



GCE A LEVEL

A810U10-1



S19-A810U10-1



SPANISH – A level component 1

CARDS 1-12

2019

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SPANISH – A level component 1

CARD 1

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 1 – Being a young person in Spanish-speaking society***La cambiante fisonomía del matrimonio***

España aprobó en 2005 la ley de matrimonio igualitario que permitió el matrimonio homosexual. La igualdad significaba para el Gobierno que se tuvieran todos los derechos, incluso a la adopción.

El examinador / la examinadora hablará contigo sobre esta afirmación:

Según algunos españoles, el matrimonio gay pone en peligro la familia tradicional en España/en otros países del mundo hispanico.



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SPANISH – A level component 1

CARD 2

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 2 – Understanding the Spanish-speaking world***Patrimonio y Cultura en España: el Parque Güell***

El Parque Güell es uno de los principales sitios turísticos de Barcelona. Es un enorme jardín con peculiares elementos arquitectónicos como la Fuente del Dragón, realizados por el arquitecto Antonio Gaudí.

El examinador / la examinadora hablará contigo sobre esta afirmación:

Los sitios artísticos como el Parque Güell son cada vez más importantes hoy en día para los jóvenes españoles.



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CARD 3

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 3 – Diversity and difference***La inmigración y el enriquecimiento cultural***

La emigración de mujeres magrebíes se veía como pasiva, con una adaptación difícil a la sociedad occidental. Las mujeres recién llegadas de Marruecos parecen ajustarse a la sociedad española sin sentirse marginadas.

El examinador / la examinadora hablará contigo sobre esta afirmación:

La integración de mujeres inmigrantes en España/otros países hispánicos da esperanzas para una futura sociedad integrada.



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CARD 4

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 4 – The two Spains: 1936 onwards***El tratamiento inhumano de prisioneros republicanos***

El documental *Los campos del silencio* recupera la memoria histórica, centrándose en los presos republicanos. Fueron condenados a trabajar como esclavos. Su único delito había sido defender un gobierno democráticamente elegido.

El examinador / la examinadora hablará contigo sobre esta afirmación:

Es lamentable que una parte de la sociedad española no quiera reconocer los crímenes del franquismo.



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CARD 5

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 5 – Being a young person in Spanish-speaking society***Oportunidades laborales para jóvenes mexicanos***

En México acabar una carrera profesional no garantiza un empleo. Hay 884.237 parados entre los titulados universitarios. La tasa de desempleo es menos alta para los jóvenes que solo tienen el bachillerato.

El examinador / la examinadora hablará contigo sobre esta afirmación:

Para los jóvenes en países hispanicos ir a la universidad es una pérdida de tiempo y dinero.



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CARD 6

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 6 – Understanding the Spanish-speaking world***El Museo Nacional Reina Sofía***

El Museo Nacional Reina Sofía es uno de los museos más importantes de Madrid y ofrece al visitante una extensa colección de obras de arte contemporáneo español.

El examinador / la examinadora hablará contigo sobre esta afirmación:

Es lamentable que en los países hispanicos pocos jóvenes vayan a los museos de arte.



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CARD 7

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 7 – Diversity and difference***Motivos de los emigrantes***

Los jóvenes españoles sufren una tasa de paro del 36%, además de inestabilidad y bajos salarios. La mayoría considera muy probable que tenga que emigrar tarde o temprano.

El examinador / la examinadora hablará contigo sobre esta afirmación:

La historia se repite: igual que sus abuelos, los jóvenes españoles/en países hispánicos tienen que emigrar por trabajo.



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SPANISH – A level component 1

CARD 8

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 8 – The two Spains: 1936 onwards***Vida diaria de las mujeres en la España de Franco***

La sociedad española se transformó durante la dictadura de Franco. La situación de la mujer sufrió un gran retroceso frente a sus avances durante la República. La Iglesia controló la educación femenina.

El examinador / la examinadora hablará contigo sobre esta afirmación:

“Sé la esposa que él siempre soñó.” Muchos españoles prefieren olvidarse de la subordinación de la mujer al hombre bajo el franquismo.



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SPANISH – A level component 1

CARD 9

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 9 – Being a young person in Spanish-speaking society***Tendencias de los jóvenes hispánicos***

Hoy la mayoría de los jóvenes mira los tatuajes como una forma de arte y de expresión individual. El porcentaje de jóvenes españoles que tiene tatuajes es del 26%.

El examinador / la examinadora hablará contigo sobre esta afirmación:

El culto a los tatuajes y piercings les encanta a muchos jóvenes en países hispánicos.



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SPANISH – A level component 1

CARD 10

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 10 – Understanding the Spanish-speaking world***La música en el mundo hispanohablante***

El reggaetón da una voz potente a la juventud latina. Muchas canciones tienen temas de fiestas y sexo, como 'Gasolina' de Daddy Yankee que difundió el reggaetón por el mundo.

El examinador / la examinadora hablará contigo sobre esta afirmación:

Para muchos jóvenes en países hispanicos la música del reggaetón es muy atractiva.



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SPANISH – A level component 1

CARD 11

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 11 – Diversity and difference

Cómo combatir la marginación



El Ayuntamiento de Murcia introduce un programa para prevenir situaciones de exclusión y marginación entre los jóvenes. Se tratan aspectos como el comportamiento social, la autoestima y la sexualidad.

El examinador / la examinadora hablará contigo sobre esta afirmación:

Es imprescindible enseñar a los jóvenes hispánicos a evitar la marginación y la exclusión.



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SPANISH – A level component 1

CARD 12

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Spain or Spanish-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 12 – The two Spains: 1936 onwards***Recuperación de la memoria histórica: los desaparecidos***

La Asociación para la Recuperación de la Memoria Histórica ha recordado al Gobierno que España tiene 114.226 hombres y mujeres que permanecen en fosas comunes, sin haber sido identificados y enterrados dignamente por sus familias.

El examinador / la examinadora hablará contigo sobre esta afirmación:

Es imprescindible que los jóvenes españoles recuerden los crímenes del franquismo.



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SPANISH – A level component 1

CARDS 1-12

EXAMINER'S BOOKLET

2019

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01

INSTRUCTIONS FOR EXAMINERS

Task setting and format of the assessment

In preparation for the speaking assessment the learner will have undertaken an independent research project. The task related to the theme-based stimulus card will be set by WJEC, but the candidate will have a choice from two cards. The speaking assessment will be conducted at centres by a visiting examiner appointed by WJEC. He/she will conduct and mark the assessment which will be digitally recorded.

During preparation for the speaking assessment candidates must complete the independent research pro-forma providing the title of their research project and outlining up to 10 key points **in English**. The purpose of the pro-forma is to provide the visiting examiner with some prior information about the candidate's chosen independent research project. The pro-forma will be sent by the centre to the visiting examiner at least three weeks **before** the beginning of the assessment period in April. The candidate may bring a copy of the pro-forma to the speaking assessment which he/she can use as a prompt if necessary for the presentation and discussion. The pro-forma is an aid to memory only and will **not** provide linguistic support in Spanish.

Learners are **not** permitted to choose for their independent research project any of the literary works or films which they have studied for their written assessment in Component 3.

The assessment will comprise the following tasks:

Task 1 – Presentation and discussion on candidate's independent research project

- (a) Each candidate will give a spoken presentation in Spanish of an independent research project, selected by the candidate. The presentation will last **2 minutes**. If the presentation lasts longer than the allocated time the visiting examiner will interrupt the candidate with a question related to the independent research project. This will indicate the beginning of the discussion. There are no additional marks available for a presentation which extends beyond 2 minutes.
- (b) A discussion in Spanish comprising responses by the candidate to questions relating to their independent research project. The questions will be set and asked by the visiting examiner. The discussion will last **9-10 minutes maximum**.

After **Task 1** has been completed the candidate will be given **5 minutes preparation time** in the examination room with the visiting examiner to prepare for **Task 2** – the theme-based discussion.

Task 2 – Theme-based discussion

A discussion in Spanish based on a stimulus card containing an image with related text on one of the sub-themes, as set out in this A level specification. The visiting examiner will offer the candidate two stimulus cards. The candidate must pick one of these cards and he/she will then prepare the discussion point on that stimulus card during the allocated preparation time.

At the end of the **5 minutes preparation time**, the visiting examiner will initiate a discussion with the candidate based on the stimulus card he/she has prepared. After the candidate has responded to the discussion point on the card, the visiting examiner will then ask the candidate **one** further question. This supplementary question will be **unseen**.

At the start of the discussion, candidates must make reference to information in the stimulus text, to show the examiner that they have understood that material. Candidates can talk about Spain or Spanish-speaking countries/communities, depending on the context in which they have studied the themes or sub-themes. **This does not apply to the country-specific theme**. This instruction will be stated on the front of the stimulus card.

The candidate will be required to ask the visiting examiner **at least two** questions. Should the candidate omit to ask any questions during the assessment, the visiting examiner will ask the candidate in Spanish whether he/she has any questions to ask. If there is time within the discussion, the examiner will explore other points related to the sub-theme. The examiner will also follow up points raised by the candidate during the discussion.

Task taking

On the day(s) when the assessment is conducted, each candidate will arrive at the appointed time for the speaking assessment with the visiting examiner. **There will be no formal preparation time before the assessment begins.**

Candidates are not permitted to use dictionaries in any part of the assessment.

If the candidate has chosen to use a copy of the *independent research project* pro-forma as an aid to memory, he/she will show it to the visiting examiner before the assessment begins. This is to ensure that the copy only contains notes in English. A copy of a pro-forma found to contain notes in Spanish will be retained by the visiting examiner and the candidate will not have access to it during the assessment. The assessment will commence with the candidate's presentation of the independent research project which will last a **maximum of 2 minutes**. This will then be followed by a discussion with the visiting examiner based on the project lasting **9-10 minutes maximum**. At the end of the discussion on the presentation, if a copy of the pro-forma has been used by the candidate it will be handed to the visiting examiner.

The visiting examiner will then show the candidate two theme-based stimulus cards. The candidate will choose which card he/she would like to prepare. **The candidate will have sight of the two cards when choosing between them.** The candidate will be given **5 minutes preparation time** in the examination room with the visiting examiner. During the preparation time the candidate may, if he/she wishes, make notes in Spanish or English on a separate piece of paper, **not** on the card. The candidate may refer to these notes during the assessment of the theme-based stimulus card. The notes are **an aid to memory** and **must not** constitute whole sentences or a complete text. Reading out whole sentences or a complete text will have a detrimental effect on a candidate's spontaneity.

The candidate will hand the notes to the visiting examiner at the end of the assessment. The visiting examiner will keep the notes and any copy of the pro-forma used by the candidate until the end of the Enquiry about Results period.

Timings for each part of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be marked.

Conduct of the assessment

Candidates will be allowed only **one** attempt at the assessment. Once the recording begins it cannot be paused or stopped during the assessment of either Task 1 or Task 2. The visiting examiner will leave the recording running during the 5 minutes preparation time allocated to the candidate prior to the assessment of Task 2. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the visiting examiner's control which prevents the completion of the assessment. In any such circumstance the visiting examiner will inform WJEC immediately and inform the examinations' officer at the centre.

The examiner must ensure that each candidate is given the cards in the order as listed in the grid below. If, however, one of the cards in the candidate's set contains content that the candidate has covered in his/her independent research project, the examiner can choose an alternative set of cards.

Spanish 2019			
Candidate no.	Cards	Candidate no.	Cards
1.	7 & 8	13.	6 & 4
2.	2 & 9	14.	2 & 11
3.	3 & 5	15.	7 & 1
4.	8 & 11	16.	8 & 5
5.	12 & 9	17.	11 & 12
6.	10 & 4	18.	5 & 2
7.	6 & 9	19.	3 & 4
8.	1 & 3	20.	1 & 10
9.	9 & 7	21.	4 & 7
10.	10 & 5	22.	10 & 11
11.	4 & 1	23.	9 & 6
12.	9 & 11	24.	12 & 3

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Card 1 – Being a young person in Spanish-speaking society

La cambiante fisionomía del matrimonio

España aprobó en 2005 la ley de matrimonio igualitario que permitió el matrimonio homosexual. La igualdad significaba para el Gobierno que se tuvieran todos los derechos, incluso a la adopción.

The examiner must begin by asking the candidate the following question:

Según algunos españoles, el matrimonio gay pone en peligro la familia tradicional en España/en otros países del mundo hispánico. ¿Hasta qué punto estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

¿No es sorprendente que España haya sido pionera en introducir el matrimonio gay con derecho a adopción? ¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • traditional family structures in Spain or Spanish-speaking countries/communities • whether gay marriage endangers family values in Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • the influence of the Church in Spain or Spanish speaking-countries/communities • how Spain overtook countries like Holland in allowing gay couples to adopt <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 2 – Understanding the Spanish-speaking world

Patrimonio y Cultura regional en España: el Parque Güell

El Parque Güell es uno de los principales sitios turísticos de Barcelona. Es un enorme jardín con peculiares elementos arquitectónicos como la Fuente del Dragón, realizados por el arquitecto Antonio Gaudí.

The examiner must begin by asking the candidate the following question:

Los sitios artísticos como el Parque Güell son cada vez más importantes hoy en día para los jóvenes españoles. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Crees que un parque es un lugar apropiado para exhibir artefactos artísticos? ¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> the importance of public spaces in Spain or Spanish-speaking countries/communities how such spaces can provide relaxation in Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> whether they agree or disagree with the concept of displaying art in public places in Spain or Spanish-speaking countries/communities their views on whether art can enhance nature in Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 3 – Diversity and difference

La inmigración y el enriquecimiento cultural

La emigración de mujeres magrebíes se veía como pasiva, con una adaptación difícil a la sociedad occidental. Las mujeres recién llegadas de Marruecos parecen ajustarse a la sociedad española sin sentirse marginadas.

The examiner must begin by asking the candidate the following question:

La integración de mujeres inmigrantes en España/otros países hispánicos da esperanzas para una futura sociedad integrada. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Crees que para una mujer inmigrante es más difícil adaptarse a la sociedad española que para un hombre? ¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • how female immigrants were historically passive in Spain or Spanish-speaking countries/communities • the alleged changes among the new wave of female immigrants in Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • how female immigrants may have been traditionally subordinated to their husbands in Spain or Spanish-speaking countries/communities • the importance of female immigrants emerging from the shadow of their families in Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 4 – The two Spains: 1936 onwards

El tratamiento inhumano de prisioneros republicanos

El documental *Los campos del silencio* recupera la memoria histórica, centrándose en los presos republicanos. Fueron condenados a trabajar como esclavos Su único delito había sido defender un gobierno democráticamente elegido.

The examiner must begin by asking the candidate the following question:

Es lamentable que una parte de la sociedad española no quiera reconocer los crímenes del franquismo. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Por qué tuvo éxito el franquismo al imponer el silencio y miedo sobre los *desaparecidos* republicanos?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • how even today some Spaniards prefer to forget the Civil War • whether they believe that Franco was a war criminal <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • whether Franco's repression was a reign of terror • whether history has been kind to the Franco dictatorship <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 5 – Being a young person in Spanish-speaking society

Oportunidades laborales para jóvenes mexicanos

En México acabar una carrera profesional no garantiza un empleo. Hay 884.237 parados entre los titulados universitarios. La tasa de desempleo es menos alta para los jóvenes que solo tienen el bachillerato.

The examiner must begin by asking the candidate the following question:

Para los jóvenes en países hispánicos ir a la universidad es una pérdida de tiempo y dinero. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Qué soluciones podría haber para la alta tasa de paro entre los titulados hispanohablantes?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> the high rate of graduate unemployment in Mexico/Spanish-speaking countries/communities whether it is a waste of time for young people in Mexico/ Spanish-speaking countries/communities to go to university <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> solutions for the high rate of graduate unemployment in Mexico/Spanish-speaking countries/communities the financial benefits of not going to university in Mexico/Spanish-speaking countries/communities and getting a job after leaving school <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 6 – Understanding the Spanish-speaking world

El Museo Nacional Reina Sofía

El Museo Nacional Reina Sofía es uno de los museos más importantes de Madrid y ofrece al visitante una extensa colección de obras de arte contemporáneo español.

The examiner must begin by asking the candidate the following question:

Es lamentable que en los países hispánicos pocos jóvenes vayan a los museos de arte. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Hasta qué punto crees que los museos en los países hispanos deberían jugar un papel fundamental en la enseñanza escolar?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • whether they agree with the statement or not • whether young people in Hispanic countries/communities might find art galleries boring / stimulating <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • whether art galleries should play an important role in education in Spanish-speaking countries/communities • how young people in Hispanic countries/communities could be taught to appreciate their national art <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 7 – Diversity and difference

Motivos de los emigrantes

Los jóvenes españoles sufren una tasa de paro del 36%, además de inestabilidad y bajos salarios. La mayoría considera muy probable que tenga que emigrar tarde o temprano.

The examiner must begin by asking the candidate the following question:

La historia se repite: igual que sus abuelos, los jóvenes españoles/en países hispánicos tienen que emigrar por trabajo. ¿Hasta qué punto estás de acuerdo?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Cuáles son las repercusiones negativas o positivas en España / los países hispánicos de la marcha de los jóvenes emigrantes?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • whether they agree or not with the statement • why it may be necessary for young people to emigrate from Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • some of the benefits of youth emigration from Spain or Spanish-speaking countries/communities • the disadvantages of youth emigration for Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 8 – The two Spains: 1936 onwards

Vida diaria de las mujeres en la España de Franco

La sociedad española se transformó durante la dictadura de Franco. La situación de la mujer sufrió un gran retroceso frente a sus avances durante la República. La Iglesia controló la educación femenina.

The examiner must begin by asking the candidate the following question:

“Sé la esposa que él siempre soñó.” Muchos españoles prefieren olvidarse de la subordinación de la mujer al hombre bajo el franquismo. ¿Estás de acuerdo o no? Da tus razones.

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Crees que Franco usó la Iglesia para justificar el trato a las mujeres?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • the status of women under Franco’s regime • whether they agree with the subordination of women under Franco <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • Franco’s relationship with the Church and religion • Franco’s control of women <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 9 – Being a young person in Spanish-speaking society

Tendencias de los jóvenes hispánicos

Hoy la mayoría de los jóvenes españoles mira los tatuajes como una forma de arte y de expresión individual. El porcentaje de jóvenes españoles que tiene tatuajes es del 26%.

The examiner must begin by asking the candidate the following question:

El culto a los tatuajes y piercings les encanta a muchos jóvenes en países hispánicos. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Hasta qué punto crees que los jóvenes hispanohablantes están perjudicando su imagen ahora y en el futuro?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • this trend among young people in Spain/Spanish-speaking countries/communities • whether tattoos and piercings may be a passing phenomenon <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • their views about whether the trend may affect the career of young Hispanics • the right of young Hispanics to be individually different <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 10 – Understanding the Spanish-speaking world

La música en el mundo hispanohablante

El reggaetón da una voz potente a la juventud latina. Muchas canciones tienen temas de fiestas y sexo, como 'Gasolina' de Daddy Yankee, que difundió el reggaetón por el mundo.

The examiner must begin by asking the candidate the following question:

Para muchos jóvenes en países hispanicos la música del reggaetón es muy atractiva. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Crees que el reggaetón incluye unos valores que no siempre se aceptan en la sociedad tradicional?
¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> the content of reggaeton songs in Spain or Spanish-speaking countries/communities the catchy nature of reggaeton music in Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> the positive aspects of reggaeton music in Spain or Spanish-speaking countries/communities the negative aspects of reggaeton in Spain or Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 11 – Diversity and difference

Cómo combatir la marginación

El Ayuntamiento de Murcia introduce un programa para prevenir situaciones de exclusión y marginación entre los jóvenes. Se tratan aspectos como el comportamiento social, la autoestima y la sexualidad.

The examiner must begin by asking the candidate the following question:

Es imprescindible enseñar a los jóvenes hispánicos a evitar la marginación y la exclusión. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Crees que el ciberacoso es un problema grave en España/ los países hispanos? Da tus razones.

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> the importance of teaching young people in Spain or Spanish-speaking countries/communities about marginalisation whether exclusion is a problem in Spain or Spanish-speaking countries/communities <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> cyberbullying in Spain or Spanish-speaking countries/communities solutions for cyberbullying in Spain/ Spanish-speaking countries/communities <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

Card 12 – The two Spains: 1936 onwards

Recuperación de la memoria histórica: los desaparecidos.

La Asociación para la Recuperación de la Memoria Histórica ha recordado al Gobierno que España tiene 114.226 hombres y mujeres que permanecen en fosas comunes, sin haber sido identificados y enterrados dignamente por sus familias.

The examiner must begin by asking the candidate the following question:

Es imprescindible que los españoles recuerden los crímenes del franquismo. ¿Por qué sí o por qué no?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

¿Crees que es importante enseñar a los jóvenes españoles sobre la Guerra Civil en la escuela?
¿Por qué sí o por qué no?

AO4	<p>In response to the discussion point on the stimulus card the candidate may discuss:</p> <ul style="list-style-type: none"> • how Republican and Nationalist deaths were treated after the end of the Civil War • whether a country like Spain needs to remember violent conflicts in the past <p>In response to the unseen question the candidate may discuss:</p> <ul style="list-style-type: none"> • the place of the Civil War in Spanish school curriculums • why the Civil War is not widely taught in Spanish schools <p>The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u></p>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner at least two relevant questions during the assessment, the examiner must ask the candidate in Spanish if he/she has any questions to ask.

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