



A-level

SPANISH

Paper 3 Speaking

June 2024

7692/3T/3V

CANDIDATE'S MATERIAL

To be conducted by the teacher-examiner or by the visiting examiner between 8 April and 24 May 2024.

TIME ALLOWED: 21–23 minutes

(including 5 minutes' preparation time at the start of the test)

[Turn over]

INSTRUCTIONS

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TARJETA A

THEME Aspects of Hispanic society

SUB-THEME Los valores tradicionales y modernos

LA DURA REALIDAD DEL MATRIMONIO INFANTIL



An image shows a person wearing a wedding dress and a person wearing a suit. They are standing on a beach and holding a bridal bouquet together.

Un 24% de las mujeres en América Latina se casa antes de cumplir los 18 años.

En México, un 6% de los hombres casados y un 10% de las mujeres casadas son adolescentes. Un 15% de ellas ya son madres.

Muchas se casan por dinero, a veces con hombres mayores que les prometen una vida mejor, pero al final terminan esclavizadas. Otras se casan por miedo o para huir de la violencia en sus propios hogares.

PREGUNTAS

- **¿Cómo reaccionas tú ante esta información?**
- **¿Qué ventajas e inconvenientes crees que los jóvenes hispanos encuentran cuando se casan jóvenes?**
- **¿Qué diferencias hay entre las familias del mundo hispánico de hoy y las del pasado?**

END OF QUESTIONS

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TARJETA B

THEME Aspects of Hispanic society

SUB-THEME El ciberespacio

RAPPI – UNA APLICACIÓN PARA EL MÓVIL EN COLOMBIA



An image shows a person riding a moped in a built-up area. On the back of the moped is a delivery bag which reads, 'RAPPI DELIVERY DE TUDO EM MINUTOS BAIXE O APP'.

Rappi es una de las empresas más exitosas de Sudamérica. Nació en Colombia y ya tiene allí más de 3 millones de usuarios.

Rappi es una plataforma en Internet que ofrece todo tipo de servicios – hacerte la compra, pedir comida de un restaurante, traerte dinero en efectivo, o incluso traerte un paquete o pasear al perro.

Pero los repartidores de Rappi, los “rappitenderos”, protestan y piden mayores beneficios, más sueldo y mejores condiciones de trabajo.

PREGUNTAS

- **¿Cómo reaccionas tú ante esta información?**
- **¿Cuáles son las ventajas para los hispanos de usar plataformas como Rappi u otros servicios en Internet?**
- **¿Qué peligros existen con el uso de la tecnología en los países hispánicos?**

END OF QUESTIONS

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TARJETA C

THEME Aspects of Hispanic society

SUB-THEME La igualdad de los sexos

UNA ESPAÑA QUE CELEBRA A SUS MUJERES



An image shows a large grand building with detailed architecture. The Spanish flag is being displayed on the roof.

Para promover la igualdad de género, el plan es poner nombre de mujer a algunas estaciones de tren importantes en España.

El 8 de marzo, Día de la Mujer, la estación de Chamartín en Madrid empezó a tener también el nombre de la activista feminista Clara Campoamor.

Además, otra estación de Madrid cambió su nombre para celebrar la famosa escritora madrileña Almudena Grandes, con el fin de reconocer su contribución a nivel literario.

PREGUNTAS

- **¿Te sorprende esta información?**
- **¿Por qué crees que es importante que la gente en los países hispánicos respete la igualdad entre mujeres y hombres?**
- **En el mundo hispánico, ¿hasta qué punto ha avanzado la igualdad de género?**

END OF QUESTIONS

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TARJETA D

THEME Artistic culture in the Hispanic world

SUB-THEME La influencia de los ídolos

LA MUERTE DE UNA ESTRELLA DEL FÚTBOL ARGENTINO



An image shows a mural of a football player who is kicking a football. The player is wearing a football top that reads, 'MARADONA 10'.

Cuando murió Diego Maradona, lo que la gente lloró no fue a una persona, sino a un ídolo.

Maradona, estrella mundial del fútbol, fue mucho más que un futbolista argentino. Fue conocido por su labor caritativa y su apoyo a los pobres, todo debido a su origen humilde.

Muchos lo amaron porque representaba a Argentina, otros porque era un revolucionario, y otros porque, gracias a su talento futbolístico, el equipo argentino consiguió muchos éxitos.

PREGUNTAS

- **¿Cómo reaccionas tú ante esta información?**
- **¿Hasta qué punto crees que los ídolos hispanos pueden traer orgullo o gloria a su país?**
- **¿Conoces a otros ídolos del mundo hispano y las razones por las que son famosos?**

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TARJETA E

THEME Artistic culture in the Hispanic world

SUB-THEME La identidad regional en España

CONCURSO DE COCINA VASCA



An image shows a seafood dish in a cooking pan.



An image shows a rice dish in a bowl, with sticks of cinnamon.

Hace muchos años que se celebra en la ciudad de Irún el concurso anual de bacalao al pil pil, un plato tradicional vasco. El evento refleja la fuerte relación que tienen los vascos con su gastronomía.

Los miembros del jurado en la última competición probaron 53 platos al aire libre, en un ambiente lleno de espectadores y orgullo culinario.

El cocinero ganador también preparó un exquisito plato de sopa de pescado, de primero, y un delicioso arroz con leche, de postre.

[Turn over]

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PREGUNTAS

- **¿Qué nos dice esta información sobre la gastronomía vasca?**
- **En tu opinión, ¿por qué es una buena idea que las regiones españolas celebren su gastronomía?**
- **¿Cómo se refleja la identidad regional en otras regiones de España?**

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TARJETA F

THEME Artistic culture in the Hispanic world

SUB-THEME El patrimonio cultural

ARTE POR TODAS PARTES



LA BIBLIOTECA

An image shows a large building that is covered with a detailed mural.



LA RECTORÍA

An image shows another building. There is a large mural of five people on one side of the building.

[Turn over]

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En el campus central de la Ciudad Universitaria de México, se encuentran ejemplos importantes del famoso muralismo mexicano.

Nombrado Patrimonio Cultural de la Humanidad en 2007, cada mural del campus es una expresión visual de un momento de la historia de México, de la vida azteca, de la política o de la cultura del país.

Para crear el majestuoso mural de la biblioteca, los alcaldes de todo el país enviaron piedras de diferentes colores que encontraron en sus pueblos.

PREGUNTAS

- **¿Te sorprende esta información?**
- **¿Hasta qué punto crees que podemos aprender sobre la cultura de un país hispanohablante a través de su arte?**
- **Aparte del arte, ¿qué sabes de otras formas de patrimonio cultural y lo que nos enseñan sobre la cultura hispánica?**

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TARJETA G

THEME **Multiculturalism in Hispanic society**

SUB-THEME **La inmigración**

UN VIAJE PELIGROSO EN UN TREN LLAMADO LA BESTIA



An image shows a freight train on a railway track. Next to the track is a man looking up at the train.

Para miles de personas de Centroamérica, viajar encima de La Bestia durante un mes es la opción más rápida y barata de cruzar México para llegar al destino de sus sueños.

En Veracruz, una red de mujeres solidarias cocina arroz con frijoles y tortillas y luego lanzan esta comida a los viajeros cuando pasa el tren.

Los riesgos del viaje son enormes, como el robo, la extorsión y el hambre, o incluso caer del tren y morir.

PREGUNTAS

- **¿Te sorprende esta información sobre la inmigración?**
- **¿Por qué piensas que tantos inmigrantes hispanos corren tantos riesgos para cambiar de vida?**
- **¿Qué sabes sobre la vida que los inmigrantes encuentran cuando llegan a países hispánicos?**

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TARJETA H

THEME **Multiculturalism in Hispanic society**

SUB-THEME **El racismo**

UNA BUENA DECISIÓN



An image shows a man who is dressed in white and is wearing a hat. The man is holding a notebook and a pen whilst talking with another man and a woman.

Recientemente, en un restaurante de Galicia, un camarero marroquí fue insultado con comentarios racistas y xenófobos.

El jefe del restaurante pidió a la familia que lo había insultado que se marchara, diciéndoles que no iba a tolerar la falta de respeto hacia uno de sus empleados.

Todos los clientes lo aplaudieron. Más tarde se hizo viral en las redes sociales, con muchos comentarios positivos sobre el jefe, quien perdió dinero pero ganó respeto.

PREGUNTAS

- **¿Cómo reaccionas tú ante esta información?**
- **¿Cómo puede la gente en el mundo hispánico eliminar las actitudes racistas que existen?**
- **¿Qué has aprendido sobre las causas del racismo en el mundo hispánico?**

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TARJETA I

THEME **Multiculturalism in Hispanic society**

SUB-THEME **La convivencia**

LOS GITANOS EN LA EDUCACIÓN



An image shows a man and a woman holding some notebooks and smiling.

En el año 1978, la tasa de analfabetismo entre los gitanos españoles era del 68%.

Hoy en día, todos los gitanos asisten a colegios de primaria y hay pocos gitanos analfabetos menores de 30 años.

Pese a estas mejoras, solo un 2% de los gitanos estudia en la universidad, comparado con el 22% de los españoles en general. Lo bueno es que hay cada vez más mujeres gitanas que estudian una carrera universitaria.

PREGUNTAS

- **¿Te sorprenden estos datos?**
- **¿Por qué crees que es difícil la integración de ciertos grupos en el mundo hispánico?**
- **¿Qué hacen en los países hispánicos para fomentar la convivencia en la sociedad?**

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A-level

SPANISH

Paper 3 Speaking

June 2024

7692/3T/3V

CANDIDATE'S MATERIAL

To be conducted by the teacher-examiner or by the visiting examiner between 8 April and 24 May 2024.

**TIME ALLOWED: 21–23 minutes
(including 5 minutes' preparation time at the start of the test)**

[Turn over]

INSTRUCTIONS

- **You must NOT use a dictionary.**
- **During the 5 minutes' preparation time at the start of the test, you are required to prepare one of the two cards given to you.**
- **You may make notes during the preparation time only on the Additional Answer Sheet provided. YOU MUST NOT WRITE ON THE CARD.**
- **You may refer to the card and any notes you have made at any time during this section of the test.**
- **You should hand the stimulus card and the Additional Answer Sheet to the teacher/examiner before the start of the independent research section.**

INFORMATION

- **The test will last approximately 16–18 minutes and will consist of a stimulus card (5–6 minutes), a presentation on your research project (2 minutes) and a discussion of your research project (9–10 minutes). The discussion should focus on the content of the research, not the process.**
- **The teacher/examiner will ask the questions exactly as they are printed on the card and may ask follow-up questions to develop the discussion of the sub-theme.**
- **You must ask the teacher/examiner two questions arising from the material on the card. You can ask these questions at any time during the discussion.**
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DO NOT TURN OVER UNTIL TOLD TO DO SO

TARJETA J

THEME **Aspects of political life in the Hispanic world**

SUB-THEME **Jóvenes de hoy, ciudadanos del mañana**

EL VOLUNTARIADO DE LOS JÓVENES



An image shows a man painting a wall.

Cientos de jóvenes de entre 16 y 30 años deciden pasar sus fines de semana ayudando a miles de familias que viven en la pobreza.

Realizan trabajos de pintura y reformas en sus viviendas para mejorar sus condiciones de vida. Con su labor, se sensibilizan y también conciencian a otros sobre los problemas que afrontan estas familias.

El proyecto nació en Sevilla, pero se ha ido extendiendo a otras ciudades españolas.

PREGUNTAS

- **¿Cómo reaccionas tú ante esta información?**
- **En tu opinión, ¿han cambiado los valores y prioridades de los jóvenes españoles de hoy?**
- **¿Qué sabes sobre otras iniciativas y acciones de los jóvenes del mundo hispánico para conseguir una sociedad ideal?**

END OF QUESTIONS

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TARJETA K

THEME Aspects of political life in the Hispanic world

SUB-THEME Monarquías y dictaduras

UN TEMA TABÚ EN LAS CLASES DE SECUNDARIA



An image shows a man wearing regal uniform. He is not smiling.

La vida de Franco figura en todos los libros de historia contemporánea usados en las clases de secundaria en España. Sin embargo, muchos estudiantes aún no tienen un buen conocimiento de la Guerra Civil, la dictadura franquista y toda la represión de la época.

Casi medio siglo de la historia del país aparece en solo un 9% del currículo de la historia española.

Se dice que últimamente los profesores tienen miedo de cubrir esos temas en sus clases, a causa del aumento del fascismo que se ha visto, por ejemplo, con partidos como Vox.

PREGUNTAS

- **¿Cómo reaccionas tú ante esta información?**
- **¿Crees que los jóvenes del mundo hispánico deberían aprender sobre la historia de su país?**
- **¿Qué consecuencias han tenido las dictaduras en el mundo hispánico?**

END OF QUESTIONS

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TARJETA L

THEME Aspects of political life in the Hispanic world

SUB-THEME Movimientos populares

PROTESTAS POR UN CANTANTE POLÉMICO



An image shows a crowd of people in a street. They are wearing protective face masks. A woman is holding a sign that reads, 'HASEL LIBRE'.

El rapero Pablo Hasél fue condenado a prisión en Barcelona por mensajes de contenido amenazante contra el Rey y a favor del grupo terrorista ETA en sus canciones.

Su condena provocó unas protestas de más de mil personas en la capital catalana. Muchos jóvenes antifascistas se movilizaron en apoyo a Hasél y por la libertad de expresión.

Sin embargo, otros manifestantes quizás no sabían realmente la razón por la que protestaban y estaban allí solo para destrozar la ciudad.

PREGUNTAS

- **¿Cómo reaccionas tú ante esta información?**
- **¿Crees que las protestas en el mundo hispánico siempre consiguen los objetivos de los manifestantes?**
- **¿Cuáles son las manifestaciones en el mundo hispánico que te han impresionado más?**

END OF QUESTIONS

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