



GCE AS/A LEVEL

2810U10-1E



S23-2810U10-1E

2023

SPANISH – AS unit 1

SET A – CARDS A1–A6

SET B – CARDS B1–B3

TEACHER EXAMINER'S BOOKLET

2810U101E
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Card A1 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *la gastronomía típica*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Comer churros con chocolate es una costumbre típica en España y los países hispanohablantes.

Opinión B

- Los jóvenes españoles prefieren comer perritos calientes.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinión A • Give examples of other popular Spanish/Latin-American snacks • Eating out is popular. For example, paella, tapas • Set menus at lunchtime are good value and benefit the local economy Opinión B • Fast food is cheap • International snack food is popular • It is easily available The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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Card A2 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *las fiestas*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las fiestas típicas con toros forman parte de la vida normal en muchos países hispanohablantes.

Opinión B

- Las fiestas taurinas son crueles y están pasadas de moda.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinión A • Bullfighting / bull running is an essential part of some fiestas • They reflect local culture • They are good for tourism Opinión B • They are cruel • They are expensive • They are an anachronism The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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Card A3 – Understanding the Spanish-speaking world

Sub-theme: Regional culture and heritage in Spain, Spanish-speaking countries and communities

Abajo verás dos posturas sobre *los idiomas regionales*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- El castellano debería ser el idioma dominante en todas las regiones de España.

Opinión B

- Hablar catalán es imprescindible para los habitantes de Catalunya.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinión A • It is a national language • It is spoken in Spain, North and South America • It is a global language Opinión B • Regional languages are important • They reinforce local identity • Benefits of speaking more than one language The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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Card A4 – Understanding the Spanish-speaking world

Sub-theme: Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre *el cine*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Las películas en español son interesantes porque reflejan la cultura de los países hispanohablantes.

Opinión B

- Las películas en español son muy aburridas.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinión A • They are rich and varied • They are famous abroad • Films reflect the cultural heritage and language of the country Opinión B • Foreign films are more popular • American blockbusters are more accessible to young people • Films in Spanish are inferior The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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Card A5 – Understanding the Spanish-speaking world

Sub-theme: Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre *la música*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La música hispana refleja las tradiciones culturales de la región o el país.

Opinión B

- Los jóvenes en los países hispanohablantes prefieren la música en inglés.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinión A • Regional music in the Spanish-speaking world is very rich and varied • Regional dances and songs • Music is part of the regional identity Opinión B • Popularity of music in English and other languages • Other types of music • Traditional music is out of date The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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Card A6 – Understanding the Spanish-speaking world

Sub-theme: Literature, art, film and music in the Spanish-speaking world

Abajo verás dos posturas sobre *la literatura*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- La literatura en español es famosa y se aprecia en todo el mundo.

Opinión B

- Los jóvenes hispanohablantes prefieren los juegos de ordenador a la lectura.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinión A • Literature in Spanish is rich • Literature from Spain and Latinamerica is very varied • It reflects the culture and heritage of the country Opinión B • Young people prefer computers to books • Reading is less and less popular • They prefer books by international authors The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation, in order to cover the opinions above. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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Card B1 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *los padres del mismo sexo*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Las nuevas leyes de igualdad para parejas del mismo sexo han resultado en lo que conocemos como una familia moderna. Algunos artistas, como Ricky Martin, han roto esquemas tradicionales y han tenido hijos con una madre sustituta, demostrando que no importa la orientación sexual, también pueden ser padres.

Examiner questions

1. ¿En qué consiste lo que se conoce como la familia moderna?
2. ¿Qué ha hecho Ricky Martin por ejemplo?
3. ¿Crees que puede haber inconvenientes para los hijos?

AO4	The candidate must cover all three prompts: 1. Families with parents of the same sex. 2. He has had a child with a surrogate. 3. Lack of understanding / bullying / teasing. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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Card B2 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *el consumo de alcohol, tabaco y droga*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Los jóvenes comienzan a consumir alcohol entre los 12–13 años. En esta edad empiezan las salidas nocturnas y sus grupos de iguales consumen alcohol. Para ser aceptado, el adolescente también se hace consumidor. Primero, comienzan con el tabaco y el alcohol. Luego pasarán a otras sustancias más potentes y adictivas.

Examiner questions

1. ¿Cuándo empiezan a consumir alcohol en España?
2. ¿Por qué empiezan a consumir alcohol?
3. ¿Hay riesgos de consumir alcohol a estas edades?

AO4	The candidate must cover all three prompts: 1. Around the ages of 12–13. 2. Peer pressure/start to go out at night. 3. Alcohol affects them more/they may go on to take other harder drugs. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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Card B3 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *los intercambios estudiantiles*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Cada año, más de 200 estudiantes españoles aprovechan para cursar un semestre en una universidad extranjera mediante un intercambio. Gracias a una oferta amplia y diversa, se busca dar a todo el mundo la oportunidad de tener una experiencia internacional. Permite conocer diferentes culturas y convivir con realidades distintas.

Examiner questions

1. Según el texto, ¿qué oportunidad tienen unos estudiantes universitarios en España?
2. ¿Hay ventajas de estudiar en una universidad extranjera?
3. ¿Hay inconvenientes?

AO4	The candidate must cover all three prompts: 1. They have the chance to study at a foreign university. 2. Experience other cultures etc. 3. Without a grant it could be expensive. The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.
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