

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

General instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 and 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, if candidate 4 conducted their examination before the 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, if candidate 4 conducted their examination before the 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 1 or 12
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 2 or 5
Candidate 7	Card 1 or 5
Candidate 8	Card 7 or 11
Candidate 9	Card 4 or 9
Candidate 10	Card 3 or 10
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



BLANK PAGE



Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 El papel de los abuelos en las familias españolas sigue siendo muy importante.

Compulsory teacher-examiner questions:

1. *¿Cuál ha sido el papel tradicional de los abuelos en la familia española?*
2. *Los cambios en la familia, ¿cómo han afectado el papel de los abuelos españoles?*

B El matrimonio es cada vez más popular en España.

Compulsory teacher-examiner questions:

1. *Los españoles valoran mucho el matrimonio hoy. ¿Estás de acuerdo?*
2. *¿Crees que la mayoría de los españoles acepta todo tipo de matrimonio hoy? ¿Por qué (no)?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 mujer en España ha conseguido igualdad de oportunidades en el mundo laboral.

Compulsory teacher-examiner questions:

1. *En tu opinión, ¿hasta qué punto tienen las mujeres igualdad en el mundo laboral?*
2. *¿Cuáles han sido los cambios en la ley que han facilitado el compaginar la vida familiar y el trabajo?*

B En España no es fácil compaginar la vida familiar y el trabajo.

Compulsory teacher-examiner questions:

1. *En tu opinión, ¿los hombres y las mujeres españoles desempeñan un papel igualitario en cuanto al trabajo doméstico?*
2. *¿Cuál es la actitud actual de los españoles hacia la baja maternal y la paternal?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 ecoturismo se ha establecido como modelo turístico muy importante para España.

Compulsory teacher-examiner questions:

1. *¿Crees que la oferta turística en España es suficientemente variada? ¿Por qué?*
2. *En tu opinión, ¿qué importancia tiene el ecoturismo para España?*

B España es un destino turístico de masas principalmente para vacaciones de sol y playa.

Compulsory teacher-examiner questions:

1. *Las playas españolas son el principal atractivo para los turistas. ¿Qué opinas?*
2. *En tu opinión, ¿cuáles han sido los peores efectos del turismo de sol y playa en España?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 de los países hispanohablantes está fuertemente conectada con su país de origen.

Compulsory teacher-examiner questions:

1. *¿Cuáles son las características principales de un género de música hispana que hayas estudiado?*
2. *¿Qué importancia tiene esa música para el país donde se originó?*

B La música tradicional en el mundo hispanohablante ha evolucionado a través de los años.

Compulsory teacher-examiner questions:

1. *La música tradicional no es la misma hoy que antes. ¿Estás de acuerdo? ¿Por qué (no)?*
2. *En tu opinión, ¿qué papel juega actualmente esa música en la sociedad hispanohablante?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 Internet es el medio de comunicación más popular hoy en la sociedad hispana.

Compulsory teacher-examiner questions:

1. *¿Es Internet el medio de comunicación más popular en algún país hispanohablante que tú conozcas? ¿Por qué (no)?*
2. *¿Cuáles son los otros medios más usados en los países hispanos? Y, ¿para qué se usan?*

B Internet ha mejorado la vida de los hispanos.

Compulsory teacher-examiner questions:

1. *En tu opinión, ¿se ha mejorado la vida de los hispanos gracias a Internet?*
2. *¿Cuál es el impacto negativo de Internet en la vida social de los hispanohablantes?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 Todos los festivales hispanos tienen su origen en celebraciones religiosas.

Compulsory teacher-examiner questions:

1. *¿Qué importancia tiene la religión en los festivales hispanos?*
2. *Aparte de la religión, ¿qué función tiene la celebración de los festivales hispanos?*

B Gracias a sus fiestas tradicionales, la cultura hispana se mantiene viva.

Compulsory teacher-examiner questions:

1. *¿Son importantes las fiestas tradicionales para mantener viva la cultura? ¿Por qué (no)?*
2. *¿Qué se aprende sobre un país hispano estudiando sus fiestas tradicionales?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 La inmigración ha cambiado por completo el mercado laboral en España.

Compulsory teacher-examiner questions:

1. *Los inmigrantes han cambiado mucho el mercado laboral español. ¿Estás de acuerdo? ¿Por qué (no)?*
2. *¿Hasta qué punto ha contribuido la inmigración al crecimiento económico español?*

B La inmigración enriquece la cultura española.

Compulsory teacher-examiner questions:

1. *¿De dónde vienen los inmigrantes a España? Y, ¿por qué vienen?*
2. *¿Qué aportan los inmigrantes a la cultura española?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 España se ha convertido en uno de los principales países receptores de inmigrantes.

Compulsory teacher-examiner questions:

1. *¿Cuáles son los riesgos económicos de la inmigración para la sociedad española?*
2. *¿Por qué deciden emigrar a España tantas personas?*

B A los inmigrantes les cuesta mucho asumir las costumbres españolas.

Compulsory teacher-examiner questions:

1. *¿Hasta qué punto han tenido que adaptarse los inmigrantes que llegan a España?*
2. *¿Cuáles son las dificultades lingüísticas con las que se enfrentan los inmigrantes?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 Los españoles son muy tolerantes hacia la inmigración.

Compulsory teacher-examiner questions:

1. *¿Estás de acuerdo con que los españoles son muy tolerantes hacia la inmigración?*
2. *En tu opinión, ¿cómo influyen los medios de comunicación en la opinión pública hacia la inmigración?*

B Los partidos políticos usan la inmigración como arma electoral.

Compulsory teacher-examiner questions:

1. *Los partidos políticos manipulan la verdad sobre la inmigración para ganar popularidad. ¿Estás de acuerdo? ¿Por qué (no)?*
2. *En tu opinión, ¿cuáles son las causas de la xenofobia en España?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 comenzó por culpa de la violencia política de la derecha y de la izquierda.

Compulsory teacher-examiner questions:

1. *En tu opinión, ¿cómo contribuyeron los asesinatos políticos a que estallara la Guerra Civil?*
2. *¿Por qué ocurrió el golpe de Estado?*

B La Guerra Civil comenzó debido a la polarización de la sociedad en dos bandos.

Compulsory teacher-examiner questions:

1. *La Guerra Civil fue inevitable debido a las grandes divisiones en la sociedad. ¿Estás de acuerdo? ¿Por qué (no)?*
2. *¿Cuáles fueron las ideologías de los dos bandos que lucharon en la guerra?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

STIMULUS SP11

Task 1

Tema: La dictadura franquista y la transición a la democracia

La dictadura franquista

Haz las **DOS** preguntas asociadas con la declaración (A o B) elegida por el/la alumno/a en el orden indicado.

A La opresión social aumentó durante la dictadura de Franco.

Compulsory teacher-examiner questions:

1. *¿Cómo se vieron afectadas las familias españolas bajo Franco?*
2. *¿Qué papel desempeñaba la Iglesia católica durante la dictadura de Franco?*

B El régimen franquista intentó dominar todos los aspectos de la vida política española.

Compulsory teacher-examiner questions:

1. *¿Existía alguna libertad política bajo la dictadura franquista? ¿Por qué (no)?*
2. *En tu opinión, ¿por qué se opuso Franco a la ideología de izquierdas?*

Pearson Edexcel Level 3 GCE

Spanish

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

Summer 2018

**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.

Turn over ►

P58234A

©2018 Pearson Education Ltd.

1/1/1/1/1



Pearson

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 Adolfo Suárez fue la figura clave en la transición a la democracia.

Compulsory teacher-examiner questions:

1. *¿Por qué fue nombrado Adolfo Suárez primer ministro después de la muerte de Franco?*
2. *¿Qué papel desempeñó Suárez en la democratización del país?*

B El golpe de Estado de 1981 ocurrió sólo porque el Ejército no podía aceptar el Gobierno democrático.

Compulsory teacher-examiner questions:

1. *¿Crees que el golpe de Estado fue el resultado de tensiones entre el Gobierno y el Ejército?*
2. *¿Qué otros factores influyeron en el golpe de Estado?*