are so dramatic because their target audience prefer it this way. They often follow the struggle of a young couple in love and storylines include, for example: the young couple fights for their love; the rich man falls in love with the poor girl; a rich girl also wants the rich man for herself and does everything she can to break up the happy couple; falling in love with a good-looking cowboy. In the end, the bad people end up in jail, or dead and the good people live happily ever after. Some examples are: "*el Rey del Ganado*" and "*Café, con aroma de mujer*". • *Betty La Fea* is essentially an exaggerated Cinderella comedy about the rise of poor, ugly Betty Pinzón and the fall of the rich, handsome Armando Mendoza. This soap, like many others, focuses on stereotypes and lacks credibility which makes the plot more dramatic and exaggerated. • *Cuéntame cómo pasó*, usually shortened to *Cuéntame*, is a Spanish television drama series which has been broadcast on La 1 of Televisión Española since 2001. It is the longest running prime-time series in the history of television in Spain. Antonio Alcántara and Mercedes Fernández are a married couple that have emigrated in the 1960s from Sagrillas, a (fictional) small village in the province of Albacete, to San Genaro, a (also fictional) working-class suburb in Madrid.

B	• Agree: All young people in Spain are greatly influenced by online political campaigns. All political parties in Spain use social media as a powerful tool to reach new and younger audiences and younger voters.
	• Disagree: older voters are more likely to be politically influenced by more traditional means such as TV debates, TV political broadcasts and newspapers.
	• In 2019 the Venezuelan opposition used the Internet to call for action against Maduro and violent demonstrations in the streets were rallied through social media.
	• In Spain, Vox used faked news to drum up support ahead of the general elections in 2019. Also, social media, through fake news, helped build support for the illegal referendum in Catalunya in 2017.

AL Task 1 STIMULUS SP6

Statement	Indicative Content
A	Candidates can agree or disagree with the statement or both. • Disagree: the *Sanfermines* and the running of the bulls in Spain are more and more controversial as animal rights groups are becoming increasingly powerful through media campaigns. In Cataluña these events take place without live animals. • Agree: the *Fallas* in Valencia, although originally a religious festival, is a festival that is enjoyed and valued today by many people from all faiths who enjoy them as a cultural celebration. • *La Feria de Abril* in Seville is a hugely popular Spanish Festival which takes place at the end of April or even the start of May. It is full of entertainment, music and traditional dance. It remains popular due to its flamboyant display of culture. • Mistura, Peru. In September, Peru's myriad population gathers to enjoy the country's amazing culinary tradition at Mistura, with dishes like the famous *ceviche* (marinated raw fish), *cuy* (roasted guinea pig), *sanguche de chicharrón* (the local version of a bacon sandwich). This festival remains popular as local people still value their gastronomic

Statement	Indicative Content
B	heritage. The students can agree or disagree that many non-religious festivals are growing in popularity. • Agree: *La Tomati*na is one of the most famous and popular festivals in Spain and has no association with religion. It is becoming huge and attracts people from all over the world. • Disagree: although many Spanish people do not recognize themselves as practising Catholics, religious festivals or festivals with a religious origin remain the most popular. Most Spanish speaking people still enjoy celebrating religious festivals like Holy Week, Christmas and local and regional religious patron saints' parades such as Santo Domingo de Guzman in Nicaragua. • The Bogotá international film festival is another example of a popular non-religious festival which has a 35-year history and attracts film makers from all over the world but particularly Latin American films. It takes place in October every other year. It was first organized by Fanny Mikey. • There is no one definitive version of how *La Tomatina* started, but the tradition of a tomato fight has taken place in Buñol since at least 1944, although the festival was banned during much of the Franco dictatorship for having no religious significance – it was revived with enthusiasm in the 1970s.

AL Task 1 STIMULUS SP7

Statement	Indicative Content
A	• Agree: Immigrant workers in Spain, not used to the strict laws for working practices in Spain, have provided the labour market with workers who are willing to work longer hours per day and also not expecting the same long holidays as nationals currently do. • Disagree: it is mainly a minority of illegal immigrants who accept working longer hours for less money. Spain has tightened up its inspections of large farms to put a stop to illegal practices. • Immigrants have contributed economically to the Spanish labour market. Most immigrants are young and of working age with few dependents (young children and the elderly) compared to the high levels of older generation amongst Spanish nationals. This has brought about a balance in the working population. • Many immigrants carry out domestic work (13%), taking care of the elderly and childcare, which has helped Spanish women return to the world of paid work as they can now afford to do so. • Particularly successful have been mainland Chinese immigrants. These immigrants have dominated the mini-mart and convenience store industry and have also successfully established many restaurants.

B	• Agree: Spain has for centuries been influenced by other cultures – the Moors for 800 years and now, in more recent history, other European and African immigrants have brought with them cultural influences that have changed Spanish identity and culture such as the Moroccan street sellers and market stall holders. • Disagree: the cultural influences of immigration are restricted to certain areas of Spain, such as the south. In other regions, like Extremadura, Cantabria and the Basque country, the immigrant population and cultural influences are less obvious. • Spanish cinema on the theme of immigration with mostly immigrant actors has boomed and highlighted the struggles of immigrants in an increasingly multicultural society where Spanish nationals have battled to accept the changing identity of the country. • The traditional Spanish diet is seeing changes brought about thanks to the arrival of immigrants from a range of different continents. It is now not unusual to see relatively new ingredients being used in Spanish homes: soya sauce, curry, couscous and

kebabs are becoming common in Spanish daily diets.

Statement	Indicative Content
A	• Agree: In Catalonia, for example, there have been more issues than in other parts of the country because there is a strong national-cultural identity and immigrants are sometimes seen as a threat to this. • Disagree: there is evidence that issues are affecting immigrants throughout Spain; the low take-up of further education amongst children of immigrants is widespread and leads to there being very few immigrants occupying positions in public office or in public life in Spain. • Spain lacks affordable rental accommodation, and this affects migrants on low incomes or unemployed with little family support. This increases marginalisation of the immigrants and in some cases homelessness. • Whilst Spain has for some years been considered tolerant towards immigrants, the recent influx of refugees from Africa has changed public opinion and there is feeling that the government needs to be tougher in its approach to accepting refugees crossing the sea from Morocco. This has added
B	tensions with regards to integration. • Integration of immigrants is still a major issue in some communities in Spain. Immigrants who often accept poorer working conditions impact on the labour market for nationals which affects attitudes amongst the local community. Poverty and unemployment and lack of family support stands in the way of integration for immigrants. Poverty is a real issue amongst immigrants in Spain as 40% are considered poor compared to lower figures amongst Spanish nationals. • Disagree: Spain has seen one of the largest growths in immigration compared to Europe with an immigrant population of 13% in 2019. Therefore, much government effort recently has been focused on the integration of immigrants into Spain. • In the early 1980s, there were few policies to help the integration of immigrants into Spain. The first was in 1985 and, since then, there have been numerous legal advancements for the legal integration of immigrants into Spain. For example, 55% of all Ecuadorian immigrants have gained legal residency. • Since the crisis hit in 2008, reports suggest that many immigrants have returned to their home countries. However, due to a continuous steady flow into Spain, the percentage of immigrants in Spain remains the same. Many Spanish nationals feel that the integration of immigrants is still a major issue that their government needs to address more

	realistically. This mismatch between perception and reality means that integration is not such a high

priority for the Government currently.

AL Task 1 STIMULUS SP9

Statement	Indicative Content

A	• Because Spain has not had a long modern history of immigration due to the Franco dictatorship, many people feel that Spain has reacted positively to immigration. Some people attribute this to a public rejection of right-wing nationalistic views in the 1980s and 90s. • The reaction to immigration is different in different parts of the country. In Catalunya for example, there is a huge housing crisis and an over-population issue. Strong nationalistic ideals in this region have strengthened xenophobic and racist reactions to immigration. • Public opinion is mixed. Studies show that the vast majority of Spanish citizens view the arrival of immigrants as a positive thing. They believe that legal immigrants should have the right to the same privileges as the Spanish nationals. Tolerance levels are high and the nation generally supports new inclusion policies towards immigrants (78%). • Newspapers also report some negative views regarding public opinion of immigration. Some believe that, especially since the economic recession started in 2008, immigrants contribute to an already overcrowded job market and immigrant low wages have brought the minimum wage below acceptable levels (*nimileuristas*). In addition, many Spanish people believe that immigrants arrive in Spain only to abuse the welfare system of benefits such as the *Sanidad Pública* and unemployment benefits.
B	• It is interesting and worrying that in Cataluña following the general elections in 2019, Vox won 12 seats in Parliament. They have used as one of their flagship policies their radical anti-immigration pledges. Public support for these ideals is clearly growing as so many voters have shown their support. • In 2008, the Partido Popular, led by Mariano Rajoy proposed a bill which meant that immigrants wishing to renew their visas would have to sign a pledge of integration – to learn the language, pay taxes and respect the Spanish customs. His centre-right politics appealed to many voters. These policies may well have contributed to the PP winning the elections in 2011. • PSOE has been seen by some as being "soft" on immigration and its amnesty in 2005 on illegal immigration designed to increase tax revenues was criticised by many including other European countries who worry that it will encourage more migration to Europe. Sanchez's government policy on immigration believes that it is more respectful of human rights and also will aid the problems of an ageing population.

| | • Vox, in its party manifesto leading up to the General Election in 2019, advocates the deportation of undocumented and criminal migrants, restrictions in naturalisation policies, a selective admission process favouring immigrants from friendly countries. |

AL Task 1 STIMULUS SP10

Statement	Indicative Content

A	• Agree: some political historians believe that following the success of the *Frente Popular* in the 1936 General Election in Spain, the wealthy in Spain turned to fascism to protect what they feared they would lose and have to share with the workers.
	• Disagree: many intellectuals and professionals were progressive thinkers and supported the Republic as a democracy and welcomed the new rights afforded to many, including women.
	• Support in society for the Republic: the working classes, those who supported the Republican's more liberal ideals e.g. some women who were now able to vote; also, the educated middle class.
	• Support in society for the Nationalists: landowners, the Catholic Church and conservatives, elements of the military and many businessmen.
B	• Agree: The Nationalist army led by Franco received munitions, soldiers and air support from Nazi Germany and Fascist Italy. Their army was wellorganised and trained and led by experienced generals.
	• Disagree: The armed forces were divided, and some factions remained loyal to the Republican Government. In addition, despite the Non-Intervention agreement, many citizens from Europe and USA joined the pro-republican International Brigades and fought illegally until its disbandment in 1938.
	• The main reason the Republicans lost can be attributed to the lack of military support from other countries and fewer soldiers and munitions. Interfighting amongst communists, Marxists and anarchists took troops away from the war effort and weakened their position.
	• The Nationalists secured the main food routes across the country early on making it difficult for the Republicans to feed their troops and people were starving.

Statement	Indicative Content
A	Candidates could agree or disagree with the statement. For example: • Agree: Many plans to modernise the nation were halted, abandoned and, certainly until the 1960s, Spain remained isolated from more progressive and liberal ideals. Women lost their right to vote, study or work; homosexuality, atheism and abortion were outlawed. • Disagree: In the 1960s a new era developed in the Franco regime and Spain started to open its doors to foreign investors, tourism developed and travel within Europe was made easier. • Before the dictatorship – during the Second Republic, many social reforms had been introduced. In 1931, the Spanish constitution set out a series of laws which included freedom of speech, freedom of association and suffrage for women. All these social reforms were abolished under the dictatorship. • Many Spanish people suffered daily because of the oppression but the extent of their suffering depended on which region they lived in. As the use of regional languages was banned, the Basque region, Valencia, Galicia and Cataluña suffered most. Many people felt the powers of the Church over daily life a huge restriction.
B	• Franco used fear as a tool to maintain social order. People were very afraid. Franco used what has been called *terror blanco* to control the nation and suffocate any opposition. Anyone considered a threat to his regime (former Republicans, people denounced as antiFrancoists, members of political parties or unions) suffered physical, economic or political violence. Unless people openly supported the regime, they lived in fear every day. • Franco was known to use spies loyal to the regime to live amongst the people in villages and in cities and universities. These people infiltrated communities with the express intention of ousting any opposition and those denounced simply disappeared. Victims of the regime simply disappeared, and their deaths were not recorded. • One method used during the regime to ensure continued loyalty to the dictatorship was the stealing of babies. During the Franco regime many thousands of babies and children were separated from their Republican mothers, who had given birth in prison or in hospitals. These children's names were changed on the registry of births and given to families who were known to support the Franco regime. This was done as the regime believed the babies were better off being brought up as good loyal supporters of the regime.

	• Sport was also used as a propaganda tool, particularly football but also bull-fighting to a lesser degree. Real Madrid was given state support and was seen as the dominant team. *La Guardia Civil* policed rural areas and provoked fear amongst inhabitants. Intelligence services

tracked people and could arrest people in the middle of

AL Task 1 STIMULUS SP12

Statement	Indicative Content

| A | • The road to democracy was complex and challenging because it relied on support from both within and outside of Spain. The dictatorship had isolated Spain from its European neighbours.
• In Spain, the Franco supporters enjoyed close relations with the Spanish army and the left-wing were suspicious as Juan Carlos had been appointed by Franco.
• Juan Carlos acted cautiously and swore his allegiance at first to the political system introduced by Franco – *the Movimiento Nacional*. Only after he had been crowned did he indicate his support for a transformation of the Spanish political system.
• Juan Carlos' choice of Head of government was key to smoothing the path to democracy. Through Suarez, Juan Carlos approved a national referendum. The 1976 Referendum showed support for the Political Reform Act, which made way for democracy and general elections, the first general elections in Spain since before the dictatorship. |

B	- Agree: Under Franco, regional identity, culture and languages were banned. King Juan Carlos ratified the Constitution in October 1978. The Constitution allowed for the separation of powers and recognition in article 2 of the autonomous regions who then had more legislative and political powers than ever before. Because the autonomous regions were given seats both in the Chamber of Deputies and the Senate, they then had a voice. - Disagree: The autonomous regions have enjoyed increasing degrees of independence and this may have provoked tensions between regionalists and central government since. Some historical nationalities received their increased powers straight away while for others this process was introduced more gradually. This coined the phrase "café para todos". - All autonomous regions received control over urban planning, public works, housing, environmental protection, cultural affairs, sport, leisure and tourism, health and social welfare and the use of regional languages where there was one. - The Constitution also recognised the municipalities and provinces within the regions. The municipalities could pass local regulations as long as they conformed to national or regional legislation.