

**Advanced GCE
SPANISH**

F723

Unit F723: Spanish Speaking 2

Examiner's Booklet

Time: 15 minutes



EXAMINER'S BOOKLET

Examiners are advised to read carefully the Instruction Booklet for internally conducted oral examinations.

These materials are confidential and must be kept under secure conditions until a maximum of three working days before the Centre's set date of the examination.

This document consists of **10** printed pages and 6 blank pages.

SPECIMEN

Advanced GCE

F723

SPANISH

Unit F723: Spanish Speaking 2

Text A

Time: 15 minutes

Additional materials: None



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

INFORMATION FOR CANDIDATES

There are two sections to this paper.

Section A Discussion of Article (5-6 minutes)

Section B Topic Conversation (10-12 minutes)

INSTRUCTIONS TO CANDIDATES

- This sheet contains the article for the discussion.
- You have 20 minutes in which to read the article and prepare to discuss the points raised.
- You may make notes on this sheet and take your notes with you into the examination room.
- When the test begins you will be asked to:
 - (a) answer the examiner's questions and give your opinion about the issues raised in the article;
 - (b) engage in conversation and discuss with the examiner the one or two of the topics that you have previously chosen. The topic should relate to Spain or to a Spanish-speaking country.

You may not use a dictionary or other reference material for the preparation of this task.

This document consists of **3** printed pages and **1** blank page.

TEXTO A – HOJA DEL CANDIDATO

Tienes 20 minutos para estudiar este texto. Tienes que:

- **contestar a las preguntas basadas en el texto**
- **discutir los temas del texto**
- **considerar tus opiniones y tu actitud con respecto al tema del valor de las bibliotecas escolares**

Las bibliotecas escolares

La biblioteca escolar representa un papel fundamental en el sistema educativo de cualquier país. Debe ser un centro dinámico de recursos y un servicio activo de información. Debe cumplir, además, una función esencial en relación con el aprendizaje de los alumnos, con las actividades educativas y con el entorno cultural y social del colegio.

Para que esto pueda hacerse realidad, la biblioteca, por una parte, tiene que proporcionar acceso a una amplia gama de recursos y servicios que van desde los textos impresos a los documentos multimedia. Por otra parte, tiene que formar a los estudiantes para que sean capaces de localizar, seleccionar y elaborar información. Así se generan nuevos conocimientos de forma autónoma.

Todo ello tiene que estar plenamente integrado en el programa de estudios de cada colegio. Los objetivos educativos de cualquier sistema de enseñanza son imposibles sin unas bibliotecas escolares bien equipadas y atendidas por personal cualificado.

A pesar de su papel relevante, hasta ahora a la biblioteca escolar se le ha dado poca o ninguna importancia en España. Durante las dos últimas décadas varias instituciones han promovido conferencias o cursos para que las bibliotecas escolares adquieran mayor protagonismo en el sistema educativo.

Por su parte, el Ministerio de Educación tomó recientemente algunas decisiones que subrayaron la importancia de las bibliotecas en los colegios e institutos, pero estas iniciativas no alcanzaron a la totalidad de los mismos ni se vieron acompañadas de los recursos esenciales que las hicieran durar.

Adapted from 'Las bibliotecas escolares', © Educar en Castilla la Mancha, 01/03/2004, issue 22, issue number 1695-9590

TEXTO A – EXAMINER’S SHEET

The following are suggestions for questions which might be asked. Examiners should spend approximately three minutes on comprehension and the remaining three minutes on more general issues.

Possible questions on the text

- Según el primer párrafo, ¿cuál es el “papel fundamental” de la biblioteca escolar?
- Según el segundo párrafo, ¿qué aprenderán a hacer los estudiantes si usan las facilidades ofrecidas por la biblioteca escolar?
- Según el cuarto párrafo, ¿cómo es la situación en España con respecto a las bibliotecas escolares?
- Según el último párrafo, ¿cuál fue el problema con lo que hizo el Ministerio de Educación?

Possible questions on more general issues

- ¿Cuál es tu opinión de la biblioteca escolar en tu centro?
- ¿Te parece que las bibliotecas en general son populares? ¿Por qué?
- Leer es una actividad sólo de intelectuales. ¿Estás de acuerdo?

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Text B

Time: 15 minutes

Additional materials: None



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INFORMATION FOR CANDIDATES

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TEXTO B – HOJA DEL CANDIDATO

Tienes 20 minutos para estudiar este texto. Tienes que:

- **contestar a las preguntas basadas en el texto**
- **discutir los temas del texto**
- **considerar tus opiniones y tu actitud con respecto al tema de la obesidad y la dieta en general**

Un problema de peso

El 53% de los españoles tiene un problema con su peso. El sobrepeso y la obesidad afectan cada vez a gente más joven e incluso a niños. Sería verdad decir que es un problema que se paga muy caro, en salud y en dinero: 2.500 millones de euros en el año 2005. Cada vez hay más niños obesos en los colegios dado que la obesidad infantil se ha duplicado en los últimos diez años.

Un estudio reciente elaborado por Javier Aranceta, especialista en nutrición comunitaria, reveló que el porcentaje de niños obesos ronda el 12% y el de sobrepeso, el 23%. Naturalmente, estas estadísticas chocantes han disparado la alarma. La obesidad, sin duda, tiene su origen en la infancia. Una gran proporción de niños gordos seguirá siendo obesa de mayor.

No se puede negar que los jóvenes de hoy comen al revés, por decirlo así. Han cambiado la dieta mediterránea con sus frutas, verduras y pescados por las grasas y los bollos. Tal dieta puede ser una causa no sólo de la obesidad sino también de otras enfermedades que acortan la vida.

El ministro de Sanidad en España ha asumido personalmente la responsabilidad de frenar la obesidad infantil y ha anunciado un plan de choque que implique en esta misión a padres, médicos y educadores. Es esencial aceptar que las causas fundamentales de la obesidad son dos: el sedentarismo y el olvido de la dieta sana por parte de la mayoría de los jóvenes.

Adapted from 'Un problema de peso', © El Mundo, 26/06/1905

TEXTO B – EXAMINER’S SHEET

The following are suggestions for questions which might be asked. Examiners should spend approximately three minutes on comprehension and the remaining three minutes on more general issues.

Possible questions on the text

- En el primer párrafo el autor dice que la obesidad “... es un problema que se paga muy caro, en salud y en dinero”. ¿Qué entiendes tú por eso?
- ¿Cuál fue la conclusión del estudio elaborado por Javier Aranceta?
- En el tercer párrafo, ¿cómo se explica la obesidad entre los jóvenes?
- Según el último párrafo, ¿qué ha hecho el ministro de Sanidad en España?

Possible questions on more general issues

- ¿Qué piensas de tu propia dieta?
- ¿Los padres tienen alguna responsabilidad con respecto a la dieta de sus hijos?
- En tu opinión, ¿hay una solución al problema de la obesidad entre los jóvenes?

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Text C

Time: 15 minutes

Additional materials: None



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INFORMATION FOR CANDIDATES

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Section B Topic Conversation (10-12 minutes)

INSTRUCTIONS TO CANDIDATES

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 - (a) answer the examiner's questions and give your opinion about the issues raised in the article;
 - (b) engage in general conversation and discuss with the examiner one or two of the topics from the list of three that you have previously chosen. The topic should relate to Spain or to a Spanish-speaking country.

You may not use a dictionary or other reference material for the preparation of this task.

This document consists of 3 printed pages and 3 blank pages.

TEXTO C – HOJA DEL CANDIDATO

Tienes 20 minutos para estudiar este texto. Tienes que:

- contestar a las preguntas basadas en el texto
- discutir los temas del texto
- considerar tus opiniones y tu actitud con respecto al tema de las organizaciones benéficas y el Tercer Mundo

Trabajando para cambiar el mundo

Manos Unidas es una organización no gubernamental. Es un grupo católico, de voluntarios, que desde 1960 lucha contra el hambre, la miseria y la explotación que afectan a los pueblos del Tercer Mundo, donde millones de seres humanos no pueden cubrir sus necesidades básicas.

Durante estos años, la acción de *Manos Unidas* ha permitido salvar muchas vidas y mejorar la situación de millones de personas en 75 países. En el Tercer Mundo esta organización financia proyectos como la construcción de hospitales, escuelas y viviendas y la producción de alimentos. También ofrece acceso al agua potable, energía y otros recursos básicos.

El dinero llega a su destino sin pasar por intermediarios. *Manos Unidas* supervisa los progresos de los proyectos y publica un balance anual de operaciones para dar la máxima transparencia a sus acciones.

En España, esta organización benéfica trata de informar e impulsar un espíritu colectivo de solidaridad con el fin de fomentar iniciativas en la lucha contra el hambre y la pobreza. Para ello, cuenta con la colaboración y generosidad de individuos, parroquias, escuelas y empresas variadas. Es de notar también que otros fondos provienen de una gama de instituciones públicas como la UE y el gobierno nacional.

Este deseo de solidaridad exige una respuesta inmediata ante las catástrofes que viven países como Afganistán, Etiopía y otros. Miles de personas están aún en situaciones muy difíciles, aunque ya no sean noticia en la televisión. Por eso, *Manos Unidas* sigue fomentando programas de ayuda, rehabilitación y reconstrucción.

Adapted from 'Trabajando para cambiar el mundo', © Diners Club Magazine, Sept/Oct 2003, issue 11

TEXTO C – EXAMINER’S SHEET

The following are suggestions for questions which might be asked. Examiners should spend approximately three minutes on comprehension and the remaining three minutes on more general issues.

Possible questions on the text

- Según el primer párrafo, ¿qué se dice de *Manos Unidas*?
- Según el segundo párrafo, ¿cuáles son los resultados de las acciones de esta organización?
- ¿Qué dice el cuarto párrafo con respecto al trabajo de *Manos Unidas* en España?
- Al final del texto, ¿por qué se menciona que “... *Manos Unidas* sigue fomentando programas de ayuda ...”?

Possible questions on more general issues

- ¿Los gobiernos ricos deberían ayudar más al Tercer Mundo?
- Cada individuo en nuestra sociedad debería dar dinero a organizaciones como *Manos Unidas*. ¿Estás de acuerdo?
- ¿A ti te gustaría colaborar con una organización como *Manos Unidas*? ¿Por qué?

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The maximum mark for this paper is **60**.

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Section 1: Discussion of Article			
Answer			Marks
• Understanding of and response to examiner	AO1	Grid L	[10]
• Understanding of and response to text	AO2	Grid K	[10]
• Quality of Language (Accuracy)	AO3	Grid C.1	[5]
• Quality of Language (Range)	AO3	Grid F.1	[5]
Section 1 Total			[30]
Section 2: Topic Discussion			
Answer			Marks
• Development and justification of ideas	AO1	Grid M	[10]
• Fluency, spontaneity, responsiveness	AO1	Grid E.2	[5]
• Pronunciation and intonation	AO1	Grid G	[5]
• Quality of Language (Accuracy)	AO3	Grid C.1	[5]
• Quality of Language (Range)	AO3	Grid F.1	[5]
Section 2 Total			[30]
Paper Total			[60]

Section 1: Discussion of Article**Grid K : Understanding of and response to text [10 marks]**

0-2	Supplies no relevant information or only one or two of the points from the text. Minimal understanding shown of text.
3-4	Supplies some of the main points and details but shows limited ability to infer meaning. May experience difficulties with more complex language.
5-6	Supplies most of the main points and some details from the text. Shows a reasonable level of understanding of the text, including points of view where relevant. Some ability to infer meaning.
7-8	Supplies the main points and details from the text, including points of view where relevant. Able to infer meaning. Able to develop ideas and to express and justify points of view effectively.
9-10	Excellent understanding of the text. Fully able to develop ideas and to express and justify points of view.

Grid L : Understanding of and response to examiner [10 marks]

0-2	Severe problems of comprehension. Very marked hesitation. Limited response. Not able to deal with unpredictable elements.
3-4	Shows some understanding of Examiner's questions but may experience difficulties with more complex language. Generally hesitant. Limited response to the majority of topics raised. Limited ability to deal with unpredictable elements.
5-6	Understands questions on basic concepts but has some difficulty understanding questions about more complicated ideas. Some delay in response but may take the initiative at times. Needs encouragement to develop the topics raised. Some ability to deal with unpredictable elements.
7-8	Few problems of comprehension. Responds readily and fluently and takes the initiative in developing the topics raised. Able to deal with unpredictable elements.
9-10	No problems of comprehension. Very prompt and fluent response to questions. Readily takes the initiative in developing the topics raised. Confidently deals with unpredictable elements.

Grid C.1 : Quality of Language (Accuracy) [5 marks]

0-1	Little evidence of grammatical awareness. Persistent serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Grid F.1 : Quality of Language (Range) [5 marks]

0-1	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
2	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
3	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
4	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Section 2: Topic Discussion

Grid M : Development and justification of ideas [10 marks]

0-2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.
3-4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.
5-6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information, not always relevant.
7-8	Able to develop ideas and to express and justify points of view effectively. Offers relevant information.
9-10	Well chosen relevant information to develop a range of ideas and to justify points of view very effectively.

Grid E.2 : Fluency, spontaneity, responsiveness [5 marks]

0-1	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.
2	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
3	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
4	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
5	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

Grid G : Pronunciation and intonation [5 marks]

0-1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
2	Pronunciation and intonation may be influenced by candidate's first language and problems with more difficult sounds sometimes impede communication.
3	Pronunciation and intonation acceptable, in spite of a number of errors which rarely impede communication. Some problems with some more difficult sounds.
4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.

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Grid C.1 - Quality of Language (Accuracy) [5 marks]

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2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

Grid F.1 : Quality of Language (Range) [5 marks]

0-1	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
2	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
3	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
4	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

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