



General Certificate of Education  
Advanced Level Examination  
June 2010

## Spanish

## SPA4T/SPA4V

### Unit 4 Speaking Test

#### Examiner's Material

To be conducted by the teacher examiner between 7 March and 15 May 2010 (SPA4T)  
To be conducted by the visiting examiner between 7 March and 15 May 2010 (SPA4V)

**Time allowed:** 35 minutes (including 20 minutes preparation time)

#### Instructions

- During the 20 minutes preparation time candidates are required to prepare **one** of the two stimulus cards given to them.
- Candidates may make notes during the preparation time only on the Additional Answer Sheet provided. **They must not write on the card.**
- Candidates should take the stimulus card with them into the examination room. They may refer to the card and any notes they have made at any time during this section of the test.
- Candidates should hand the stimulus card and the Additional Answer Sheet to you before the start of the conversation section of the test.

#### Information

- The test will last approximately 15 minutes and will consist of a stimulus card (5 minutes), and a conversation based on the **two** Cultural Topics studied by the candidate (10 minutes).
- Candidates will be expected to choose one of the two opinions on their chosen stimulus card and outline their point of view to you for approximately one minute. They must then defend and justify this opinion.
- Candidates must **not** use a dictionary.

TARJETA A	
Topic	<b>ENVIRONMENT</b>
Sub-topic	<b>Pollution</b>

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



## ¿Qué futuro tiene el planeta?

### Opinión 1

El planeta está cada vez más contaminado. Vamos hacia una catástrofe total.

### Opinión 2

Finalmente el Hombre se ha dado cuenta de los peligros de la polución. Con la colaboración de todos podemos crear un mundo más limpio.

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**Notes for Examiners**

Where the candidate is defending **Opinión 1**, you might use the following:

- las iniciativas internacionales
- la co-operación global
- las campañas ecologistas
- la nueva generación de automóviles

Where the candidate is defending **Opinión 2**, you might use the following:

- el nivel de CO<sub>2</sub> en la atmósfera
- el cambio climático
- la falta de legislación efectiva
- la creciente industrialización

Turn over ►

<b>TARJETA B</b>	
Topic	<b>THE MULTICULTURAL SOCIETY</b>
Sub-topic	<b>Racism</b>

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
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## ¿Es posible una sociedad multicultural?

### Opinión 1

La sociedad multicultural es una fantasía peligrosa. La mezcla de distintas razas siempre trae problemas.

### Opinión 2

Somos todos seres humanos. Sólo necesitamos respeto mutuo y tolerancia para vivir en armonía con personas de otras culturas.

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**Notes for Examiners**

Where the candidate is defending **Opinión 1**, you might use the following:

- la contribución económica de los inmigrantes
- la cultura enriquecida
- la creciente integración
- la paz en el mundo

Where the candidate is defending **Opinión 2**, you might use the following:

- los distintos valores y religiones
- el conflicto de identidad de los jóvenes
- los inmigrantes y la delincuencia
- los guetos

Turn over ►

<b>TARJETA C</b>	
Topic	<b>CONTEMPORARY SOCIAL ISSUES</b>
Sub-topic	<b>Wealth and poverty</b>

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
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## ¿Podemos eliminar la pobreza?

### Opinión 1

Un mundo donde no haya ni ricos ni pobres es un sueño imposible.

### Opinión 2

Con la colaboración de los países ricos podemos erradicar la pobreza en el mundo.

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### Notes for Examiners

Where the candidate is defending **Opinión 1**, you might use the following:

- una obligación moral
- los derechos humanos
- el consumismo excesivo
- la erradicación de enfermedades

Where the candidate is defending **Opinión 2**, you might use the following:

- la definición de *pobreza*
- la naturaleza humana
- los efectos de una redistribución de la riqueza
- la riqueza y la felicidad

Turn over ►

<b>TARJETA D</b>	
Topic	<b>ENVIRONMENT</b>
Sub-topic	<b>Protecting the planet</b>

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



## Proteger el medio ambiente – ¿Está de moda?

### Opinión 1

Debe ser obligatoria la educación medioambiental en las escuelas para que las generaciones futuras sepan cuidar la naturaleza.

### Opinión 2

Los grupos ecologistas son fanáticos catastrofistas: les encanta exagerar los problemas medioambientales.



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**Notes for Examiners**

Where the candidate is defending **Opinión 1**, you might use the following:

- las interpretaciones de los datos
- la desinformación
- los “ecofascistas”
- la indoctrinación de los niños

Where the candidate is defending **Opinión 2**, you might use the following:

- la sobreexplotación de los recursos
- las especies en peligro de extinción
- la desertización
- la deforestación

Turn over ►

TARJETA E	
Topic	<b>THE MULTICULTURAL SOCIETY</b>
Sub-topic	<b>Immigration</b>

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



## ¿Hay que limitar la inmigración?

### Opinión 1

Cada individuo tiene derecho a vivir donde quiere. El mundo es de todos.

### Opinión 2

La inmigración incontrolada puede tener un impacto muy negativo en un país desarrollado.

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**Notes for Examiners**

Where the candidate is defending **Opinión 1**, you might use the following:

- la masificación en las ciudades
- la capacidad limitada de los servicios
- los conflictos culturales
- la proliferación de enfermedades

Where the candidate is defending **Opinión 2**, you might use the following:

- la libertad de movimiento
- la igualdad de derechos
- los beneficios de una sociedad multicultural
- un mundo sin fronteras

Turn over ►

TARJETA F	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Law and order

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



## ¿Qué causa la delincuencia?

### Opinión 1

El alto nivel de delincuencia es el resultado de la falta de disciplina en los colegios. Se necesitan castigos más estrictos.

### Opinión 2

Un individuo se convierte en un delincuente por razones sociales. Es una víctima que necesita comprensión y ayuda.

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**Notes for Examiners**

Where the candidate is defending **Opinión 1**, you might use the following:

- la pobreza
- el desempleo
- la discriminación
- la ruptura de la familia

Where the candidate is defending **Opinión 2**, you might use the following:

- la intimidación en los colegios
- las sanciones no efectivas
- la responsabilidad parental
- la falta de respeto

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