

Pearson Edexcel Level 3 GCE

Spanish

Advanced Subsidiary

Paper 3: Speaking

General instructions to the teacher-examiner

Summer 2017

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

Paper Reference

8SP0/03

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: 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.

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

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

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Instructions

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- 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.

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STIMULUS SP1

Task 1

Tema: La evolución de la sociedad española

El cambio en la estructura familiar

Texto 1

El 3 de julio de 2005 España se convirtió en el tercer país de Europa y el cuarto del mundo en legalizar las uniones entre personas del mismo sexo, abriendo además la posibilidad de adoptar. Desde entonces, han contraído matrimonio en España más de 31 000 parejas homosexuales, de las cuales el 60 % eran parejas de hombres y el 40 % parejas de mujeres. La legalización del matrimonio homosexual pone a las parejas en una situación de igualdad legal con el resto de la ciudadanía.

El matrimonio homosexual es ya algo estable y una realidad consolidada en la sociedad española.

Texto 2

El matrimonio por la iglesia católica en España está perdiendo popularidad hoy en día.

- 1 ¿Cuáles son las ideas principales del primer texto?
- 2 Aparte del matrimonio, ¿qué otro derecho adquirieron las parejas homosexuales?
- 3 ¿Qué opinas de la afirmación del segundo texto? ¿Por qué?
- 4 ¿Cuáles crees que son las dificultades con las que se enfrentan las parejas en España?

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STIMULUS SP2

Task 1

Tema: La evolución de la sociedad española

El cambio en la estructura familiar

Texto 1

La violencia contra las mujeres ha existido siempre, pero se ha ocultado durante mucho tiempo. Con frecuencia las mujeres son maltratadas por algún miembro de su propia familia, así que evitan hablar del abuso por miedo o vergüenza. Las mujeres tienen 6 veces más probabilidades de ser agredidas por un familiar que por un desconocido. Según un estudio en España, el 10 % de las mujeres mayores de 18 años se ha sentido maltratado por alguien de su familia alguna vez en la vida.

En años más recientes el número de denuncias a la policía se ha incrementado.

Texto 2

Los hombres españoles son todavía muy machistas.

- 1 ¿Cuáles son las ideas principales del primer texto?
- 2 Según el primer texto, ¿por qué es difícil detectar la violencia contra la mujer?
- 3 ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
- 4 ¿Cómo ha cambiado el papel de la mujer en la familia española?

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STIMULUS SP3

Task 1

Tema: La evolución de la sociedad española

El mundo laboral

Texto 1

En España, desde la aprobación de la Constitución de 1978, se ha intentado eliminar todo trato discriminatorio y promover la igualdad de oportunidades entre los hombres y las mujeres. La presencia de cada vez más mujeres en el mercado laboral y sus logros en la educación muestran avances en la sociedad española.

No obstante, las estadísticas siguen mostrando que todavía persisten importantes desigualdades entre los sexos. Las mujeres siguen estando empleadas mayoritariamente en los sectores peor remunerados. Además, la maternidad afecta negativamente a las tasas de empleo femenino.

Texto 2

Los empresarios aprecian las cualidades que aportan tanto las mujeres como los hombres al mercado laboral.

- 1 ¿Cuáles son las ideas principales del primer texto?
- 2 Según el primer texto, ¿cómo sabemos que existe todavía desigualdad en el mundo laboral?
- 3 ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
- 4 En tu opinión, ¿se hace lo suficiente en España para conseguir la igualdad de género en el mercado laboral?

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Spanish

Advanced Subsidiary

Paper 3: Speaking (Task 1)

Instructions to the teacher-examiner

Summer 2017

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STIMULUS SP4

Task 1

Tema: La evolución de la sociedad española

El mundo laboral

Texto 1

El mercado laboral siempre está cambiando. Cambia por causas económicas, e incluso por razones tecnológicas, pero también cambia según las nuevas necesidades de las personas, especialmente de los trabajadores jóvenes. Sus prioridades ya no son las mismas que las de sus padres a la hora de buscar un trabajo. Estos jóvenes saben que trabajarán más años que las generaciones pasadas, y también entienden que ya no estarán en una misma empresa toda la vida.

Las nuevas generaciones españolas no sólo valoran el salario, sino también la flexibilidad del horario y el tiempo de ocio.

Texto 2

“Es mejor trabajar para vivir que vivir sólo para trabajar”. Alejandro, 21 años.

- 1 ¿Cuáles son las ideas principales del primer texto?
- 2 Según el primer texto, ¿cómo han cambiado las prioridades de los trabajadores jóvenes de ahora?
- 3 ¿Estás de acuerdo con lo que dice Alejandro? ¿Por qué (no)?
- 4 La situación económica, ¿cómo ha afectado al mercado laboral en España?

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STIMULUS SP5

Task 1

Tema: La evolución de la sociedad española

El impacto turístico en España

Texto 1

España es uno de los países que más dependen del turismo. Este sector representa el 10,2 % del Producto Interior Bruto y el 11,5 % del empleo. El turismo aportó 124 000 millones de euros a la economía española en 2015. Las cifras confirman que este sector es el que más crece y el que más empleo genera. Uno de cada siete puestos de trabajo creados en España en 2015 correspondió al sector turístico.

Todos los destinos turísticos aumentan sus ingresos. Dos factores contribuyeron al incremento de la actividad turística: la recuperación de la demanda nacional y la inestabilidad política de los principales competidores, Egipto y Turquía.

Texto 2

El sector turístico ofrece la única solución para los españoles que buscan empleo.

- 1 ¿Cuáles son las ideas principales del primer texto?
- 2 Según el primer texto, ¿por qué crece el sector turístico en España?
- 3 ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
- 4 ¿Cuáles son los efectos negativos del crecimiento del turismo en España?

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Paper 3: Speaking (Task 1)

Instructions to the teacher-examiner

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Paper Reference

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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.
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STIMULUS SP6

Task 1

Tema: La evolución de la sociedad española

El impacto turístico en España

Texto 1

El turismo en España tiene grandes impactos tanto positivos como negativos. Es una de las industrias más grandes, pero también es una de las que más daña el medio ambiente. Explota recursos naturales, destruye el paisaje y altera ecosistemas. Por ejemplo, los campos de golf requieren mucha agua, se recortan las playas para construir casas y las montañas son coronadas cada vez más por estaciones de esquí.

Sin embargo, con el desarrollo del turismo sostenible o el turismo verde, es posible hacer turismo y cuidar el medio ambiente al mismo tiempo. Por eso es muy importante concienciar a la gente para seguir conservando el medio ambiente.

Texto 2

Los turistas que visitan España no respetan el medio ambiente del lugar visitado.

- 1 ¿Cuáles son las ideas principales del primer texto?
- 2 Según el primer texto, ¿por qué es importante concienciar a la gente del impacto de la actividad turística?
- 3 ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
- 4 ¿Cuáles son los efectos positivos del turismo en España?

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Paper 3: Speaking (Task 2)

Instructions to the teacher-examiner

Summer 2017

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Paper Reference

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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.
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STIMULUS SP7

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

La música

A los jóvenes hispanos les interesan más las canciones extranjeras que las hispanas.

- 1 ¿Por qué crees que la música en lengua extranjera es tan popular en los países hispanohablantes?
- 2 ¿Qué importancia tiene la música hispana en la sociedad?

Pearson Edexcel Level 3 GCE

Spanish

Advanced Subsidiary

Paper 3: Speaking (Task 2)

Instructions to the teacher-examiner

Summer 2017

**Time: 27 to 30 minutes (total), which includes
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Paper Reference

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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.
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STIMULUS SP8

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

La música

Las canciones hispanas tienen una letra muy importante que afecta a la gente de varias maneras.

- 1 ¿Cuál es el mensaje que quiere transmitir la música hispana que tú conoces?
- 2 ¿Qué impacto tiene la música hispana en la sociedad?

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Paper 3: Speaking (Task 2)

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STIMULUS SP9

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

Los medios de comunicación

Debido al desarrollo de los medios de comunicación, se han visto enormes cambios en la sociedad hispana.

- 1 ¿Cómo han desarrollado los medios de comunicación en el mundo hispanohablante?
- 2 ¿Qué impacto han tenido estos cambios en la sociedad hispana?

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STIMULUS SP10

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

Los medios de comunicación

La televisión en los países hispanohablantes está demasiado influenciada por programas extranjeros.

- 1 ¿Qué influencia tienen los programas extranjeros en el mundo hispanohablante?
- 2 ¿Por qué es tan popular el programa de televisión de origen hispano que conoces?

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STIMULUS SP11

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

Los festivales y las tradiciones

Ciertas fiestas mantienen viva la religión en el mundo hispanohablante.

- 1 ¿Qué papel juega la religión en el festival hispano que conoces?
- 2 ¿Crees que las fiestas son importantes en la sociedad hispana? ¿Por qué (no)?

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Spanish

Advanced Subsidiary

Paper 3: Speaking (Task 2)

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STIMULUS SP12

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

Los festivales y las tradiciones

A pesar de algunos inconvenientes, las celebraciones nacionales y regionales tienen la ventaja de unir a la gente.

- 1 ¿Qué importancia tiene el festival hispano que conoces?
- 2 ¿Cuáles son los aspectos negativos de alguna fiesta hispana?