



GCSE

3800UA0-1T

2022

FRENCH

Unit 1: Speaking

HIGHER TIER

SETS 1–6

TEACHER'S COPY



Z22-3800UA0-1T

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01

INSTRUCTIONS FOR TEACHER EXAMINERS (to be read in conjunction with *Guidance for teacher examiners conducting GCSE WJEC Unit 1 Speaking Modern Foreign Languages non-exam assessments (NEA)* available on the website.)

1. Task setting

Tasks will be set by WJEC. The assessment will be carried out by teachers at the centre, audio recorded and marked by external examiners. The task booklets (Sets 1–6) will be sent to the Examinations Officer. There will be instructions not to open the package until the specified date. Each candidate will be allocated by WJEC with one task booklet. The teacher examiner must ensure that each candidate is assessed with the correct set. Any candidates who are absent from the assessment must be recorded as 'A' on the allocation of set list. Any late entry candidates must also be recorded on this list along with the set allocated. This allocation of set list must be uploaded to Surpass along with the MFL Centre Form (see page 6).

Teacher examiner prompts for the role play and the bullet points for Part 2 of the conversation are provided in this booklet. The teacher examiner may open the package up to three working days in advance of the centre's first assessment date.

The speaking assessments will take place during the specified period.

Centres must keep a record of the schedule (including dates) for conducting assessments. There will be an MFL Centre Form for the teacher examiner and candidates to sign and declare that assessments have been conducted according to the requirements. The MFL Centre Form and the allocation of set list must be uploaded to the Surpass site. Audio files should be uploaded to the Surpass site within 48 hours or two working days of the speaking assessments taking place. Further information about the upload process will be made available to centres.

2. Task taking

Each candidate will have a preparation time of twelve minutes prior to the commencement of the assessment. This preparation time must be supervised by an exam invigilator organised by the centre and who is not a subject specialist.

Candidates are not permitted to use dictionaries in any part of the assessment.

During the preparation time, the candidate may, if they wish, make notes on a single side of A4 paper and may refer to the notes during the assessment. There will be no restriction on the number of words or the material that the notes contain, but the candidate should not write out complete and continuous sentences, nor write on the task booklet. The teacher examiner must check the notes prior to the commencement of the assessment and remove the notes from the candidate if they contain complete and continuous sentences. Otherwise, the notes must be handed to the teacher examiner at the end of the test, along with the task booklet.

After the preparation period of twelve minutes, the teacher examiner must ensure that the candidate spends the following times on each task:

	Approximate timings
Task	Higher Tier
Role play	2 minutes
Conversation (Part 1 and Part 2)	5–7 minutes total
All tasks	7–9 minutes in total

The timing for the role play is approximately two minutes but this will depend on each candidate's engagement with the task. The timings above for the conversation include the two parts of the conversation task. Teacher examiners must ensure that **each part** of the conversation is given equal timings of between **2½ and 3½ minutes** for Higher Tier. The overall timings **must** be adhered to and any speaking evidence that exceeds these timings will **not** be marked.

3. Conducting the assessment

Candidates will be allowed **one** attempt at the assessment. Once the recording begins it **cannot** be paused or stopped until the end of the assessment. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible), or an incident occurs beyond the teacher examiner's control which prevents the completion of the assessment. In any such event, the teacher examiner uses the task booklet next in sequence after the original set and must note the circumstances and which set was used on the allocation of set list prior to uploading. **For summer 2022 the conversation task cannot be re-tested.**

Detailed instructions regarding the process for uploading the materials will be communicated to centres through Examinations Officers.

When introducing each candidate, the following convention must be used:

Specification/centre number/candidate number/candidate name/set number/tier/date

Role play

The role plays contain five interactions, and candidates will be instructed who starts the dialogue in their task booklet. The teacher examiner is not required to read out the setting to the candidate and must not rephrase the prompts.

Conversation

Part 1

Candidates will be allowed to select a sub-sub-theme from any one of the eighteen in the specification in advance of the assessment. The teacher examiner will ask the candidate in the assessed language which sub-sub-theme they have chosen. The candidate will then be expected to initiate the conversation. If the candidate is unable to do so, then the teacher examiner may prompt the candidate. This will be reflected in the awarding of marks for Communication and Interaction.

Part 2

Part 2 of the conversation must be on a different theme. Two themes are specified in this booklet. If the candidate's chosen sub-sub-theme comes from the same theme as in box (a), the theme in box (b) **must** be used. The candidate will have a choice of two bullet points taken from a broad theme. The teacher examiner will ask the candidate in the assessed language which bullet point they have chosen and will start the conversation. The teacher examiner must ensure that each part of the conversation is given equal timings of between **2½ and 3½ minutes** for Higher Tier.

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner. Suggested questions for the conversation are provided on page 4 of this booklet. They are examples only and are not prescriptive or exhaustive. It is important the teacher examiner responds to what they are hearing and does not simply ask a list of prescribed questions.

SUGGESTED QUESTIONS FOR CONVERSATION – FRENCH

Theme 1: Identity and culture

Est-ce que la famille est importante pour toi ?
 Quelle sorte de vêtements aimes-tu porter ?
 Comment as-tu utilisé l'ordinateur récemment ?
 Quels sont les avantages et les inconvénients des médias sociaux ?
 Est-ce que tu pourrais vivre sans la technologie ? Pourquoi ? / Pourquoi pas ?
 Quel est ton sport préféré ? Pourquoi ?
 Qu'est-ce que tu as fait la semaine dernière pour garder la forme ?
 Qu'est-ce que tu aimes faire pendant ton temps libre ?
 Est-ce que tu préfères le cinéma ou la télévision ? Pourquoi ?
 Qu'est-ce que tu feras le week-end ?
 Qu'est-ce que tu aimes manger ?
 Parle-moi de la dernière fois que tu es allé(e) au restaurant.
 Laquelle est meilleure pour la santé – la nourriture française ou britannique ?
 Qu'est-ce que tu fais pour célébrer ton anniversaire ?
 Préfères-tu célébrer les anniversaires en famille ou avec les amis ? Pourquoi ?
 Quel serait ton anniversaire idéal ?

Theme 2: Wales and the World – areas of interest

Qu'est-ce qu'il y a à faire dans ta ville / ton village ?
 Est-ce que tu aimes habiter ici ? Pourquoi ? / Pourquoi pas ?
 Qu'est-ce que tu as fait le week-end dernier dans ta ville / ton village ?
 Qu'est-ce qu'on pourrait faire pour améliorer ta région ?
 L'année prochaine, comment voyageras-tu en vacances ?
 Qu'est-ce que tu préfères visiter : la ville ou la campagne ? Pourquoi ?
 Est-ce que tu recommanderais la France comme destination touristique ? Pourquoi ? / Pourquoi pas ?
 Quelles sont les attractions pour les touristes en France ?
 As-tu déjà visité la France ?
 Où passes-tu tes vacances normalement ?
 Qu'est-ce que tu as fait en vacances l'année dernière ?
 Où vas-tu passer tes vacances cette année ?
 Quels sont les plus graves problèmes sociaux dans le monde ?
 Est-ce que tu penses que c'est important d'aider les autres ? Pourquoi ? / Pourquoi pas ?
 Qu'est-ce que tu recycles à la maison ?
 Penses-tu que la protection de l'environnement est la responsabilité des jeunes ?
 Est-ce que tu penses qu'il est important de recycler ? Pourquoi ? / Pourquoi pas ?
 Qu'est-ce que tu as recyclé la semaine dernière ?
 Qu'est-ce que tu vas faire pour aider à protéger l'environnement ?

Theme 3: Current and future study and employment

Décris ton uniforme scolaire.
 Qu'est-ce que tu as fait à l'école la semaine dernière ?
 Est-ce que tu es pour ou contre l'uniforme scolaire ? Pourquoi ?
 Est-ce qu'il y a trop de pression scolaire chez les jeunes ?
 Qu'est-ce que tu voudrais faire l'année prochaine ?
 Est-ce qu'il est important pour les jeunes d'avoir un petit job ? Pourquoi ? / Pourquoi pas ?
 Quelles sont tes qualités personnelles ?
 Qu'est-ce que tu as fait pour gagner de l'argent ?
 Est-ce que tu penses que l'école est une bonne préparation pour la vie ? Pourquoi ?
 Tu voudrais apprendre quelles compétences à l'avenir ? Pourquoi ?
 Est-il important d'aller à l'université ? Pourquoi ? / Pourquoi pas ?
 Qu'est-ce que tu veux faire comme travail ? Pourquoi ?
 Pourquoi as-tu choisi d'étudier le français ?
 Est-ce que tu voudrais travailler en France ? Pourquoi ? / Pourquoi pas ?
 Est-ce que tu penses qu'il est plus important d'avoir des qualifications ou de l'expérience ?
 Pourquoi ? / Pourquoi pas ?

TEACHER EXAMINER CHECKLIST

I have:

- checked all candidate notes prior to each assessment to ensure they do not contain complete and continuous sentences ☐
- ensured that the specification, centre number, candidate's number and name, set number, tier and date are announced clearly on each recording ☐
- checked the quality of the digital recording for each candidate ☐
- followed the set prompts in the order given for each role play ☐
- selected the correct theme for Part 2 and allocated the required timings equally to Part 1 and Part 2 for each conversation ☐
- adhered to the overall timings for each assessment ☐
- completed and uploaded the MFL Centre Form ☐
- completed and uploaded the allocation of set list ☐
- recorded all late entry candidates along with their allocated sets and all absent candidates on the allocation of set list ☐
- uploaded each recording to Surpass within 48 hours. ☐



Please note: An **electronic** version of this form is available to download from the WJEC website

MFL Centre Form (NEA)

(To be signed and dated by **each** candidate and the centre)

Centre Name:

Centre Number:

Language: French / German / Spanish* **Level:** GCSE / AS / A Level* (*delete as appropriate)

This form is to be completed by the centre and is in three parts. When completed, the form is to be uploaded to the Surpass site using the key code provided by the WJEC administrator.

Part 1: Authentication Declaration

The centre is to ensure that on completion of the assessment, each candidate signs and dates the form and that it is signed on behalf of the centre. Typing a name will be accepted as a signature.

Part 2: GDPR Consent

WJEC may select candidate work for use at teacher training events. All candidate work will be anonymised before WJEC uses it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.

Part 3: In order to assist the external examiner – in cases where a candidate has been approved for extra time in speaking assessments – the centre must indicate in the relevant column the percentage of approved extra time given e.g. 25%, 50% etc. If relevant for GCSE assessments, centres are also instructed to note the circumstances that dictate a change to the allocated set of cards.

The centre must complete the form in the order in which the speaking assessments are carried out.

For GCSE ONLY: The information allocating a set to candidates is available via the WJEC secure website and should be uploaded with this form for submission to WJEC. The set allocation is confidential and is not to be shared with candidates prior to the assessment.

Candidates must read and then complete and sign form below.

NOTICE TO CANDIDATE

The work you produce for the speaking assessment must be your own. If you cheat in any way, you may be disqualified from at least the subject concerned.

GDPR Consent

- WJEC may select your work for use in teaching and learning resources published on the WJEC/ Eduqas public website. Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- You understand that this agreement may be terminated at any time through written request.^[1]

For further details about how we process your data please read WJEC's privacy notice.

^[1] You must be over 13 to provide consent. You may withdraw your consent at any time by contacting WJEC on languages@wjec.co.uk Please include the title of the work, the year of assessment, centre name and number, candidate name and the Component in the communication. The work will then be removed from the secure website.

Candidate Declaration

Candidate order and candidate number e.g. 1.20056	Candidate name	Cards used AS use only	PART 1: I have read and understood the Notice to Candidate (opposite). I confirm that the work produced during the speaking assessment is my own. Candidate signature (typing your name will be accepted as your signature)	PART 2: I have read and understood the GDPR Consent (opposite). I confirm that I have indicated below whether or not I give WJEC consent to use my work as outlined above.		Date
				I consent to WJEC using my work (tick)	I do not consent to WJEC using my work (tick)	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

CENTRE DECLARATION

I certify that the work of each candidate named above is their own and has been carried out under the conditions required by WJEC.

Signature: Position: Date:



PART 3: CONFIDENTIAL – FOR CENTRE USE ONLY

Notification of:

- changes to allocation of set to candidate
- approved extra time allocated.

GCSE ONLY:

The centre set allocation from WJEC must be uploaded with this form for submission to WJEC. Centres are also instructed to note the circumstances that dictate a change to the allocated set of cards

The information below must NOT be shared with candidates.

Candidate number	Candidate name	Change to set allocated and reason	Percentage of approved extra time

HIGHER SET 1

ROLE PLAY

IDENTITY AND CULTURE

[15]

Food and drink

Setting: You go into your local café with your French friend. Your teacher will play the part of your French friend.

Teacher examiner responses are given in bold.

- **Tu préfères quelle table ?**
- Say which table you prefer.
- **D'accord.**
- Ask your friend what he/she thinks of Welsh food.
- **J'aime bien. Que recommandes-tu ?**
- Answer the question.
- **Alors je prends ça.**
- Say you went to a French restaurant last weekend.
- **Génial.**
- Say one French dish you would like to try.
- **Moi, je n'aime pas ça.**

HIGHER SET 1

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the sub-sub-theme and bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **2½ and 3½** minutes on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

- You must ask the candidate which sub-sub theme they have chosen.
- The candidate will be expected to initiate the discussion.

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

(a)

Theme 2: WALES AND THE WORLD

- Local areas of interest

or

- Environment

OR (if the candidate has already chosen Theme 2 in Part 1)

(b)

Theme 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- Career plans

HIGHER SET 2**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Self and relationships

Setting: You are talking with your French friend about relationships. Your teacher will play the part of your French friend.

Teacher examiner responses are given in bold.

- **Quels sont les avantages d'avoir des frères ou des sœurs ?**
- State one benefit of having brothers or sisters.
- **Avec qui préfères-tu sortir ?**
- Answer the question.
- **D'accord. Vous sortez souvent ensemble ?**
- Say how often you go out together.
- **Qu'est-ce que tu as porté quand tu es sorti(e) la dernière fois ?**
- Say what you wore the last time you went out.
- **D'accord.**
- Ask your French friend what he/she will do next weekend.
- **Nous nous promènerons à la campagne.**

HIGHER SET 2

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the sub-sub-theme and bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **2½ and 3½** minutes on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

- You must ask the candidate which sub-sub-theme they have chosen.
- The candidate will be expected to initiate the discussion.

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

(a)

Theme 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- Skills and personal qualities

OR (if the candidate has already chosen Theme 3 in Part 1)

(b)

Theme 2: WALES AND THE WORLD

- Travel and transport

or

- Holidays and tourism

HIGHER SET 3

ROLE PLAY

WALES AND THE WORLD

[15]

Holidays and tourism

Setting: You are talking to the hotel receptionist during a holiday on the tropical island of La Réunion. Your teacher will play the part of the receptionist.

Teacher examiner responses are given in bold.

- **Vous passez combien de temps à La Réunion ?**
- Say how long you are staying.
- **Et, quand êtes-vous arrivé(e) ?**
- Say when you arrived.
- **Vous n'êtes pas trop fatigué(e), alors.**
- Ask what activities he/she recommends.
- **Je recommande la plongée. Que pensez-vous de notre île ?**
- Answer the question.
- **C'est sûr. Qu'est-ce que vous ferez demain ?**
- Say what you will do tomorrow.
- **D'accord. Bonne journée.**

HIGHER SET 3

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the sub-sub-theme and bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **2½ and 3½** minutes on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

- You must ask the candidate which sub-sub-theme they have chosen.
- The candidate will be expected to initiate the discussion.

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

(a)

Theme 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college studies

or

- Career plans

OR (if the candidate has already chosen Theme 3 in Part 1)

(b)

Theme 1: IDENTITY AND CULTURE

- Entertainment and leisure

or

- Food and drink

HIGHER SET 4**ROLE PLAY****WALES AND THE WORLD**

[15]

Local areas of interest

Setting: During your summer job at a local hotel reception a visitor from the Côte d'Ivoire asks your advice. Your teacher will play the part of the visitor.

Teacher examiner responses are given in bold.

- **Donc, qu'est-ce qu'on peut faire dans cette ville ?**
- Suggest an activity he/she could do.
- **Ça, c'est intéressant.**
- Ask how the visitor is travelling.
- **J'ai une voiture.**
- Say what the traffic is like in the town.
- **Ah bon. Qu'est-ce que vous avez visité récemment dans cette région ?**
- Answer the question.
- **Génial. Demain, je vais aller au bord de la mer.**
- Say what the weather will be like tomorrow.

HIGHER SET 4

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the sub-sub-theme and bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **2½ and 3½** minutes on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

- You must ask the candidate which sub-sub-theme they have chosen.
- The candidate will be expected to initiate the discussion.

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

(a)

Theme 1: IDENTITY AND CULTURE

- Self and relationships

or

- Entertainment and leisure

OR (if the candidate has already chosen Theme 1 in Part 1)

(b)

Theme 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college studies

or

- Employment

HIGHER SET 5**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Skills and personal qualities

Setting: You are discussing with the parent of a French friend the possibility of working in his/her business in the summer. Your teacher will play the part of the parent.

Teacher examiner responses are given in bold.

- **Alors, tu voudrais travailler pour moi cet été ?**
- Say yes and ask what sort of job there is.
- **Je peux t'offrir plusieurs possibilités. Tu as quelle qualité personnelle ?**
- Answer the question.
- **Et tu as quelle compétence ?**
- Say which relevant work skill you have.
- **Et, où as-tu développé cette compétence ?**
- Say where you learnt this skill.
- **Très bien. Quand est-ce que tu arriveras en France ?**
- Say when you will arrive in France.
- **D'accord. À bientôt.**

HIGHER SET 5

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the sub-sub-theme and bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **2½ and 3½** minutes on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

- You must ask the candidate which sub-sub-theme they have chosen.
- The candidate will be expected to initiate the discussion.

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

(a)

Theme 1: IDENTITY AND CULTURE

- Health and fitness

or

- Food and drink

OR (if the candidate has already chosen Theme 1 in Part 1)

(b)

Theme 2: WALES AND THE WORLD

- Travel and transport

or

- Environment

HIGHER SET 6**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Employment

Setting: A French restaurant is about to open in your town and you have applied for a job. Your teacher will play the part of the restaurant owner.

Teacher examiner responses are given in bold.

- **Alors, pourquoi voulez-vous travailler ici ?**
- Say why you wish to work in the restaurant.
- **C'est bien.**
- Ask what sort of jobs there are.
- **Il y en a plusieurs. Quelle compétence avez-vous ?**
- Answer the question.
- **D'accord. Où avez-vous déjà travaillé ?**
- Say where you have previously worked.
- **Alors, vous pourrez commencer à quelle date ?**
- Say when you will start.
- **C'est possible.**

HIGHER SET 6

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

- provide facts and information relating to the sub-sub-theme and bullet point chosen
- give and/or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **2½ and 3½** minutes on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

- You must ask the candidate which sub-sub-theme they have chosen.
- The candidate will be expected to initiate the discussion.

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for Part 2.

(a)

Theme 2: WALES AND THE WORLD

- Local areas of interest

or

- Holidays and tourism

OR (if the candidate has already chosen Theme 2 in Part 1)

(b)

Theme 1: IDENTITY AND CULTURE

- Self and relationships

or

- Health and fitness