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SPANISH – AS component 1

SET A – CARDS A1–A6

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SPANISH – AS component 1

SET A

INSTRUCTIONS TO CANDIDATES

This assessment will last 12–14 minutes. You will be allowed a period of 15 minutes to prepare your response to the two stimulus cards.

At the start of the discussion based on each stimulus card, 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.

During the assessment you must ask the examiner at least two questions – one in each discussion.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

You will be able to make brief notes on a separate piece of paper (NOT on the stimulus cards) during the preparation period. The notes and the cards **must** be handed to the examiner at the end of the assessment. The notes are a memory aid only and they **must not** contain whole sentences or be continuous text.

This paper carries 60 marks; 30 marks for each of the two stimulus cards.

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CARD A1 – Being a young person in Spanish-speaking society

Sub-theme: Families and citizenship

Lee el siguiente texto.



En muchas familias españolas en las que hay adolescentes las peleas son frecuentes entre los jóvenes y sus padres. Estas situaciones crean un mal ambiente en la familia y están relacionadas con los cambios que están viviendo chicos y chicas durante la adolescencia. Sin embargo, estos conflictos se pueden evitar.

El examinador / la examinadora te hará esta pregunta:

¿Qué situaciones familiares pueden resultar de los cambios durante la adolescencia?*

*Puedes hablar sobre España o países o comunidades hispanohablantes durante la conversación.

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SPANISH – AS component 1

SET A

INSTRUCTIONS TO CANDIDATES

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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.

During the assessment you must ask the examiner at least two questions – one in each discussion.

INFORMATION FOR CANDIDATES

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CARD A2 – Being a young person in Spanish-speaking society

Sub-theme: Families and citizenship

Lee el siguiente texto.



El Consejo Juvenil de Guatemala lanzó su proyecto horticultural el año pasado. Los jóvenes cultivaron más de 90 kilos de tomates, además de zanahorias, cebollas y otras verduras. Vendieron sus productos a residentes pobres de su comunidad y también hicieron donaciones al programa de nutrición de *Niños Internacionales*.

El examinador / la examinadora te hará esta pregunta:

¿Cómo ayudaron los jóvenes a su comunidad?*

*Puedes hablar sobre España o países o comunidades hispanohablantes durante la conversación.

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SPANISH – AS component 1

SET A

INSTRUCTIONS TO CANDIDATES

This assessment will last 12–14 minutes. You will be allowed a period of 15 minutes to prepare your response to the two stimulus cards.

At the start of the discussion based on each stimulus card, 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.

During the assessment you must ask the examiner at least two questions – one in each discussion.

INFORMATION FOR CANDIDATES

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You will be able to make brief notes on a separate piece of paper (NOT on the stimulus cards) during the preparation period. The notes and the cards **must** be handed to the examiner at the end of the assessment. The notes are a memory aid only and they **must not** contain whole sentences or be continuous text.

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CARD A3 – Being a young person in Spanish-speaking society

Sub-theme: Youth trends and personal identity

Lee el siguiente texto.



La moda forma parte de la vida de muchos adolescentes españoles. Para muchos, es una forma de expresión y de desarrollo muy eficaz y también una manera de mostrar su rebeldía. La obsesión por ciertas marcas y el deseo de llevar lo mismo que llevan los demás pueden causar problemas.

El examinador / la examinadora te hará esta pregunta:

¿Por qué dan muchos jóvenes españoles tanta importancia a la moda? Da tus razones.*

*Puedes hablar sobre España o países o comunidades hispanohablantes durante la conversación.

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SPANISH – AS component 1

SET A

INSTRUCTIONS TO CANDIDATES

This assessment will last 12–14 minutes. You will be allowed a period of 15 minutes to prepare your response to the two stimulus cards.

At the start of the discussion based on each stimulus card, 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.

During the assessment you must ask the examiner at least two questions – one in each discussion.

INFORMATION FOR CANDIDATES

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You will be able to make brief notes on a separate piece of paper (NOT on the stimulus cards) during the preparation period. The notes and the cards **must** be handed to the examiner at the end of the assessment. The notes are a memory aid only and they **must not** contain whole sentences or be continuous text.

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CARD A4 – Being a young person in Spanish-speaking society

Sub-theme: Youth trends and personal identity

Lee el siguiente texto.



Para muchos jóvenes españoles, las redes sociales e Internet se han convertido en herramientas fundamentales de la socialización juvenil. La mayoría de los adolescentes de 14 a 18 años entra en este universo digital porque lo ve como algo esencial. Los jóvenes que no participan son considerados raros o independientes.

El examinador / la examinadora te hará esta pregunta:

¿Cómo sabes que las redes sociales son tan importantes para los jóvenes españoles? Justifica tu respuesta.*

*Puedes hablar sobre España o países o comunidades hispanohablantes durante la conversación.

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SPANISH – AS component 1

SET A

INSTRUCTIONS TO CANDIDATES

This assessment will last 12–14 minutes. You will be allowed a period of 15 minutes to prepare your response to the two stimulus cards.

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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.

During the assessment you must ask the examiner at least two questions – one in each discussion.

INFORMATION FOR CANDIDATES

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CARD A5 – Being a young person in Spanish-speaking society

Sub-theme: Education and employment opportunities

Lee el siguiente texto.



Jóvenes construyendo el futuro es un programa en México para personas de entre 18 y 29 años de edad, que ni estudian ni trabajan, con diferentes empresas donde desarrollan hábitos laborales y competencias técnicas para mejorar sus posibilidades de empleabilidad futura. También, los jóvenes reciben un pequeño pago mensual.

El examinador / la examinadora te hará esta pregunta:

¿Qué ventajas tiene este programa para los jóvenes hispánicos? Justifica tu respuesta.*

*Puedes hablar sobre España o países o comunidades hispanohablantes durante la conversación.

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SPANISH – AS component 1

SET A

INSTRUCTIONS TO CANDIDATES

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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.

During the assessment you must ask the examiner at least two questions – one in each discussion.

INFORMATION FOR CANDIDATES

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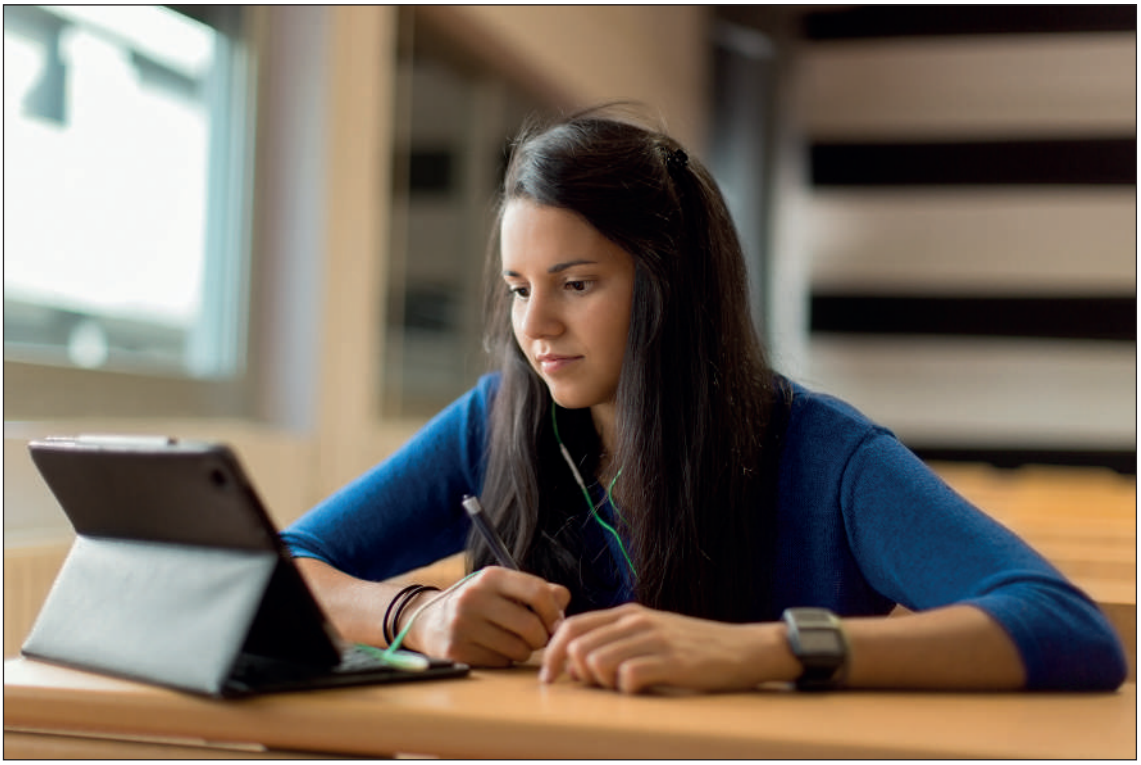
This paper carries 60 marks; 30 marks for each of the two stimulus cards.

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CARD A6 – Being a young person in Spanish-speaking society

Sub-theme: Education and employment opportunities

Lee el siguiente texto.



En España, 18 000 chicos y chicas de hasta 18 años practican voluntariamente ejercicios de aritmética y lógica en su tableta u ordenador, solos en casa y sin profesores, cuando vuelven a casa después del colegio. Por ejemplo, Luisa dedica quince minutos cada día a resolver problemas matemáticos para mejorar sus habilidades.

El examinador / la examinadora te hará esta pregunta:

¿Qué hacen muchos jóvenes españoles para mejorar sus competencias? Justifica tu respuesta.*

*Puedes hablar sobre España o países o comunidades hispanohablantes durante la conversación.

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