



GCE A LEVEL

A810U10-1



S25-A810U10-1



2025

SPANISH – A level component 1

CARDS 1–12

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SPANISH – A level component 1

CARD 1

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**

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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.

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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 Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

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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 buena ciudadanía***

En el mundo hispano, la buena ciudadanía no solo consiste en ayudar a los vecinos o cuidar el medio ambiente. Para muchos jóvenes, significa protestar de manera políticamente activa.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Los jóvenes hispanos son políticamente activos.



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CARD 2

INSTRUCTIONS TO CANDIDATES

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

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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.

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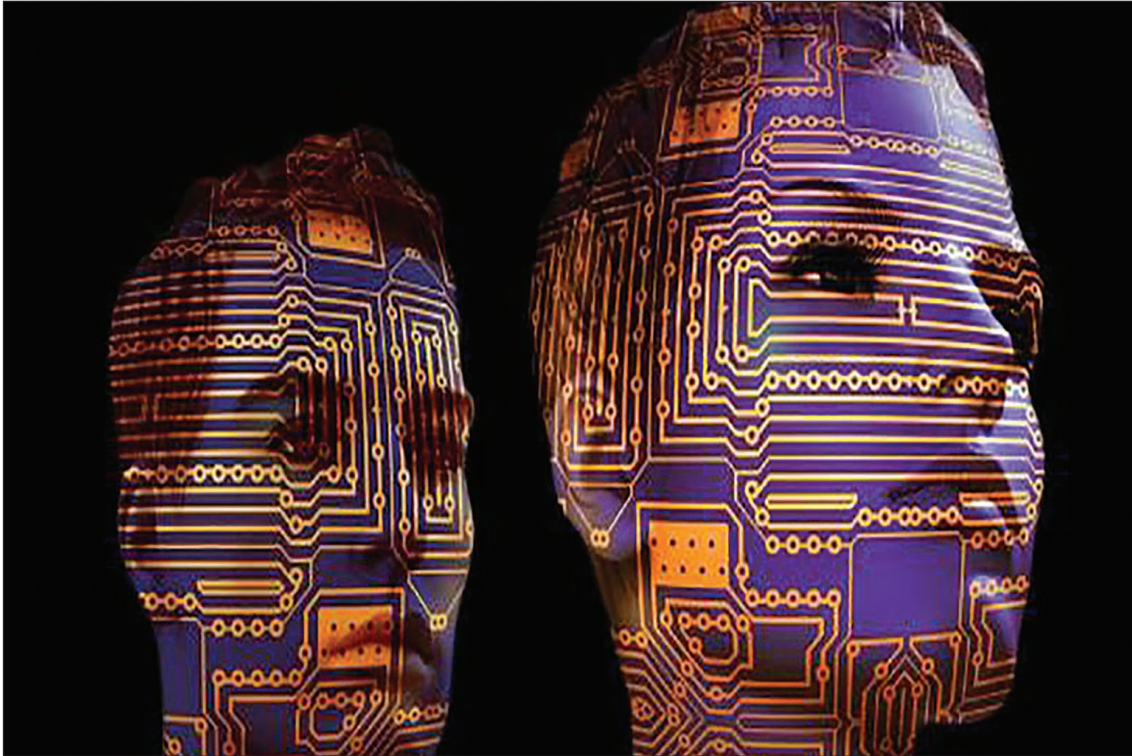
During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

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

Card 2 – Being a young person in Spanish-speaking society***Los jóvenes hispanos y la tecnología***

Desde la traducción y los vehículos autónomos, hasta el uso de ciertos programas para ayudar con los estudios, el uso de la inteligencia artificial está aumentando entre los jóvenes hispanos.

El examinador/la examinadora hablará contigo sobre esta afirmación:

El papel de la tecnología en la vida de los jóvenes hispanos está creciendo.



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CARD 3

INSTRUCTIONS TO CANDIDATES

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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**

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

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- Task 2 – Theme-based discussion 20 marks.

Card 3 – Being a young person in Spanish-speaking society***Oportunidades de estudio en el extranjero***

Erasmus es un programa de intercambio académico y cultural de la Unión Europea. Participan en él, gratuitamente, miles de jóvenes españoles cada año, sabiendo que más adelante influirá en sus carreras.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Los jóvenes del mundo hispano tienen muchas oportunidades de estudiar en el extranjero.



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CARD 4

INSTRUCTIONS TO CANDIDATES

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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**

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- Task 2 – Theme-based discussion 20 marks.

Card 4 – Understanding the Spanish-speaking world***Las costumbres***

Si hay una palabra española conocida en todo el mundo, es 'siesta'. Aunque, como otras costumbres, ya no es tan popular como antiguamente, sigue siendo parte de la vida de muchos españoles.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Las costumbres tradicionales son todavía una parte importante de la cultura del mundo hispano.



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CARD 5

INSTRUCTIONS TO CANDIDATES

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Task 1

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

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

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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**

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INFORMATION FOR CANDIDATES

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- Task 2 – Theme-based discussion 20 marks.

Card 5 – Understanding the Spanish-speaking world***Los museos y las galerías de arte***

Para homenajear el centenario de uno de los grandes maestros de la pintura española, Joaquín Sorolla y Bastida, se organizaron numerosas exposiciones, que atrajeron a miles de personas de toda España.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Los grandes artistas del mundo hispano son importantes para los hispanos.



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CARD 6

INSTRUCTIONS TO CANDIDATES

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Task 1

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

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

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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**

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- Task 2 – Theme-based discussion 20 marks.

Card 6 – Understanding the Spanish-speaking world***El cine en el mundo hispano***

Coofilm es un equipo multidisciplinar de mujeres y hombres que se han reunido para trabajar con un objetivo en común: impulsar la cinematografía contemporánea femenina hispana, mediante procesos colaborativos.

El examinador/la examinadora hablará contigo sobre esta afirmación:

El cine del mundo hispano debe incluir a más mujeres cineastas.



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CARD 7

INSTRUCTIONS TO CANDIDATES

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Task 1

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Task 2

Theme-based discussion

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Card 7 – Diversity and difference***Los factores que dificultan la integración***

Un problema para muchos migrantes hispanos en Estados Unidos es la barrera lingüística. La *Asociación Latinoamericana* ofrece cursos de inglés en línea y en persona a bajo coste durante todo el año.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Los emigrantes hispanos con frecuencia enfrentan barreras lingüísticas.



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CARD 8

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Theme-based discussion

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Card 8 – Diversity and difference

Cómo eliminar la marginalización



En Perú, la *Semana del Empleo Inclusiva* existe para ayudar a las personas con discapacidad a encontrar trabajo. También ofrece recomendaciones a empresas, entre estas: permitir el teletrabajo e implementar horarios flexibles.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Se está mejorando el acceso al empleo para las personas con discapacidad del mundo hispano.



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CARD 9

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Card 9 – Diversity and difference***La vida para las víctimas de la discriminación***

Hace 60 años se hicieron leyes contra el racismo en Cuba. A pesar de eso, el racismo permanece y el color de la piel puede influir en la vida diaria.

El examinador/la examinadora hablará contigo sobre esta afirmación:

El racismo diario causa muchos problemas en el mundo hispano.



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CARD 10

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Card 10 – The two Spains: 1936 onwards

Las consecuencias del franquismo



El franquismo se caracterizó por el miedo absoluto al comunismo. Franco abolió los derechos sindicales y laborales de la clase trabajadora y usó la propaganda anticomunista de manera poderosa.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Franco usaba mucho la propaganda para controlar a la gente.



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CARD 11

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Task 2

Theme-based discussion

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publicada en el Boletín Oficial del día 2 del corriente mes, todos los funcionarios y empleados de este Ayuntamiento, sin excepción, firmaran el "entorato" de la anterior circular; a continuación, a los efectos consiguientes.

Manresa, 5 de Agosto de 1940

Manresa

ENTRADOS

Juan	Permal Cortán	Ramon Santdevila
Mr. Sobies Oller	Severino Cusó	Manuel Bala
Juan	Ricardo Pina	Andrés Urgell
Juan	Juan	José Berro
Juan	José Rius	Salvador Padró
Juan	José M. Miquel	Ramon Gual
Juan	Baudilio Barro	Exandato Ballell
José Corominas	José Altimira	José Jovero
Juan	Juan	Ignacio Prat
Juan	Juan	Lorenzo Padis
Juan	Juan	Juan

En agosto de 1940, los funcionarios catalanes fueron obligados a firmar un documento que prohibía el uso de su idioma. El español se proclamó como el único idioma para la vida pública.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Para Franco el uso del castellano fue muy importante para su misión política.



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CARD 12

INSTRUCTIONS TO CANDIDATES

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Card 12 – The two Spains: 1936 onwards***Quitando los símbolos de la España de Franco***

Está casi completo el trabajo de quitar los símbolos de la España franquista de las vías públicas. En cuanto a los pocos que quedan, la gente va tomando acción directa.

El examinador/la examinadora hablará contigo sobre esta afirmación:

Quitar los símbolos de la España de Franco ha sido un proceso controvertido.