

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

General Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- The examination consists of **two** tasks.
- The tasks **must** be conducted in consecutive order.
- Timing for the speaking assessment:
 - Task 1: 6 to 7 minutes (recommended)
 - Task 2: 10 to 11 minutes (recommended)
 - Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The preparation time for Task 1 **must** be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes of up to a maximum of one side of A4 paper for Task 1 **only**.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimulus.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice, and for giving them the correct stimulus card based on that choice.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1/1



Task 1 (discussion on a Theme)

- Task 1 is recommended to last approximately 6 to 7 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson (see sequencing grid below).
- The choice of sub-themes is told to the candidate in English by the invigilator immediately prior to the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, e.g. *You may choose 'Media' or 'World of work'.*
- The candidate must not see the contents of either card until s/he has chosen the sub-theme, after which s/he will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

Task 1 part 1

You must:

- ask the candidate which statement s/he has chosen.
- ask the two compulsory questions relating to the statement (A or B) chosen by the candidate. Questions may be repeated, but rephrasing is not allowed.
- develop the discussion by asking appropriate follow-up questions relating to the subject matter on the stimulus card.

Task 1 part 2

You must broaden the discussion to cover other aspects of the overall Theme. Optional generic questions are provided by Pearson (see below) as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions (see section below beginning *'Optional generic questions ...'*).

Task 2 (presentation and discussion on candidate's independent research project)

- Task 2 is recommended to last 10 to 11 minutes.

Task 2 part 1 (independent research presentation)

You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.

Task 2 part 2 (discussion on independent research)

You must ask follow-up questions about the candidate's presentation and then begin a wider exploration of the research as a whole in order to elicit the candidate's understanding and analysis of the cultural and social context. You should use the key findings and list of sources on their copy of the RP3 form to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the research topic by developing and justifying arguments and forming conclusions.

Optional generic questions to promote discussion and to enable candidates to analyse aspects of the Theme (task 1)/analyse their chosen subject of interest (task 2):

- *¿Me puedes dar un ejemplo de ...?*
- *¿Por qué dices eso?*
- *¿A qué conclusión podemos llegar ...?*
- *¿Qué evidencia tienes para apoyar este punto de vista?*
- *¿Por qué es importante/relevante?*
- *¿Qué significa ...?*

In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Examples of questions that candidates may ask to achieve this are as follows:

- *¿Comprendes/sabes lo que digo?*
- *¿No te parece?*
- *¿Estás de acuerdo?*
- *¿Entiendes mi punto de vista?*

Candidates are also expected to take a lead in the discussions.

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and you must ensure that timings are followed. 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, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

Students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

Sequence of stimulus cards for speaking examination: Task 1

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below.

If you conduct more than 12 speaking examinations in a day, e.g. in the morning, afternoon and evening sessions, after the 12th candidate start at the beginning of the sequence again.

If you have a break in the examination schedule, e.g. morning break, lunchtime, start the next candidate on next order of the sequence. For example, if candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

CANDIDATE	STIMULUS CARD TASK 1
Candidate 1	Card 3 or 4
Candidate 2	Card 1 or 12
Candidate 3	Card 2 or 5
Candidate 4	Card 9 or 10
Candidate 5	Card 4 or 9
Candidate 6	Card 8 or 12
Candidate 7	Card 3 or 10
Candidate 8	Card 2 or 12
Candidate 9	Card 7 or 11
Candidate 10	Card 6 or 7
Candidate 11	Card 1 or 5
Candidate 12	Card 6 or 8

Key to AL task 1 cards for invigilator

STIMULUS CARD	SUB-THEME (IN ENGLISH)
1	Changes in family structures
2	World of work
3	Impact of tourism in Spain
4	Music
5	Media
6	Festivals and traditions
7	Positive impact of immigration in Spanish society
8	Facing the challenges of immigration and integration in Spain
9	The social and public response to immigration in Spain
10	The civil war and the rise of Franco (1936–39)
11	The Franco dictatorship
12	The transition from dictatorship to democracy

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP1

Task 1

Tema: La evolución de la sociedad española

El cambio en la estructura familiar

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. El papel de la mujer en la familia española ha mejorado muchísimo.

Compulsory teacher/examiner questions:

1. *¿Hasta qué punto ha mejorado la situación de la mujer dentro de la familia española?*
2. *¿Cuáles son los derechos que han facilitado la emancipación de la mujer en España?*

B. Los hombres españoles siguen siendo machistas.

Compulsory teacher/examiner questions:

1. *¿Qué opinan los españoles sobre el machismo en la sociedad española?*
2. *¿Cómo se reparten las tareas domésticas en las familias españolas hoy en día?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP2

Task 1

Tema: La evolución de la sociedad española

El mundo laboral

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. En España las únicas ofertas de trabajo son contratos basura.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿cómo son los contratos que se ofrecen en España hoy en día?*
2. *¿Cuáles son las oportunidades laborales actuales para los obreros en España?*

B. En España los jóvenes licenciados encuentran trabajo fácilmente.

Compulsory teacher/examiner questions:

1. *¿Crees que es fácil para los españoles con títulos universitarios encontrar trabajo adecuado?*
2. *¿Cómo es la situación actual laboral para los jóvenes en España?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP3

Task 1

Tema: La evolución de la sociedad española

El impacto turístico en España

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. La importancia del sector del turismo disminuye en España.

Compulsory teacher/examiner questions:

1. *¿Crees que la importancia del turismo ha disminuido en España?*
2. *¿Qué importancia tiene el sector turístico para el mercado laboral en España?*

B. El turismo en España trae más inconvenientes que beneficios.

Compulsory teacher/examiner questions:

1. *¿Crees que el turismo ha traído más desventajas que ventajas para España?
Y, ¿por qué (no)?*
2. *¿Qué tipos de turismo existen en diferentes lugares de España?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP4

Task 1

Tema: La cultura política y artística en el mundo hispanohablante

La música

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. La música en español que escuchan los jóvenes hispanos tiene una influencia totalmente negativa.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿qué influencia tiene la música hispana en los jóvenes hoy en día?*
2. *¿Cuál es la música más popular entre los jóvenes hispanos de hoy?*

B. La música latina es la música más popular a nivel mundial.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿la música latina es la más popular a nivel mundial?*
2. *¿Cuáles son las características de algún tipo de música hispana que hayas estudiado?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP5

Task 1

Tema: La cultura política y artística en el mundo hispanohablante

Los medios de comunicación

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. Las telenovelas hispanas siempre tratan los mismos temas: la familia, el matrimonio y el amor.

Compulsory teacher/examiner questions:

1. *¿Crees que las telenovelas siempre tratan los mismos temas?*
2. *¿Por qué es popular la telenovela hispana que conoces?*

B. La televisión es el medio de comunicación más poderoso en la sociedad hispana de hoy.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿hasta qué punto influye la televisión en la sociedad hispanohablante?*
2. *¿Puedes dar un ejemplo de un tipo de programa de televisión que tiene un gran impacto en la sociedad hispana?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP6

Task 1

Tema: La cultura política y artística en el mundo hispanohablante

Los festivales y las tradiciones

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. Ya no existen tantas costumbres tradicionales en la sociedad hispana.

Compulsory teacher/examiner questions:

1. *¿Crees que ya no existen tantas costumbres tradicionales en la sociedad hispana? ¿Por qué (no)?*
2. *¿Cuáles son algunas de las costumbres tradicionales más importantes en la sociedad hispana?*

B. El orgullo cultural de los hispanos se ve claramente en sus celebraciones tradicionales.

Compulsory teacher/examiner questions:

1. *¿Crees que las celebraciones hispanas tradicionales representan bien la cultura hispana? ¿Por qué (no)?*
2. *¿Cómo ha evolucionado la celebración tradicional que has estudiado?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP7

Task 1

Tema: La inmigración y la sociedad multicultural española

El impacto positivo de la inmigración en la sociedad española

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. La influencia de los inmigrantes es obvia en todos los ámbitos culturales en España.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿cómo se ha transformado España gracias a la inmigración?*
2. *¿Qué han aportado los inmigrantes a la cultura española en los últimos años?*

B. España no habría podido sobrevivir la crisis económica sin los inmigrantes.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿qué importancia tuvieron los inmigrantes durante la crisis económica en España?*
2. *¿Qué otro impacto positivo tienen los inmigrantes en la economía española?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP8

Task 1

Tema: La inmigración y la sociedad multicultural española

Enfrentando los desafíos de la inmigración y la integración en España

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. Las medidas adoptadas por las comunidades locales para integrar a los inmigrantes en España no han tenido éxito.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿han tenido éxito las medidas adoptadas para facilitar la integración de los inmigrantes en España?*
2. *¿Crees que los inmigrantes en España se integran bien en todas las comunidades locales?*

B. El Gobierno español no hace lo suficiente para evitar la segregación de los inmigrantes.

Compulsory teacher/examiner questions:

1. *¿Crees que el Gobierno español hace lo suficiente para evitar la segregación de inmigrantes en el país? Y, ¿por qué (no)?*
2. *¿Hasta qué punto España favorece la integración de ciertos grupos de inmigrantes?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP9

Task 1

Tema: La inmigración y la sociedad multicultural española

La reacción social y pública hacia la inmigración en España

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. Los eventos internacionales afectan la opinión pública hacia la inmigración en España.

Compulsory teacher/examiner questions:

1. *¿Qué opinan los españoles sobre la presencia de los inmigrantes en España?*
2. *¿Qué acontecimientos internacionales han afectado la opinión pública hacia la inmigración en España?*

B. España no puede mantener su falta de acción política en materia de inmigración.

Compulsory teacher/examiner questions:

1. *¿Qué opinas del enfoque político en España hacia la inmigración?*
2. *¿Cuál es la reacción social frente a la política migratoria en España?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP10

Task 1

Tema: La dictadura franquista y la transición a la democracia

La Guerra Civil y el ascenso de Franco (1936–1939)

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. El bando nacional recibió más apoyo internacional que el bando republicano durante la guerra.

Compulsory teacher/examiner questions:

1. *¿Crees que el bando nacional recibió más apoyo internacional que el bando republicano? Y, ¿por qué (no)?*
2. *¿Qué apoyo recibieron los dos bandos por parte de la sociedad española?*

B. El triunfo de Franco fue rápido y decisivo.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿fue rápido y decisivo el triunfo de Franco?*
2. *¿Cuáles fueron los errores atribuidos al bando republicano?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP11

Task 1

Tema: La dictadura franquista y la transición a la democracia

La dictadura franquista

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. El régimen franquista impuso la religión católica en la gente española como la única religión oficial.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿por qué el régimen de Franco apoyó tan firmemente a la Iglesia católica?*
2. *¿Qué papel desempeñaba la Iglesia católica en la vida cotidiana durante la dictadura?*

B. La violencia franquista adoptó muchas formas distintas para conseguir la meta de la dictadura.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿cuál fue el objetivo del régimen franquista con respecto a la sociedad española?*
2. *¿Cuáles fueron algunas formas de violencia durante la dictadura?*

Pearson Edexcel Level 3 GCE

Time 21 to 23 minutes (total), which includes 5 minutes' preparation time

Paper
reference

9SP0/03

Spanish

Advanced

PAPER 3: Speaking

Instructions to the teacher-examiner

You do not need any other materials.

Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to task 2 (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

Turn over ►

P65738A

©2021 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

STIMULUS SP12

Task 1

Tema: La dictadura franquista y la transición a la democracia

La transición de la dictadura a la democracia

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A. El Gobierno de Suárez fue clave para establecer más libertades para el pueblo español.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿qué importancia tuvo el nombrar a Adolfo Suárez como primer ministro?*
2. *¿Qué libertades introdujo el nuevo Gobierno de Suárez?*

B. El golpe de Estado de 1981 sirvió para fortalecer la casa real en España.

Compulsory teacher/examiner questions:

1. *¿Qué piensas de la reacción del Rey Juan Carlos frente al golpe de Estado de 1981?*
2. *¿Qué importancia tuvo el golpe de Estado en el proceso de la democratización del país?*