



General Certificate of Education
Advanced Level Examination
June 2012

Spanish

SPA4T/SPA4V

Unit 4 Speaking Test

Examiner's Material

To be conducted by the teacher examiner between 7 March and 15 May 2012 (SPA4T)
To be conducted by the visiting examiner between 7 March and 15 May 2012 (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	ENVIRONMENT
Sub-topic	Energy

- 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.

La energía nuclear, ¿es el futuro?



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Opinión 1

La única forma de energía con la capacidad suficiente para satisfacer la demanda futura es la nuclear. Hay que empezar ahora mismo a construir más centrales nucleares.

Opinión 2

La producción de energía nuclear es demasiado peligrosa. La solar, la eólica y la biomasa son alternativas mejores.

Notes for Examiners

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

- la posibilidad de accidentes catastróficos
- el problema de los residuos radioactivos
- las ventajas medioambientales de las energías alternativas
- la amenaza de un ataque terrorista

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

- la creciente demanda de energía
- la energía nuclear es limpia y barata
- la tecnología nuclear ha avanzado mucho y hoy es segura
- hay que ser autosuficiente en el suministro de energía

Turn over ►

TARJETA B	
Topic	THE MULTICULTURAL SOCIETY
Sub-topic	Integration

- 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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¿Son buenos los matrimonios de raza mixta?



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Opinión 1

Casarse con una persona de otra raza siempre trae problemas. Es aconsejable buscar a una persona de tu propia cultura.

Opinión 2

El amor no reconoce diferencias raciales. Uno se enamora de la persona, no de su cultura.

Notes for Examiners

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

- el amor es lo más importante
- el círculo familiar se verá enriquecido culturalmente
- producirá una próxima generación más tolerante
- un paso hacia el verdadero multiculturalismo

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

- el conflicto de culturas y valores distintos
- la pareja vive entre dos comunidades
- son problemáticas la identidad y la educación de los hijos
- puede llevar al aislamiento social de la pareja

Turn over ►

TARJETA C	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Wealth and poverty

- 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).
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- 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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¿Vale la pena donar dinero a las organizaciones caritativas?



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Opinión 1

Donar dinero a las organizaciones caritativas es inútil. No estamos seguros de que el dinero llegue a la gente necesitada.

Opinión 2

Todos tenemos que poner nuestro granito de arena. Aunque sólo una parte de lo que donamos llegue a los pobres, es mejor que nada.

Notes for Examiners

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

- una excusa para no hacer nada
- es una obligación moral compartir nuestra riqueza
- existen organizaciones establecidas y fiables como la Cruz Roja, la ONU etc.
- hay que responder a emergencias: terremotos, inundaciones, sequías...

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

- las donaciones se gastan en costes administrativos
- la corrupción entre los administradores
- la responsabilidad de los gobiernos de los países pobres
- ya contribuimos con la ayuda internacional

Turn over ►

TARJETA D	
Topic	ENVIRONMENT
Sub-topic	Protecting the planet

- 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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- You may make notes in your preparation time and refer to them during this part of the test.

¿Qué hacer con la basura?



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Opinión 1

El problema medioambiental más preocupante es la enorme cantidad de basura que generamos. Estamos produciendo cada vez más residuos sin pensar en lo que podemos hacer con ellos.

Opinión 2

Los residuos son el resultado natural de una economía fuerte. Es muy sencillo adoptar medidas eficaces para aprovecharlos.

Notes for Examiners

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

- hoy en día es mucho más fácil reciclar
- enseñamos a los niños las 3 Rs
- convertimos residuos en energía: la biomasa
- exportamos cosas útiles a países menos desarrollados

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

- seguimos produciendo envases innecesarios
- tirar la basura en vertederos no es una opción infinita
- el problema de controlar los vertederos ilegales
- el coste de recoger y tratar la basura

Turn over ►

TARJETA E	
Topic	THE MULTICULTURAL SOCIETY
Sub-topic	Racism

- 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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Las leyes anti-racistas: ¿la mejor forma de combatir el racismo?



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Opinión 1

En una sociedad multicultural, el racismo es inaceptable. Los individuos que expresan actitudes racistas deben ser castigados por la ley.

Opinión 2

Las leyes anti-racistas son represivas e injustas. ¿Por qué no puedo expresar libremente mi opinión sobre las costumbres de la gente de otras culturas?

Notes for Examiners

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

- ¿cómo se define el racismo?
- ¿castigamos palabras o acciones?
- el peligro para la democracia de reprimir ideas
- es mejor la educación que la coerción

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

- el gobierno debe transmitir un fuerte mensaje anti-racista
- es fundamental proteger a las minorías vulnerables
- la gente que no respeta las distintas culturas es racista
- debemos combatir actitudes antisociales y fomentar la tolerancia

Turn over ►

TARJETA F	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Impact of scientific and technological progress

- 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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¿Se puede vivir sin Internet?



Opinión 1

Se necesita un ordenador con conexión a Internet en cada hogar. Es esencial para poder funcionar en el mundo actual.

Opinión 2

Se vive mejor "desconectado." Un hogar sin Internet es más tranquilo y más sano.

Notes for Examiners

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

- el problema de la ciberadicción
- las malas consecuencias del sedentarismo
- el trabajo está siempre presente en casa
- la importancia de la comunicación cara a cara

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

- el acceso a información sin límites
- la facilidad de sacar billetes, entradas, hacer reservas etc.
- más oportunidades de mantenerse en contacto
- las ventajas de hacer compras sin salir de casa

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