



Mark Scheme

Summer 2024

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

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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.

Task 1 – Discussion on a theme

Knowledge and understanding of society and culture (A04)

Marks	Description
0	No rewardable material.
1–3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none"> • 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.
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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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">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. <i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i>
4–6	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
0	No rewardable material
1–3	<ul style="list-style-type: none">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 which may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">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 than analysis in places.

7–9	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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

Task 2, Part 2 – Discussion on independent research (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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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/varied use of

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 definition above) 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 to what they can say, 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 2, Part 2 – Discussion on independent research (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 (A01)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none">• At the end of the dictatorship, far fewer women worked outside the home. Nowadays, it is common for both parents to work and many couples choose to have smaller families. Since the late 70's, the average age at which Spanish women have their first child has risen from 25 to 34. This change is because of the difficulty of combining professional and family responsibilities.• The birth rate fell by around 30% in the decade leading up to 2019. Currently, not enough children are born each year in Spain to maintain the population. In 2020, the only region with a rising birthrate was Rioja. Spanish women have among the lowest number of children in the world.• The number of children per family has fallen. There are nearly three million families in Spain with only one child, either for economic or professional reasons, or simply because they want to have a close relationship with their child. However, in some communities the birth rate has risen because many immigrant families are having more children than Spanish families.• The Catholic Church no longer has the power and influence it had previously to encourage parents to have more children and to forbid the use of contraceptives, which are now widely available in Spain.

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- In the last 40 years, there have been many socio-economic, cultural and ideological changes which have contributed to changes in the traditional family structure, for example, Spain was the third country in the world to legalise marriage between same-sex couples in 2005. However, in many communities, the traditional Spanish family is still considered to be the pillar of society.
- Economic development, higher standards of living and greater expectations of freedom of choice for individuals have meant that Spanish society has become more secular and permissive. There is acceptance of different types of family, for example single parent, un-married parents, reconstituted families, same-sex couples and couples of mixed nationalities.
- The changes in society have led to changes in attitudes towards marriage. Many couples choose to live together and have a family without getting married. Recent economic crises have put families under extreme pressure. These factors may have increased the chance of family break up and instability.
- There is greater equality between men and women, both in education and the world of work. Generally, the more educated a woman is, the later in life she starts a family. High levels of unemployment have also contributed to many people delaying the age at which they start a family.

AL Task 1 STIMULUS SP2

Statement	Indicative Content
A	<ul style="list-style-type: none">• There is unskilled work in areas such as catering and construction; however, these industries have been precarious in recent years. There is a shortfall of workers with IT skills. One recent study in the Barcelona area (2020) showed that the demand for digital workers had risen by 80%, whilst the number of professionals with the required skills had only grown by 23%.• Businesses in Spain have been slow to digitise their operations. Many small and medium-sized Spanish companies are working hard to modernise the way they work and therefore need employees with IT skills.• Because of the recent economic crisis, there has been an increase in unemployment with a high number of jobs lost in industries such as tourism, entertainment, hospitality and retail. Many people are retraining in search of new employment in a sector with shortages of workers.• In recent years, the number of people working full or part-time from home in Spain has increased greatly. In 2020, around 34% of the working population was working remotely. The government has passed new laws about distance working, businesses have had to change how they operate, and employees have had to adapt and acquire the skills to be able to work effectively online.

B	<ul style="list-style-type: none"> • A recent survey suggests that 56% of 18 to 25-year-old Spaniards do not believe that they are well prepared for the world of work. Many people still believe that having a degree enables young people to get a job, but that is often not the case. Spain is the European country with the highest number of overqualified workers. • The employment market in Spain is changing fast and will continue to do so. Many young Spaniards have high levels of academic and factual knowledge but need a broader range of skills which complement their professional knowledge and help them to be flexible, such as team working, IT skills and adaptability. • Young Spanish professionals need more technology-related qualifications in order to keep up with the demand for employees in the field and help them to compete with people from other countries. In 2020, the degree courses with lowest unemployment rates in Spain were in different branches of engineering, medicine related and IT related. • Young professionals need work experience. Grants to support students who want to do work experience are available from Spanish banks and other institutions. Nevertheless, placements and internships are hard to come by and many young people find themselves doing unpaid work in order to gain experience. Young people often want to start their own business. In many regions, there are grants and support schemes available to help them.
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AL Task 1 STIMULUS SP3

Statement	Indicative Content
A	<ul style="list-style-type: none">• Because of modern technology, tourists now have greater control over their holiday choices. Many travellers organise their entire holiday through their mobile phones. Websites, social networks, apps and blogs play an important role in publicising destinations. They are attracting larger numbers to a wider variety of destinations and types of stay, for example in rural holiday homes. The internet enables tourists to find low-cost travel.• Technology has changed the way in which people plan and book their holidays. Many Spanish people now book online rather than going to a travel agency, which has had a negative effect on traditional holiday companies. Internet accommodation platforms have forced up the price of renting in tourist destinations and many local people find they cannot afford to live in popular areas.• The Spanish tourist industry is becoming increasingly aware of its impact on the environment and is investing in the use of renewable energy. For example, the Arrecife Gran Hotel in the Canary Islands is powered by geothermic energy.• Spanish tourism has greatly diversified in recent decades and now offers much more than sun, sea and sand holidays. There has been growth in many types of holidays such as cycling, cultural, linguistic, gastronomic and wine-tasting. Rural and ecotourism are also very popular in Spain. For example, in Asturias, tourism authorities recorded nearly 5 million overnight stays in 2022.

B	<ul style="list-style-type: none"> • Tourism represents around 13% of Spain's GDP. The sun, sea and sand model of tourism which was so successful in Spain in the second half of the 20th century is still the mainstay of the Spanish tourist industry. This type of tourism has had a damaging effect on the landscape, natural resources and culture and local residents. New laws were introduced in 2021 which restricted the use of alcohol and "balconing" in certain popular resorts. • Recent crises have seriously affected Spanish tourism. In the past few years, there have been fewer travellers. All types of tourist accommodation have been under occupied. Many hotels, restaurants and businesses which depend on tourists have struggled. Jobs have been lost in coastal areas which already suffer from seasonal unemployment. • Although there have been fewer international visitors, more Spanish nationals are making the most of the country's varied landscapes and culture by taking holidays within Spain. More Spanish people are staying in rural holiday homes and seeking quieter holiday experiences away from crowded resorts. • Spain is one of the biggest tourist destinations in the world. In order to maintain its position as a market leader, the Spanish tourist industry is becoming more aware of its impact on the environment. It is placing more emphasis on the quality of experience for tourists. In recent years, new forms of tourism, such as rural and cultural tourism, have become increasingly popular.
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AL Task 1 STIMULUS SP4

Statement	Indicative Content
A	<ul style="list-style-type: none">• Hispanic artists have been involved in political issues in recent years. Bad Bunny, one of the most influential music stars in the world and the most streamed artist on Spotify in 2020, criticised Donald Trump's attitude towards Latin American immigrants to the USA. His message had a significant influence on Hispanic voters in the 2020 presidential elections.• Hispanic artists have led protests either through their lyrics or by championing political and social causes. In Puerto Rico in 2019, Ricky Martin, Bad Bunny and Residente headed demonstrations which led to Ricardo Roselló's resignation after a scandal. Award winning artist Mon Laferte protested against police violence in Chile at the Grammy Awards and on Instagram in 2019.• Stars such as J Balvin and Rosalía convey a message through their music and social media. Rosalia caused controversy when she posted against the right-wing party, Vox, on Instagram. J Balvin has spoken out about the political situation in Colombia. Their millions of followers worldwide give them a powerful influence on the attitudes of young people.• There are many influential female artists whose songs have an empowering message of equality for women. Nathy Peluso has more than one million listeners per month on Spotify. Rosalía is currently one of the most successful artists in the world. Both artists' songs have a feminist message.

<p>B</p>	<ul style="list-style-type: none"> • The most powerful music companies and streaming services are now focusing on the Spanish-speaking music market because of its huge commercial potential. The popularity of reggaeton is making it highly profitable. In 2019, the 6 most viewed music videos on YouTube globally were for reggaeton songs in Spanish. • Reggaeton appeals to and unifies Latin American emigrants in countries around the world. Some artists and fans see the genre as a protest against social division and discrimination. Hispanic artists who sing in Spanish are now as high-profile as those who sing in English. Bad Bunny and J Balvin entertained at the Super Bowl in February 2020, one of the most watched events of the year in the USA. • The genre's catchy rhythms and simple lyrics make it popular to dance to and give it a universal appeal among young people. Songs often include collaborations between artists and some lyrics in English in order to broaden their audience. <i>Despacito</i>, the hit by Daddy Yankee and Luis Fonsi stands out as the most viewed music video in the entire history of YouTube. • Although it is becoming more mainstream and blending with other forms of popular music, reggaeton is still controversial. The Madrid rapper C Tangana had concerts cancelled and songs banned because of his songs' violent and sexist lyrics. Critics believe the genre's lyrics and music videos have a dangerous influence on listeners because they are degrading to women and encourage violence in society.
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AL Task 1 STIMULUS SP5

Statement	Indicative Content
A	<ul style="list-style-type: none">• In recent years, television viewers have switched from traditional to online television streaming platforms. According to the latest figures, Movistar is the streaming service with the highest number of subscribers in Spain. American streaming platforms such as Netflix and HBO have made a significant investment in the Hispanic market. They now offer a broad range of films, series and documentaries in Spanish.• Because of the range of choice, viewers are becoming more demanding. This has led to a broader range of high-quality programmes. Spanish television producers are able to reach wider audiences through international online platforms. For example, Movistar has an agreement to produce programmes with Netflix.• Online television is playing an important role in making Spanish language films and programmes accessible in other countries, thereby increasing the visibility of Hispanic culture. Traditional television companies like TVE have created their own online channels which are available worldwide in order to compete with international streaming platforms.• Although the main traditional television companies in Spain (Atresmedia and Mediaset) reported profits in 2019, they have seen their share prices fall and they have lost significant revenue from advertising due to the growth of digital platforms in Spain.

B

- According to a 2019 survey in Spain, more than half of 18 to 24-year-olds and 11% of all adults between 18 and 64 no longer watch conventional television, preferring internet streaming services. Most people watch television whilst using another device at the same time.
- There has been no significant change in the amount of time Spaniards spend watching television. In 2019, around 71% of Spanish people watched television every day for an average of 3 hours 56 minutes a day. Families spend less time watching popular programmes together. In 2017, Spanish families spent 25% less time watching television together than in 2000.
- Traditional television channels are suffering due to the success of online streaming services and are attracting lower audiences. Due to the wider choice of news providers online, fewer young people now watch the news from traditional broadcasters. In 2019, only 8% of young Spaniards between 18 and 25 watched the news on *RTVE*.
- Television companies try to attract audiences away from streaming services by offering different content, such as the international franchises *Got Talent* and *Bake Off España*. Talent and reality shows are very popular with young people and still draw large audiences to traditional channels. *Supervivientes* on *Telecinco* had approximately 4 million viewers per episode in Spring 2020.

AL Task 1 STIMULUS SP6

Statement	Indicative Content
A	<ul style="list-style-type: none">• Festivals promote the diversity of Hispanic culture. Local festivals bring different types of people together and strengthen the feeling of harmony within communities. They offer an opportunity for celebration, happiness, leisure and relaxation which brings people together around a huge range of entertainments and activities.• Hedonism and revelry can go too far, creating an opportunity for crime. In recent years, there has been an increase in theft, violence and sexual attacks at popular festivals. These events generate huge amounts of waste and damage to the environment and place an enormous strain on the local area. Accusations of corruption and profiteering have been made against the organisers of some famous festivals.• Festivals attract tourism and are therefore good for local businesses. For example, the <i>Cervantino</i> festival in Mexico is one of Latin America's most popular arts events. Originally a homage to Miguel de Cervantes, the extravaganza now celebrates dance, music, film, theatre, visual arts. In 2017, around 400 thousand visitors attended the festival.• Festivals reinforce religious or traditional values and help preserve culture and heritage. They connect people with their community's past. <i>Las Fallas de Valencia</i> is a popular festival which has grown out of pagan and ancient Christian traditions. The cavalcade of the <i>Reyes Magos</i> takes place all over Spain. It symbolises the arrival of the three wise men to worship Jesus.

B

- Spanish cuisine has become hugely popular worldwide. It offers iconic classic dishes and delicacies such as *paella* and *jamón ibérico*. Different regions of Spain have their own traditions. San Sebastián is famous for its *pintxos*. Valencia is the home of *paella*. Gastro tourism in Spain attracts millions of visitors to the country each year.
- Culinary traditions are part of regional and national heritage. Through traditional food people learn about the customs and lifestyle of a country or a region, how these customs have evolved and how local resources are used. Traditional cooking is often more sustainable because it makes use of locally produced ingredients.
- In Spain, the Mediterranean diet remains popular and its health benefits (for example, the prevention of heart disease and diabetes), are well known. It is under pressure in modern times because of the changes in lifestyles and the availability of cheap fast-food. According to a recent survey by Mediterranean Diet Foundation, only 45% of Spaniards follow a Mediterranean diet today.
- UNESCO has recognised Mexican cuisine as an Intangible Cultural Heritage of Humanity. Its ancient traditions go back to prehistoric times. It teaches us about how some of the most important elements of the modern diet such as maize and beans were first cultivated. Mexican cuisine is healthy and delicious and is now one of the most popular styles of cooking world-wide.

AL Task 1 STIMULUS SP7

Statement	Indicative Content
A	<ul style="list-style-type: none">• The International Monetary Fund estimates that Spain needs 5.5 million more immigrants by the year 2050 in order to reverse the falling birthrates and cover the need for a working population large enough to support the country's pension system. Many studies have confirmed that the contribution of immigration to the state coffers is overall positive and will continue to be so in the future.• The presence of immigrants is positive for Spanish society because it is boosting consumption and is good for businesses and employment. Many immigrants settle in areas with low populations and are regenerating these communities. Taking into account social security and tax contributions, the income the state receives from immigrants is 10,000 million euros annually.• Immigration is one of the most important factors for growth in Spain. In the 20 years from 1990 to 2010, 30% of Spain's GDP growth was due to immigration. Recent data shows that immigration has continued to increase Spain's wealth. The high short-term cost of receiving new immigrants is compensated in the long term by an increase in GDP and reduction of unemployment levels.• Falling birthrates and the country's ageing population pose a threat to Spanish society. The average age of immigrants to Spain is 37 years old. They bring skills which contribute to the development of the country. The arrival of young immigrants is positive: in recent years, approximately twice as many children were born to immigrant women than to Spanish nationals.

B

- Some types of unskilled jobs in rural areas do not attract Spanish nationals. In Andalucía and Murcia in 2020, two out of every three contracts in agriculture and fishing were given to immigrants. Few of the younger generation wish to take over family farms. Experienced immigrant farmers who settle in rural areas will help cover the generational change in the industry in the future.
- Foreign populations initially became established mainly on the coast but have spread to rural areas in interior Spain where property is cheaper and labour is needed. During the economic crisis which began in 2008, many immigrants went back to their countries of origin or to find work in cities, but they are now returning. Their presence has stimulated the economy, created new jobs and filled vacant homes in rural areas. They bring new forms of culture and diversity to rural Spanish society.
- The population in rural Spain comprises mainly older people, particularly in small villages where between 10 and 20% of the inhabitants are over 80 years old. Younger immigrant families bring a new dynamic to these communities. Around one in ten people living in rural areas was born in another country according to a 2020 survey. In the age group 20-39, 16% of people living in rural areas are of foreign origin.
- In rural areas, immigrant mothers have more children than Spanish natives. In the future, higher birthrates and the reunification of families will continue to have a positive effect on the demographic of rural areas. In 2019, one in five children under 13 in rural Spain was born to a mother of foreign origin. The numbers of pupils in rural schools have been boosted by the children of immigrants and school closures avoided.

AL Task 1 STIMULUS SP8

Statement	Indicative Content
A	<ul style="list-style-type: none">• There has been an increase in ethnic diversity in Spanish schools. Many students are second generation immigrants, others are recent arrivals. In the early 90s around 30-40,000 students from non-Spanish backgrounds were registered in the primary and secondary sectors. In 2019, this number had grown to 800,000. The largest groups were Moroccan, Romanian and Chinese with significant numbers of Ecuadorians and Venezuelans.• These students need help in order to integrate into the Spanish education system. They arrive in schools with different mother tongues and often an educational background which does not correspond to the Spanish system. They may also have different customs and beliefs. Some students have not had consistent schooling. These young people have to fit in with an unfamiliar environment, teachers and classmates.• The measures taken by schools are, for example, language evaluation and continuing support with learning Spanish, welcome classes and an adapted curriculum. Regional education authorities have protocol (<i>plan de acogida</i>) which guides schools on how to support immigrant students. Schools have specialist teachers whose primary role is to help integrate students.• Social Services work with schools to provide a cultural mediator who can facilitate the process of integrating students and encourage involvement in the child's education. Social Services also offer support for the families who in many cases have little money and need help with school materials, meals and equipment. Accommodating immigrant students in the school system is vital for their successful integration into society.

B	<ul style="list-style-type: none"> • Sport plays an important role in creating a successfully integrated, intercultural community. A recent study in Segovia looked at the role of sport in schools in integrating young immigrants. It found that participating in sport favoured the integration and social inclusion of culturally diverse groups of children. • There are many championships, associations and clubs which bring people together to play sport in most regions of Spain. Real Madrid has offered initiatives to encourage immigrants to play football and help them to integrate into society. Madrid has hosted events such as running races and tournaments to promote the integration of children from immigrant backgrounds. • Spain passed a law against violence, racism and xenophobia in sport in 2007. However, as in other countries, the phenomenon still exists. Iñaki Williams suffered insults from the crowd in a match in 2020. The Spanish authorities took legal action for the first time in the football world. In another famous incident, Dani Alves challenged the crowd by eating a banana which had been thrown as an insult to one of his teammates. • There are many successful immigrant athletes who represent Spain in international sport. Niko Sheria, world champion judoka is of Georgian origin, Thierno Diallo is a young gymnast originally from Guinea and the athlete Orlando Ortega, Olympic silver medalist, was born in Cuba. There has been criticism of the fact that top level athletes have had been fast-tracked to receiving Spanish nationality, whereas for most immigrants, the process can take years.
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AL Task 1 STIMULUS SP9

Statement	Indicative Content
A	<ul style="list-style-type: none">• It is not known exactly how many immigrants in irregular situations there are in Spain, but according to recent estimates, there may be at least one million. Spain has laws which govern the rights of immigrants and refugees. The laws have been criticised because the process of obtaining the legal right to stay in Spain is difficult. A huge number of immigrants fall through the system and remain unofficially in Spain.• In 2020, the makeshift tent camp on the dockside at Arguineguín, Gran Canaria was an example of an unsatisfactory solution to the arrival of thousands of migrants. Potential asylum seekers did not have access to legal advice, some people were held for much longer than the three days that the law allows. The conditions were cramped and unsanitary. The camp was closed and the migrants relocated to other camps.• The Spanish Constitutional Court has declared in 2020 that it would back rapid deportations of migrants who attempt to enter Ceuta and Melilla. Human rights groups maintain that the move is illegal because, in such cases, the immigrants would not have the opportunity to seek asylum or the right to appeal.• During the recent crisis in 2020, many immigrants were left completely destitute. They lost their jobs and received no financial support. The campaign <i>Regularización ya</i> called for mass legalisation of the situation of immigrant workers. The government has agreed to make changes to the immigration laws, but has not yet taken any action.

B

- In general, Spanish people have positive attitudes towards immigrants. According to a 2018 survey, over half the population, thought that immigration was a strength for the country. During the refugee crisis, Spain received fewer migrants than some other European countries. This may have helped to maintain supportive public opinion as smaller numbers placed less pressure on society.
- Immigrant seasonal workers are vital to some areas of the agricultural economy and their contribution is greatly valued because Spanish nationals either do not want the work or do not have the skills. Nevertheless, immigrants were very vulnerable during the 2020 pandemic. Many people working as waiters, carers, agricultural workers lost their jobs. Others in irregular employment were made to work more hours for no extra pay. Immigrants received little support from employers during the pandemic.
- The continual influx of more immigrants has increased support for the right-wing populist party, Vox. The party has thrived on fear of immigration by spreading fake news on social media, which unfairly blamed immigrants for crimes and increasing the risk of terrorism. Opponents of Vox fear that the left-wing parties which traditionally support immigration may change their position in order to avoid losing ground to Vox.
- Internet and traditional media play an important role in affecting public opinion. Harrowing reports of the experiences of immigrants may increase public sympathy. On the other hand, immigrants are often stereotyped and associated with crimes. In 2020, a survey showed that the Spanish population was split 50/50 on questions such as whether immigration increases the risk of terrorism and whether illegal immigrants should be deported.

AL Task 1 STIMULUS SP10

Statement	Indicative Content
A	<ul style="list-style-type: none">• The Republican government had brought in many changes, such as land reforms and changes to education. These developments had unsettled conservative elements of Spanish society, many of whom supported the Monarchy and wanted to preserve the traditional order. The changes increased support for the Falange.• There was an unstable period of government leading up to the Civil War. Neither the right nor the left could secure a majority in parliament. The government's weakness led to social unrest and uprisings such as the October Revolution in 1934. There was an active current of anarchism in Spain, which was seen by conservative elements of society as a threat.• In 1936 the elections were won by a left-wing coalition, the "Frente Popular" led by the staunch Republican, Manuel Azaña. Following the victory, left-wing supporters rioted on the streets, setting fire to churches and conservative political bases. This unrest caused the military to begin plotting a coup d'état.• Spain was a poor and divided country. Its economy was still based on agriculture and its social structures had changed little since the Middle Ages. There were extreme differences of wealth and poverty between the landowning class and their tenant farmers. The Catholic Church and the Army were powerful and influential forces. They opposed change and liberal ideas.

B

- Franco was not the supreme leader of the Nationalist forces at the time of the uprising in July 1936. In just a few months, he rose to the role of supreme of the right-wing forces. He was designated *Generalísimo de los Ejércitos* at the beginning of October of the same year. Franco's rapid rise to power was the result of favourable circumstances, his previous experiences in war and his ability to unite the nationalist forces.
- Franco's predecessor, General Sanjurjo, died in a plane accident, leaving the Nationalist forces with no leader. Other possible leaders of the movement, Calvo Sotelo, the politician, or General Goded had been killed by the Republicans. Franco was successful as head of the Spanish African army. His victories, in the early stages of the uprising, such as in Seville won him the support of the army.
- A fervent Catholic, Franco had the support of the conservative elements of society, the Church, landowners and industrialists. Franco also received help from Hitler and Mussolini who saw him as an ally. German planes bombed Guernica. Mussolini sent troops and weapons.
- Britain, France and the USA pursued a policy of non-intervention and provided no official aid to the Republicans. The Soviet Union sent weapons, but much of the aid did not reach the front line. There were divisions between different left-wing groups which weakened the opposition to Franco's forces.

AL Task 1 STIMULUS SP11

Statement	Indicative Content
A	<ul style="list-style-type: none">• In the years following the Civil War, for many Spaniards life was a fight for survival. The country was devastated by the conflict with hundreds of thousands of people either dead, destitute or forced into exile. There were terrible famines and many people died of starvation in the 1940s. Crops and agriculture had been destroyed and there was no food. Although all Spaniards suffered hardship after the Civil War, Franco's supporters fared better than those who had been Republicans.• Spain faced a period of grave economic recession aggravated by the Second World War in the rest of Europe and by Franco's isolationist economic policies. The government controlled both agriculture and industry and a meagre supply of foods and other goods was only available through an inadequate system of rationing. The only way many people could get enough to eat was on the black market which led to crime and corruption.• The failure of the state-controlled economy forced the regime to make changes. In the early 1950s, free trade was once again allowed and the rationing system ended. During the Cold War, the Madrid Pact of 1953 allowed the USA to install airbases in Spain in exchange for financial aid and imported goods. There were still shortages, but the economy began to improve.• In the 1960s, Spain's economy improved rapidly due to economic reforms. The government made huge investments in nationally owned industries such as the SEAT car factory in Barcelona. The car industry, notably production of the iconic SEAT 600, was one of the most important drivers of the economic boom. Another major factor was the wealth generated by the growth of the tourist industry in the 60s and 70s.

B

- The cultural life of Spanish people was strictly controlled during the dictatorship. Aspects of daily life from football to religion were used as propaganda and as a means to influence society. Free thinking and expression were not allowed. The NODO produced propaganda films which promoted an idealised and nationalistic vision of Spanish life and values.
- Censorship controlled by the Falange and the Church was imposed on all forms of cultural life. Books and films had to be submitted to the censor for approval and many were banned. In order to gain approval, a work had to correspond with the regime's politics and morals. Regional culture and traditions were suppressed and decades. Spain was cut off from international influences.
- Many artists and writers went into exile and produced works which criticised the regime, such as Ramón Sender's *Requiem por un campesino español*, first published in Mexico. Pablo Picasso spent almost half his life in exile in France. The dictatorship was an extremely difficult period for writers and artists, but brilliant works were created in reaction to the regime.
- Luis Buñuel's most famous film, *Viridiana*, won the Palme d'Or in 1961, but was banned in Spain. Foreign films were edited and dubbed in order to make them acceptable to the regime. Nevertheless, filmmakers such as Carlos Saura and Luis Berlanga used surrealism and symbolism to produce subtle, veiled criticisms of the regime, which got past the censors, for example Saura's 1961 film, *La caza*.

AL Task 1 STIMULUS SP12

Statement	Indicative Content
A	<ul style="list-style-type: none">• After Franco's death, many Spanish people feared a return to violence and confrontation. King Juan Carlos chose Adolfo Suárez, a former member of the Falange, as Prime Minister with the responsibility of creating a new democracy, a task which seemed almost impossible at the time. The supporters of democracy were disappointed with the choice of Suárez. He also had to contend with the opposition of those who wanted to preserve Franco's regime.• Spain faced a very unsettled period. There was an economic recession, ETA carried out a wave of terrorist attacks and there was dissatisfaction among church and army leaders because of the reforms. Suárez successfully steered the country through the process of political reform. He ensured that all political parties were involved in the process of establishing the new democracy.• In 1976, shortly after his appointment as Prime Minister, Suárez managed to pass the <i>Ley para la Reforma Política</i>, which meant the end of Franco's regime and approved the formation of a new, democratically elected government. He successfully paved the way for the creation of a new form of government, in which different political points of view and basic liberties were allowed.• In the spring of 1977, Suárez legalised trades unions and the Communist Party. Later that year, Suarez' party (<i>la UCD</i>), won the first general election since 1936. In spite of opposition from the right-wing the government negotiated the <i>Pactos de la Moncloa</i>, which established freedom of the press and political associations. In 1978, the new constitution of Spain was approved and the country became a constitutional monarchy.

B

- The losing side of the Civil War had suffered persecution and oppression during the dictatorship. When Franco died, there were still many political prisoners, left-wing political affiliations were banned and any opposition to the regime was still suppressed. Although the King said that the country would return to democracy, people did not trust the government to bring about the change. They feared the dictatorship would continue.
- After Franco's death, the conservative establishment wanted to maintain its power and influence. Members of the Falange, the Army and other Franco supporters did not want a democracy and felt threatened by the legalisation of trade unions and of the communist party. Many people feared that the military would try to take control by force. This threat became reality in the attempted coup d'état in February 1981.
- In 1976, thousands of workers went out onto the streets throughout Spain demanding freedom and democracy in strikes and demonstrations. Some of these events became violent, for example five people were killed and many injured by the police during a demonstration in Vitoria. The Prime Minister, Arias Navarro's authoritarian reaction to the protests only served to further discredit his government and create instability.
- Antifascist groups organised attacks to try to destabilise the government and derail the transition because they did not trust the government. Right-wing groups retaliated with attacks on socialist targets. In 1977, a group of left-wing lawyers were murdered in an attack on their offices in Madrid. There was a massive, peaceful demonstration for freedom and justice at their funeral which revealed strength of feeling and the need for change.

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