

Pearson Edexcel Level 3 GCE

Spanish

Advanced Subsidiary

Paper 3: Speaking

General instructions to the teacher/examiner

Summer 2018

**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

Durante las últimas décadas, la realidad de la familia española ha cambiado; el problema del desempleo ha disminuido la independencia juvenil y ha retrasado la decisión de formar una familia. Los datos de Eurostat mencionan que la edad media para casarse ha aumentado en los últimos 30 años. Hoy en día, las mujeres se casan a los 32 años, mientras que los hombres a los 34; un 56 % de parejas opta más por la convivencia que por el matrimonio. Es fácil entender que los jóvenes no sólo tengan menos hijos, sino que comiencen a tenerlos mucho más tarde.

Texto 2

La igualdad de responsabilidades domésticas entre hombres y mujeres ha sido el mayor cambio en la familia española actual.

1. ¿Cuáles son las ideas principales del primer texto?
2. De acuerdo con los datos de Eurostat, ¿qué cambios se han visto en los últimos 30 años?
3. ¿Qué opinas de la afirmación del segundo texto? ¿Por qué?
4. ¿A qué otros cambios se enfrenta la familia española?

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STIMULUS SP2

Task 1

Tema: La evolución de la sociedad española

El cambio en la estructura familiar

Texto 1

En España, el 80 % de los jóvenes menores de 30 años sigue sin dejar la casa de sus padres. El empleo y la vivienda son dos factores clave para que una persona joven «inicie el tránsito a una vida adulta». Sin embargo, vivir con sus padres es la única estrategia que tienen, ya que para muchos, la familia es la principal fuente de bienestar. Aunque algunos les echen la culpa por quedarse en casa, sólo el 20 % de los menores de 30 años consigue independizarse debido a la ausencia de viviendas sociales y la dificultad de alquilar casa. Volar del nido es cada vez más complicado.

Texto 2

En la familia española, los abuelos tienen que hacerse cargo de los nietos.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿por qué es cada vez más difícil para los jóvenes españoles independizarse?
3. ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
4. ¿Cómo han cambiado las relaciones dentro de la familia española?

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STIMULUS SP3

Task 1

Tema: La evolución de la sociedad española

El mundo laboral

Texto 1

Desde 2016, la edad de jubilación mínima en España ha ido aumentando. Como resultado, en 2027 los españoles que hayan trabajado más de 38 años y seis meses podrán jubilarse a los 65 años de edad. Sin embargo, el resto de los trabajadores tendrá que esperar hasta los 67 años. La nueva ley obligará a los españoles a trabajar más años y cobrar más tarde su pensión. Según el Gobierno, esta medida es necesaria para sostener el sistema de Seguridad Social del país, afectado por la crisis económica.

Texto 2

La crisis económica en España ha causado enormes cambios en el mundo laboral.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿cuáles serán los principales cambios para los españoles en su vida laboral?
3. ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
4. ¿Crees que hay igualdad de oportunidades para todos en las empresas españolas? ¿Por qué (no)?

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Paper 3: Speaking (Task 1)

Instructions to the teacher/examiner

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STIMULUS SP4

Task 1

Tema: La evolución de la sociedad española

El mundo laboral

Texto 1

Las mujeres en España no siempre han podido dedicar tanto tiempo a su vida profesional como los hombres. En el pasado, el machismo y la influencia de la religión, entre otros factores, constituían los principales obstáculos con los que se encontraba la mujer para poder progresar profesionalmente. Sin embargo, en los últimos años, gracias a la planificación familiar, el desarrollo tecnológico de los electrodomésticos y la necesidad de dos sueldos para la familia, ahora la mujer ha ido accediendo al mundo del trabajo de una forma más regular.

Texto 2

Conciliar la vida profesional y la familia es sólo cosa de mujeres.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿qué ha facilitado la entrada de la mujer al mundo laboral?
3. ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
4. ¿Crees que hay una gran brecha salarial entre hombres y mujeres en España? ¿Por qué (no)?

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Task 1

Tema: La evolución de la sociedad española

El impacto turístico en España

Texto 1

El turismo español se transforma. Más allá de la oferta de sol y playa, una nueva generación de turistas viaja para comprar. Nos encontramos con el turismo de ciudades. Las grandes ciudades compiten por atraer turistas y crear un lugar capaz de satisfacer a sus visitantes. Según un estudio de Turespaña, el 40 % de turistas ha viajado para ir de compras. Madrid y Barcelona se encuentran entre las 10 ciudades más atractivas para hacer compras. Según el informe, los consumidores valoran la calidad de las tiendas, la conveniencia y la cultura de estos destinos. Pocos países disfrutan de tantos privilegios.

Texto 2

El turismo de sol y playa siempre será indispensable para la economía de España.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿por qué algunas ciudades españolas atraen el turismo de compras?
3. ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
4. ¿A qué desafíos se enfrenta la industria turística española hoy en día?

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Paper 3: Speaking (Task 1)

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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.
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STIMULUS SP6

Task 1

Tema: La evolución de la sociedad española

El impacto turístico en España

Texto 1

La base del turismo sostenible es respetar al máximo el medio ambiente y la cultura local, así como fomentar el empleo y los beneficios de los lugareños. Muchos viajeros, que buscan conocer el mundo sin dañarlo, ya planifican su viaje de una forma más sostenible y aprovechan sus vacaciones para conocer la cultura y las costumbres del lugar que visitan. Evitan restaurantes o establecimientos de grandes empresas internacionales y buscan lo tradicional y auténtico. Cada vez más empresas españolas ofrecen a los visitantes una forma mucho más sostenible de disfrutar de su estancia en el país.

Texto 2

Es la responsabilidad de la industria turística fomentar los viajes que no afecten a la naturaleza.

1. ¿Cuáles son las ideas principales del primer texto?
2. Según el primer texto, ¿cuáles son las preferencias gastronómicas de los turistas hoy en día?
3. ¿Estás de acuerdo con la afirmación del segundo texto? ¿Por qué (no)?
4. ¿Crees que el turismo de sol y playa en España puede causar más daños que beneficios?

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Paper 3: Speaking (Task 2)

Instructions to the teacher/examiner

Summer 2018

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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

La música hispana nace de una mezcla de estilos e influencias.

1. ¿Cuál es el origen de la música hispana que conoces?
2. Explícame la popularidad de un estilo de música hispana que has estudiado.

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Spanish

Advanced Subsidiary

Paper 3: Speaking (Task 2)

Instructions to the teacher/examiner

Summer 2018

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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

Los cantantes hispanos usan su música para concienciar a sus seguidores de cuestiones sociales.

1. ¿Cuál es el mensaje político o social del artista o grupo que has estudiado?
2. Explícame el impacto de este artista o grupo y su música.

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STIMULUS SP9

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

Los medios de comunicación

En el mundo hispanohablante, el uso de Internet es cada vez más popular.

1. ¿Por qué crees que el uso de internet ha influido en la sociedad hispana?
2. ¿Cuáles son los efectos de Internet para 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

Los hábitos televisivos no han cambiado en los países hispanos.

1. ¿Qué tipos de programas son los más populares en el mundo hispano? ¿Y por qué?
2. ¿Cuál es el impacto de la televisión en la vida diaria de los hispanos?

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STIMULUS SP 11

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

Los festivales y las tradiciones

Las fiestas y tradiciones hispanas representan una parte esencial de la identidad cultural de una región.

1. ¿Cuáles son los principales aspectos culturales de una fiesta hispana que conoces?
2. ¿Crees que las fiestas son relevantes en la sociedad hispanohablante actual? ¿Por qué (no)?

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STIMULUS SP12

Task 2

Tema: La cultura política y artística en el mundo hispanohablante

Los festivales y las tradiciones

Las fiestas y tradiciones hispanas requieren una inversión económica enorme.

1. ¿Cuál es el coste social en la celebración de la fiesta hispana que has estudiado?
2. ¿Cuáles son los beneficios que aporta esa fiesta a la comunidad local?