

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

General instructions to the teacher-examiner

Summer 2019

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

Paper Reference

9SP0/03

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.

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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 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, 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.

AL Spanish speaking

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, 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 2 or 5
Candidate 2	Card 6 or 7
Candidate 3	Card 3 or 4
Candidate 4	Card 9 or 10
Candidate 5	Card 8 or 12
Candidate 6	Card 1 or 12
Candidate 7	Card 1 or 5
Candidate 8	Card 3 or 10
Candidate 9	Card 4 or 9
Candidate 10	Card 7 or 11
Candidate 11	Card 6 or 8
Candidate 12	Card 2 or 12

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 Spanish
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



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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. La legalización del matrimonio de parejas del mismo sexo ha sido un proceso fácil.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿la mayoría de los españoles ha aceptado la legalización del matrimonio homosexual? ¿Por qué (no)?*
2. *¿Cuál fue la reacción de la Iglesia católica en España a la legalización del matrimonio homosexual?*

B. No hay una estructura típica en la familia española de hoy.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿existe una familia típica hoy en España?*
2. *¿Cómo eran las familias tradicionales españolas en el pasado?*

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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. La fuga de cerebros es un resultado directo del desempleo en España.

Compulsory teacher/examiner questions:

1. *¿Cuál crees que es la principal causa de la fuga de cerebros en España?*
2. *¿Qué medidas se han propuesto para remediar el problema?*

B. El porcentaje de “ninis” en España sigue siendo muy preocupante.

Compulsory teacher/examiner questions:

1. *¿Por qué es preocupante el número de jóvenes que ni estudian ni trabajan en España?*
2. *¿Cuáles son las causas de la tasa tan alta de “ninis” en España?*

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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. El sector del turismo está cambiando para satisfacer la nueva demanda en España.

Compulsory teacher/examiner questions:

1. *¿Estás de acuerdo con esta afirmación?*
2. *¿Qué importancia económica tiene el sector turístico para España?*

B. El sector turístico en España se ha desarrollado sin planificación.

Compulsory teacher/examiner questions:

1. *¿Crees que hubo suficiente planificación en el desarrollo de la industria turística en España?*
2. *¿Cuáles son las ventajas del desarrollo del sector turístico en España?*

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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 hispana tradicional nunca pasará de moda.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿por qué ha sobrevivido la música hispana tradicional hasta el día de hoy?*
2. *¿Cuáles son las características de la música tradicional hispana que has estudiado?*

B. Los jóvenes hispanos valoran la música tradicional de la sociedad en que nacieron.

Compulsory teacher/examiner questions:

1. *¿Estás de acuerdo con esta afirmación?*
2. *¿Qué tipo de música prefieren los jóvenes hispanos?*

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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. La prensa escrita sigue siendo indispensable en los países hispanos.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿por qué sobreviven los periódicos impresos hispanos?*
2. *¿Cuáles son los periódicos o revistas populares en el país hispano que tú conoces?*

B. El crecimiento de la prensa digital amenaza la cultura tradicional de la sociedad hispana.

Compulsory teacher/examiner questions:

1. *¿Crees que la prensa digital ha afectado a la cultura tradicional de la sociedad hispanohablante?*
2. *¿Cuáles son las ventajas de la prensa digital para los países hispanos?*

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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. Las costumbres típicas perviven tanto como antes en la sociedad hispana.

Compulsory teacher/examiner questions:

1. *¿Crees que los hispanos todavía valoran sus costumbres típicas?*
2. *¿Puedes explicar las costumbres hispanas más importantes que conoces?*

B. La globalización está matando la expresión de la cultura hispana.

Compulsory teacher/examiner questions:

1. *¿Estás de acuerdo con la declaración? ¿Por qué (no)?*
2. *¿Cuáles son las tradiciones hispanas que se conocen por el mundo?*

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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. Los inmigrantes aportan más a la sociedad que lo que reciben del gobierno español.

Compulsory teacher/examiner questions:

1. *¿Estás de acuerdo con la declaración? ¿Por qué (no)?*
2. *¿Qué aportan los inmigrantes a la economía española?*

B. Las mujeres españolas se han beneficiado mucho del crecimiento de la inmigración.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿se han beneficiado las mujeres españolas de la inmigración?*
2. *¿Qué otro impacto positivo ha tenido la llegada de los inmigrantes en la sociedad española?*

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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. Los inmigrantes en España tienden a sufrir más pobreza que los españoles.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿son inferiores las condiciones de trabajo de muchos inmigrantes?*
2. *¿Qué hace el gobierno para apoyar a los inmigrantes?*

B. Ahora la política del gobierno español se centra en la integración de los inmigrantes en el país.

Compulsory teacher/examiner questions:

1. *¿Hasta qué punto afronta el gobierno español el desafío de la integración de los inmigrantes en la sociedad española?*
2. *¿Cuáles son los desafíos de la integración de los inmigrantes? ¿Por qué?*

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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. La inmigración es un tema social que provoca gran polémica en el público español.

Compulsory teacher/examiner questions:

1. *¿Qué opinas de la declaración?*
2. *¿Qué opinan los españoles sobre los derechos de los inmigrantes en España?*

B. El enfoque político hacia la Inmigración en España siempre se considera positivo.

Compulsory teacher/examiner questions:

1. *¿Qué opinas del enfoque político en España hacia la inmigración?*
2. *¿Cómo es la reacción pública hacia la inmigración?*

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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. La Guerra Civil creó divisiones políticas y sociales irreparables.

Compulsory teacher/examiner questions:

1. *¿Crees que la Guerra Civil creó divisiones en España?*
2. *¿Qué apoyo extranjero recibieron los dos bandos?*

B. La Iglesia promovió las divisiones en la sociedad española durante la Guerra Civil.

Compulsory teacher/examiner questions:

1. *¿Crees que la Iglesia desempeñó un papel importante durante la Guerra Civil?*
2. *¿Cuál fue la actitud de los republicanos hacia la Iglesia católica?*

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STIMULUS SP11

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. Bajo Franco, la vida era más fácil para los españoles que vivían en el campo.

Compulsory teacher/examiner questions:

1. *¿Crees que la vida en los pueblos rurales de España era fácil durante el franquismo?*
2. *¿Cómo era la vida para los españoles en las ciudades grandes durante la dictadura?*

B. A causa de las atrocidades, los españoles vivían condenados a un silencio forzoso.

Compulsory teacher/examiner questions:

1. *¿Por qué usó Franco el miedo durante su régimen?*
2. *¿Cuáles fueron algunas de las atrocidades cometidas durante la dictadura?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2019

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

Paper Reference

9SP0/03

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.

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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 rey Juan Carlos facilitó el desarrollo de una constitución democrática.

Compulsory teacher/examiner questions:

1. *En tu opinión, ¿cuál fue la política clave que introdujo el rey Juan Carlos al principio de su reinado?*
2. *¿Qué hizo el rey para poder pacificar el intento de golpe de Estado de 1981?*

B. El rey Juan Carlos tuvo mucha oposición en España contra su plan de democratización.

Compulsory teacher/examiner questions:

1. *¿Qué opinaban los falangistas y los militares de Juan Carlos al comienzo de su reinado?*
2. *¿Por qué los españoles izquierdistas apoyaron por fin al rey con su plan de democratización?*

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