

## Pearson Edexcel Level 3 GCE

# Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

## Spanish

### Advanced Subsidiary

### 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: 7 to 9 minutes (recommended)
  - Task 2: 5 to 6 minutes (recommended)
  - Total assessment time: 27 to 30 minutes, (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).

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 **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 **both** tasks.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimuli.
- 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 for Task 2, and for giving them the correct stimulus card based on that choice.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

### Task 1

- Task 1 is recommended to last 7 to 9 minutes.
- The candidate is provided with a stimulus card, following the sequence outlined by Pearson (see sequencing grid overleaf), with two texts based on Theme 1.
- During this time:
  - you must ask the four compulsory questions in the order they are written. Questions may be repeated, but rephrasing is not allowed.
  - you must ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task. These questions should allow the candidate to demonstrate understanding of the cultural and social context by expressing relevant ideas and opinions, and providing relevant exemplification/information. Optional generic questions are provided below to support the teacher-examiner in this part of the task.

### Task 2

- Task 2 is recommended to last 5 to 6 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 overleaf).
- The choice of sub-theme 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 'festivals and traditions'*.
- 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 2 part 1

- You must:
  - ask the two compulsory questions in the order they are written. Questions may be repeated, but rephrasing is not allowed.
  - develop the discussion by asking appropriate follow-up questions relating to the subject matter of the stimulus.

#### Task 2 part 2

- You must broaden the discussion by moving on to any other aspect(s) of the same sub-theme. Questions asked should allow the candidate to demonstrate understanding of the cultural and social context by expressing and justifying relevant ideas and opinions, providing relevant exemplification/information and developing arguments and drawing conclusions. Optional generic questions are provided by Pearson (see below) to support you in this part of the task.

### **Optional generic questions to promote discussion:**

- *¿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 12 to 15 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**

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

**Key to Advanced Subsidiary Task 2 cards for invigilator**

STIMULUS CARD	SUB-THEME (IN ENGLISH)
7 + 8	Music
9 + 10	Media
11 + 12	Festivals and traditions

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

### Spanish

**Advanced Subsidiary**

**Paper 3: Speaking (Task 1)**

**Instructions to the teacher-examiner**

**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 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

#### Texto 1

La presidenta de la Federación Española de Familias Numerosas (FEFN) ha manifestado la necesidad de apoyar a las familias con más de cinco hijos. Estas familias tienen un papel importante en el desarrollo económico y social del país. Aportan capital humano, que es básico para sostener el sistema de bienestar social. Además son muy necesarias en un país como España, con una baja natalidad y un serio problema de envejecimiento de la población. La FEFN ayuda a 44 000 familias numerosas a acceder a servicios como alimentación y educación en toda España. Esta es una ayuda que no había experimentado la familia española desde los años 70.

#### Texto 2

El modelo de la familia española ha cambiado muy poco.

1. ¿Cuáles son las ideas principales del primer texto?
2. ¿Cómo apoya la FEFN a las familias numerosas?
3. ¿Qué opinas de la afirmación del segundo texto?
4. ¿Crees que la sociedad española se ha beneficiado de los cambios en la familia?  
¿Por qué?/¿Por qué no?

#### Sourced from:

<http://www.lagacetadesalamanca.es/nacional/2015/09/26/familias-numerosas-superan-medio-millon-espana/155961.html>

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

## Spanish

### Advanced Subsidiary

### Paper 3: Speaking (Task 1)

### Instructions to the teacher-examiner

**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

## STIMULUS SP2

### Task 1

#### Tema: La evolución de la sociedad española

#### El cambio en la estructura familiar

##### Texto 1

En comparación con otras sociedades europeas, en las familias españolas hay pocos divorcios. El 22 de junio se cumplen 38 años desde que la Ley del Divorcio fue aprobada. Sin embargo, tuvieron que pasar muchos años para que la ley cambiara y se adecuara a las nuevas necesidades de la sociedad española y de los matrimonios actuales. Antes hacían falta causas para la separación, como el abandono del hogar o la infidelidad acreditada; ahora es una decisión absolutamente libre y el proceso es menos complicado. Se calcula que hay una media de 130 000 divorcios cada año, es decir, 500 divorcios al día en los juzgados españoles.

##### Texto 2

En España la tasa del divorcio sigue aumentando porque hay menos matrimonios por la Iglesia.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿por qué es más fácil divorciarse hoy en día en España?
3. ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué?/¿Por qué no?
4. ¿Qué beneficios han traído los cambios en la sociedad a los matrimonios españoles modernos?

#### Source from:

[https://cvc.cervantes.es/aula/matdid/vocabulario/familia/familia/fam\\_ej6.asp](https://cvc.cervantes.es/aula/matdid/vocabulario/familia/familia/fam_ej6.asp)



# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

## Spanish

### Advanced Subsidiary

### Paper 3: Speaking (Task 1)

### Instructions to the teacher-examiner

**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

## STIMULUS SP3

### Task 1

#### Tema: La evolución de la sociedad española

#### El mundo laboral

##### Texto 1

En la actualidad, las mujeres españolas siguen encontrándose con un techo de cristal cuando optan por llevar su desarrollo profesional al máximo y promocionar su liderazgo. Sólo un 17 % de empresas españolas como Telefónica, Repsol y Banco Santander, entre otras, tiene mujeres en sus consejos de administración.

Según un informe, el 48 % de las mujeres españolas que trabaja tiene estudios universitarios. Por otro lado, el 55 % de hombres en cargos directivos sólo tiene formación en estudios secundarios. No parece justo que, para mejorar su empleabilidad y oportunidades de ascenso laboral, las mujeres necesiten más estudios que los hombres.

##### Texto 2

El mercado laboral en España se ve cada vez más prometedor para las mujeres.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿qué desafíos encuentra la mujer dentro del mundo laboral?
3. Compara la información dada en los dos textos.
4. ¿Por qué crees que tantos jóvenes españoles se marchan del país en busca de trabajo?

#### Source from:

<http://blog.infoempleo.com/a/como-es-la-situacion-laboral-de-las-mujeres-en-espana-dia-internacional-de-la-mujer/>

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

## Spanish

### Advanced Subsidiary

### Paper 3: Speaking (Task 1)

### Instructions to the teacher-examiner

**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

## STIMULUS SP4

### Task 1

#### Tema: La evolución de la sociedad española

#### El mundo laboral

#### Texto 1

Según una encuesta, el salario medio de los españoles es de 1 300 euros al mes. Sin embargo, en los últimos ocho años ha aumentado el porcentaje de trabajadores que no ganan ni siquiera 1 000 euros mensuales, por lo cual, no llegan a ser mileuristas. Sandra, psicóloga recién licenciada, ha encontrado su primer trabajo y gana 375 euros al mes. Estos se suman a los 480 que cobra su madre como auxiliar de comedor en un colegio. Entre las dos no llegan a los 1000 euros. Estas españolas tienen que hacer malabarismos para sobrevivir. «Vivo al día» es la frase más repetida por todos los mileuristas consultados.

#### Texto 2

La generación «nini» es responsable de su propia situación de desempleo en España.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿con qué desafíos se enfrentan los mileuristas españoles?
3. ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué?/¿Por qué no?
4. ¿Crees que España ofrece suficientes oportunidades de formación para la juventud? ¿Por qué?/¿Por qué no?

#### Source from:

[https://www.elconfidencial.com/economia/2016-05-19/salario-medio-espanoles-sueldos\\_1202108/](https://www.elconfidencial.com/economia/2016-05-19/salario-medio-espanoles-sueldos_1202108/)

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

## Spanish

### Advanced Subsidiary

### Paper 3: Speaking (Task 1)

### Instructions to the teacher-examiner

**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

## STIMULUS SP5

### Task 1

#### Tema: La evolución de la sociedad española

#### El impacto turístico en España

##### Texto 1

El turismo masivo es un clásico que vuelve a salvar a España, aunque existen las advertencias acerca de los desafíos de un negocio basado en un modelo insostenible. El veraneo de playa, sol y precios bajos sigue siendo el motor económico del país. Sin embargo, la estacionalidad turística es uno de los factores más criticados por expertos y trabajadores del sector. Ellos piden buscar nuevas fórmulas para alargar la temporada de turismo, porque el turismo estacional implica el empleo precario con trabajadores contratados sólo para el verano y en condiciones de baja calidad. El objetivo de esto es mantener los hoteles abiertos en los restantes nueve meses del año.

##### Texto 2

España no promueve lo suficiente el turismo sostenible.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿cuáles son las desventajas del turismo estacional en España?
3. ¿Qué opinas de la afirmación del segundo texto? ¿Por qué?
4. ¿Qué alternativas ofrece España para fomentar un turismo más ecológico?

#### Source from:

<http://www.eleconomista.es/espana/noticias/6014300/08/14/El-turismo-masivo-un-clasico-que-vuelve-a-salvar-a-Espana-pese-a-sus-sombras.html>

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

## Spanish

### Advanced Subsidiary

### Paper 3: Speaking (Task 1)

### Instructions to the teacher-examiner

**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

## STIMULUS SP6

### Task 1

#### Tema: La evolución de la sociedad española

#### El impacto turístico en España

##### Texto 1

Los turistas con conciencia ecológica y respeto por el medio ambiente quieren seguir con sus hábitos sostenibles durante las vacaciones. Para escaparse unos días de la rutina exigen alojamientos respetuosos, actividades verdes o restaurantes con comida ecológica. La organización Ecovamos ha creado la primera comunidad digital en España donde se pueden encontrar y compartir sugerencias de ocio, experiencias y destinos turísticos verdes. Esta gran comunidad se ha convertido en un punto de encuentro entre empresas con propuestas inspiradoras. A través de este portal web, los usuarios pueden explorar tiendas, restaurantes, alojamientos, festivales y otras actividades que luchan por la ecología y el bienestar de la región que visitan.

##### Texto 2

Las costas españolas son ejemplo del monstruo urbanístico del turismo.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿cuál es el principal objetivo de la organización Ecovamos?
3. ¿Qué opinas de la afirmación del segundo texto?
4. ¿Por qué crees que España depende tanto del turismo?

#### Source from:

<http://www.lavanguardia.com/vida/20170828/43887716375/comunidad-ocio-turismo-sostenible-digital.html>



# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

### Spanish

**Advanced Subsidiary**

**Paper 3: Speaking (Task 2)**

**Instructions to the teacher-examiner**

**You do not need any other materials.**

### Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

P59995A

©2019 Pearson Education Ltd.

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



Turn over ►



Pearson

## STIMULUS SP7

### Task 2

**Tema: La cultura política y artística en el mundo hispanohablante**

#### La música

**La música hispana, como el reguetón, no sólo trata de temas inapropiados, sino que también promueve mensajes positivos.**

1. ¿Por qué crees que los ritmos y estilos musicales del mundo hispano son tan populares?
2. ¿Crees que el mensaje de la música que has estudiado tiene un impacto en la sociedad hispana? ¿Por qué?/¿Por qué no?

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

### Spanish

**Advanced Subsidiary**

**Paper 3: Speaking (Task 2)**

**Instructions to the teacher-examiner**

**You do not need any other materials.**

### Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

## STIMULUS SP8

### Task 2

**Tema: La cultura política y artística en el mundo hispanohablante**

#### La música

**Para ser un cantante o músico hispano con fama y popularidad, hay que tener carisma y, sobre todo, talento.**

1. ¿Qué opinas del éxito que ha tenido el cantante o músico hispano que conoces?
2. ¿Crees que los cantantes o músicos hispanos tienen influencia en la sociedad actual?  
¿Por qué?/¿Por qué no?

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

### Spanish

**Advanced Subsidiary**

**Paper 3: Speaking (Task 2)**

**Instructions to the teacher-examiner**

**You do not need any other materials.**

### Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

## STIMULUS SP9

### Task 2

**Tema: La cultura política y artística en el mundo hispanohablante**

#### Los medios de comunicación

**A causa de la revolución digital, los periódicos impresos podrían desaparecer en el mundo hispano.**

1. ¿Qué hace que sean tan populares las redes digitales informativas?
2. ¿Crees que es importante seguir publicando los periódicos regionales en el mundo hispano? ¿Por qué?/¿Por qué no?

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

### Spanish

**Advanced Subsidiary**

**Paper 3: Speaking (Task 2)**

**Instructions to the teacher-examiner**

**You do not need any other materials.**

### Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

P59995A

©2019 Pearson Education Ltd.

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



Turn over ►



Pearson

## STIMULUS SP10

### Task 2

**Tema: La cultura política y artística en el mundo hispanohablante**

#### Los medios de comunicación

**Además de su popularidad, las telenovelas hispanas son famosas por enseñar las variedades del idioma español.**

1. Desde tu punto de vista ¿qué influencia tiene una telenovela del mundo hispanohablante que has estudiado?
2. ¿Qué opinas de los temas que presentan las telenovelas en el mundo hispanohablante?



# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

### Spanish

**Advanced Subsidiary**

**Paper 3: Speaking (Task 2)**

**Instructions to the teacher-examiner**

**You do not need any other materials.**

### Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

P59995A

©2019 Pearson Education Ltd.

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



Turn over ►



Pearson

## STIMULUS SP 11

### Task 2

**Tema: La cultura política y artística en el mundo hispanohablante**

**Los festivales y las tradiciones**

**Algunas fiestas hispanas se consideran controvertidas.**

1. ¿Qué actitud tienen los hispanos hacia una o algunas de sus fiestas tradicionales?
2. ¿Ha habido algunos cambios en la fiesta hispana que has estudiado? ¿Por qué?

# Pearson Edexcel Level 3 GCE

## Summer 2019

Time: 27 to 30 minutes (total) which includes 15 minutes' preparation time

Paper Reference **8SP0/03**

### Spanish

**Advanced Subsidiary**

**Paper 3: Speaking (Task 2)**

**Instructions to the teacher-examiner**

**You do not need any other materials.**

### Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions 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.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

Turn over ►

P59995A

©2019 Pearson Education Ltd.

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



Pearson

## STIMULUS SP 12

### Task 2

**Tema: La cultura política y artística en el mundo hispanohablante**

#### **Los festivales y las tradiciones**

**La fiesta de las quinceañeras es una celebración hispana que sigue trascendiendo fronteras, a pesar del gasto que representa para la familia.**

1. ¿Por qué crees que son tan importantes las tradiciones familiares para los hispanohablantes?
2. ¿Crees que se puede justificar el coste de una celebración hispana que conozcas?