



GCE AS/A LEVEL

2810U10-1E



S25-2810U10-1E

2025

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 *las tradiciones gastronómicas*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Ir de tapas es cada vez más popular.

Opinión B

- Los jóvenes hispanos prefieren la comida rápida.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Popular tradition amongst people of all ages. • <i>Tapas</i> reflect cuisine of the area. • Good, reasonably priced food. Opinión B • Young people prefer fast-food. • Influenced by the media or popular culture. • Eating food with foreign influences is trendy. 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 *los trajes típicos*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- Los españoles prefieren llevar traje típico durante las fiestas.

Opinión B

- El traje típico está pasado de moda.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Part of regional identity. • Helps maintain local traditions. • Pride in the region. Opinión B • Can be seen as old-fashioned. • Alienates some young people. • Can be expensive. 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

- Los idiomas regionales son muy importantes.

Opinión B

- El castellano es más importante que los idiomas regionales.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Official languages in regions. • Taught in schools. • Important part of local culture. Opinión B • More widely used throughout the country. • More accessible to visitors from other countries. • Dominant language worldwide. 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 *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 popular en español está muy de moda.

Opinión B

- La música tradicional española no les interesa a los jóvenes hispanos.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Lots of famous singers and rappers sing in Spanish. • Reggaetón is often sung in Spanish. • Songs in Spanish are popular in many countries. Opinión B • Traditional music is part of regional life. • Fiestas often involve music. • Young people often play in bands during fiestas. 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 *el cine*. Elige una de estas posturas que defenderás contra la postura contraria que será defendida por el examinador/la examinadora.

Opinión A

- El cine hispano es una riqueza cultural.

Opinión B

- Los jóvenes hispanos prefieren ver series de habla inglesa en Netflix.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Hispanic cinema has produced many iconic films. • Many Hispanic films are successful abroad (e.g. Almodóvar). • Films reflect the culture and language of the country where they are made. Opinión B • Wider choice on streaming platforms. • Young people are interested in series or films in English. • Films or series in Spanish have less appeal for young people. 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

- Vale la pena leer novelas clásicas en castellano.

Opinión B

- Los jóvenes hispanos prefieren leer cómics o novelas gráficas.

AO4	In response to the task on the stimulus card, the candidate may present and discuss the following: Opinión A • Reading classical novels teaches about culture. • Important part of education. • Reflects aspects of history. Opinión B • Young people read much less nowadays. • Comics and graphic novels are in fashion. • Encourage young people to read. 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 *las estructuras familiares*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Más de cuatro millones de mexicanos tienen un hogar unipersonal. Según una encuesta, esta población mayoritariamente joven aumentó casi un cincuenta por ciento de 2014 a 2024.

Muchos prefieren quedarse solteros hasta los treinta años. Se les permite trabajar desde cualquier sitio e incluso pueden mudarse a la ciudad que quieran.

Examiner questions

1. ¿Quién vive en un hogar unipersonal?
2. ¿Qué dice la encuesta sobre los hogares unipersonales?
3. Según el texto, ¿por qué algunos jóvenes mexicanos no quieren casarse?

AO4	The candidate must cover all three prompts: 1. People who live alone. 2. The number of single person households rose by almost 50% between 2014 and 2024 / the occupants are mostly young people. 3. They prefer to stay single into their thirties / they can work from anywhere / they can move to whichever city they like. 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 *la identidad personal*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

En España, uno de cada tres jóvenes tiene un tatuaje. Actualmente, los tatuajes están aceptados en la sociedad pero antes no fue así porque se asociaban a los delincuentes.

Hoy en día, muchos jóvenes españoles buscan maneras de expresar su propia personalidad. Los tatuajes les ofrecen la oportunidad de hacerlo.

Examiner questions

1. Según el texto, ¿qué muestra que los tatuajes son populares entre los jóvenes españoles?
2. ¿Cómo reaccionaba la gente a los tatuajes en el pasado?
3. ¿Qué importancia tiene un tatuaje para muchos jóvenes en España?

AO4	The candidate must cover all three prompts: 1. One in three young people in Spain has a tattoo. 2. They were not socially acceptable. 3. They offer young people an opportunity to express their personality. 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 *las oportunidades de trabajo*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

En 2023, se registró una bajada al 9,2% en la tasa de desempleo en Colombia. A pesar de este progreso, el país mantiene la tasa de desempleo más alta de América Latina.

Entre los jóvenes, la tasa sube al 19,4% para los varones pero, para las mujeres, está al 24,6%.

Examiner questions

1. ¿Qué ocurrió con la tasa de paro en Colombia en 2023?
2. ¿Qué dice el texto sobre el desempleo en América Latina?
3. ¿Por qué se puede decir que el problema del desempleo es peor para las jóvenes colombianas?

AO4	The candidate must cover all three prompts: 1. Unemployment rate <u>went down</u> in 2023. 2. Colombia has the highest unemployment rate in Latin America. 3. Unemployment is at 24.6% for young women. 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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