



GCSE – NEW

3810U10-1T



S18-3810U10-1T

**SPANISH – Unit 1
Speaking
FOUNDATION TIER
SETS 1-9**

2018

TEACHER'S COPY

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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 four-page task booklets (Sets 1-9) will be sent to the Examinations Officer at the centre in a secure pack. There will be instructions not to open the package until the specified date. Each candidate will be allocated one set. The list allocating a set to each candidate will be provided by WJEC following submission of entries. The teacher must ensure that each candidate is assessed with the correct set. Teacher examiner prompts for the role play, the seen and additional questions for the photo card discussion and the bullet points for each part of the conversation are provided in this composite booklet. The teacher examiner may open the packs up to three working days in advance of the first assessment date **at the centre**.

The speaking assessments will take place during the specified five-week period from **9th April to 11th May 2018**.

Centres must keep a record of the schedule (including dates) on which the assessments are conducted. There will be an authenticity form for the centre and candidates to sign and declare that assessments have been conducted according to the requirements and this must be submitted to WJEC with the audio recordings. Audio files should be uploaded to the SecureAssess site within 48 hours or two working days of the speaking assessments taking place.

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 which 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 12 minutes, the teacher examiner must ensure that the candidate spends the following times on each task:

Task	Approximate timings	
	Foundation tier	Higher tier
Role play	2 minutes	2 minutes
Photo card discussion	2 minutes	3 minutes
Conversation (Part 1 and Part 2)	3-5 minutes total	5-7 minutes total
All tasks	7-9 minutes in total	10-12 minutes in total

The timing for the role play is approximately 2 minutes but this will depend on each candidate. The timing for the photo card should be adhered to so that the candidate is able to access the full range of marks. 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 1½ and 2½ minutes** for Foundation Tier and **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 circumstance, the teacher examiner must inform WJEC immediately via the Examinations Officer at the centre. WJEC will then inform the centre which set to use in place of the original set allocated.

Detailed instructions regarding the process for submitting the materials will be communicated to centres through Examination 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 on their task card. The teacher examiner is not required to read out the setting to the candidate and must not rephrase the prompts.

Photo card discussion

The candidate will have two questions that they will see during the preparation period on their task booklet and will also be asked two unseen questions. The teacher will lead the discussion by asking the two seen questions followed by the two unseen questions. The teacher may rephrase the questions, provided that the same meaning is maintained, and may also repeat or rephrase questions that the candidate does not understand.

Conversation

Part 1

Part 1 of the conversation will cover content from the remaining broad theme not covered by the role play and photo card discussion. The candidate must choose **one** of the nominated bullet points for their discussion. The teacher examiner will ask the candidate in the assessed language which bullet point 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 with a question. This will be reflected in the awarding of marks for communication and interaction.

Part 2

The candidate will have a choice of two bullet points taken from a broad theme not covered in Part 1 of the conversation. 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 1½ and 2½ minutes** for Foundation Tier and **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. Suggested questions for the conversation are provided on page 5 of this booklet by theme. They are examples only and are not prescriptive or exhaustive. It is important the teacher responds to what they are hearing and does not simply ask a list of prescribed questions.

SUGGESTED QUESTIONS FOR CONVERSATION – SPANISH

Theme 1: Identity and culture

- ¿Te interesa la moda? (¿Por qué (no)?)
- ¿Es importante llevar ropa de diseño? (¿Por qué (no)?)
- ¿Cuáles son las ventajas y desventajas de los medios sociales?
- ¿Qué tecnología utilizaste ayer?
- ¿Qué ropa llevarás este fin de semana?
- ¿Cuál es tu deporte favorito? (¿Por qué (no)?)
- ¿Es importante llevar una vida sana? (¿Por qué (no)?)
- ¿Qué te gusta hacer en el tiempo libre?
- ¿Qué hiciste la semana pasada para mantenerte en forma?
- ¿Qué harás el fin de semana que viene?
- ¿Es importante probar comida diferente? (¿Por qué (no)?)
- ¿Prefieres celebrar tu cumpleaños con tus amigos o con tu familia? (¿Por qué (no)?) Háblame de la última vez que fuiste a un restaurante.
- ¿Qué harás para celebrar tu cumpleaños el año que viene?
- ¿Cómo sería tu cumpleaños ideal?

Theme 2: Wales and the World – areas of interest

- ¿Qué se puede hacer en tu pueblo/ciudad?
- ¿Cuáles son las ventajas y desventajas del transporte público?
- ¿Qué hiciste el fin de semana pasado en tu región?
- ¿Cómo será tu región en el futuro?
- ¿Cómo viajaste al colegio ayer?
- ¿Crees que las playas son más populares que los museos? (¿Por qué (no)?)
- ¿Crees que el turismo tiene muchas ventajas? (¿Por qué (no)?)
- Describe tus vacaciones ideales.
- ¿Qué hiciste durante las vacaciones escolares el verano pasado?
- ¿Qué harás para tus vacaciones el año que viene? (¿Por qué?)
- ¿Qué cosas reciclas en casa?
- ¿Crees que es importante reciclar? (¿Por qué (no)?)
- ¿Crees que es importante ayudar a los demás? (¿Por qué (no)?)
- ¿Qué hiciste ayer para ayudar al medio ambiente?
- ¿Qué harás para ayudar a la gente la semana que viene?

Theme 3: Current and future study and employment

- ¿Qué actividades extraescolares se pueden hacer en tu instituto?
- ¿Estás a favor del uniforme escolar? (¿Por qué (no)?)
- ¿Crees que los jóvenes tienen demasiados exámenes? (¿Por qué (no)?)
- ¿Qué hiciste en el colegio la semana pasada?
- ¿Qué harás el año que viene? (¿Por qué?)
- Para los jóvenes, ¿es importante tener un trabajo a tiempo parcial? (¿Por qué (no)?)
- ¿Qué cualidades personales tienes?
- ¿Qué hiciste para tus prácticas?
- ¿Cuáles son las ventajas y desventajas de las prácticas?
- ¿Qué tipo de trabajo harás en el futuro?
- ¿Qué asignaturas se pueden estudiar en tu colegio?
- ¿En tu opinión es importante ir a la universidad? (¿Por qué (no)?)
- ¿Qué estudiaste el año pasado?
- ¿Qué harás después de tus exámenes?
- ¿Te gustaría vivir en el extranjero? (¿Por qué (no)?)

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FOUNDATION SET 1

ROLE PLAY

IDENTITY AND CULTURE

[15]

Self and relationships

Setting: You are chatting with your Spanish friend about friendship. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Cómo es tu mejor amigo/a?**
- Describe your best friend.
- **En tu opinión, ¿cómo es su carácter?**
- Say what his/her character is like.
- **¿Qué te gusta hacer con tus amigos normalmente?**
- Answer the question.
- **¿Qué hiciste la semana pasada con tus amigos?**
- Say what you did with your friend last week.
- **Muy bien.**
- Ask your friend what is his/her best friend's name.
- **Roberto.**

FOUNDATION SET 1
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Global Sustainability



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Qué haces para ayudar al medioambiente? ¿Por qué?**
3. Unseen questions.
 - **Es necesario reciclar. (¿Qué opinas? / Explica tu respuesta)**
 - **¿Qué reciclaste la semana pasada? (¿Por qué? / Explica tu respuesta)**

FOUNDATION 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.

A candidate should be looking to:

- provide facts and information relating to the 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 bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study

or

- Skills and personal qualities

PART 2

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

Theme: IDENTITY AND CULTURE

- Health and fitness

or

- Festivals and celebrations

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FOUNDATION SET 2

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Career plans

Setting: You are skyping your Spanish friend and you start talking about your future plans. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Qué quieres hacer en septiembre?**
- Say what you want to do in September.
- **¿Qué trabajo quieres hacer en el futuro?**
- Say what job you want to do.
- **¿Por qué?**
- Answer the question.
- **¿Qué hiciste durante las últimas vacaciones?**
- Say what you did in the last school holidays.
- **Muy bien.**
- Ask your friend what he/she wants to do in the future.
- **Reply appropriately.**

FOUNDATION SET 2
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Home and locality



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Qué modo de transporte usas normalmente en tu pueblo/ciudad?**
3. Unseen questions.
 - **El transporte público es muy caro. (¿Qué opinas? / Explica tu respuesta)**
 - **¿Cuál sería tu modo de transporte ideal? (¿Por qué? / Explica tu respuesta)**

FOUNDATION 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.

A candidate should be looking to:

- provide facts and information relating to the 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 bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: IDENTITY AND CULTURE

- Self and relationships

or

- Food and drink

PART 2

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- Employment

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FOUNDATION SET 3

ROLE PLAY

IDENTITY AND CULTURE

[15]

Health and fitness

Setting: Your Spanish friend has come to visit you and you are chatting about healthy eating. Your teacher will play the part of your friend.

The teacher examiner responses are given in bold.

- **¿Comes sano?**
- Say what you eat to stay healthy.
- **¿Qué opinas de la comida basura?**
- Say what you think of junk food.
- **¿Qué comiste ayer?**
- Say what you ate yesterday.
- **Muy bien.**
- Ask your friend what is his/her favourite food.
- **Reply appropriately. ¿Qué deporte haces para mantenerte en forma?**
- Answer the question.

FOUNDATION SET 3
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Current Study



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Te gusta estudiar? ¿Por qué (no)?**
3. Unseen questions.
 - **Es importante llevar uniforme. (¿Qué piensas? / Explica tu respuesta)**
 - **¿Qué vas a estudiar el año próximo? (¿Por qué? / Explica tu respuesta)**

FOUNDATION 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.

A candidate should be looking to:

- provide facts and information relating to the 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 bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Spain and Spanish-speaking countries
- or**
- Holidays and tourism

PART 2

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

Theme: IDENTITY AND CULTURE

- Technology and social media
- or**
- Entertainment and leisure

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FOUNDATION SET 4

ROLE PLAY

WALES AND THE WORLD

[15]

Local areas of interest

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about your area. Your teacher will play the part of the Spanish pupil.

Teacher examiner responses are given in bold.

- **¿Cómo es tu pueblo?**
- Describe your town/city.
- **¿Qué se puede hacer allí?**
- Say what there is to do there.
- **¿Qué tiempo hace allí en el verano?**
- Answer the question.
- **¿Qué hiciste el fin de semana pasado?**
- Say what you did last weekend.
- **Muy bien.**
- Ask your friend what he/she likes to do in his/her town.
- **Reply appropriately.**

FOUNDATION SET 4
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Lifestyle

Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Qué tipo de ejercicio haces? ¿Por qué? (no)?**
3. Unseen questions.
 - **Es importante mantenerse en forma (¿Qué piensas? / Explica tu respuesta)**
 - **¿Qué hiciste la semana pasada para mantenerte en forma? (¿Por qué? / Explica tu respuesta)**

FOUNDATION 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.

A candidate should be looking to:

- provide facts and information relating to the 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 bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities

or

- Career plans

PART 2

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

Theme: WALES AND THE WORLD

- Travel and transport

or

- Local and regional features and characteristics of Spain and Spanish-speaking countries

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FOUNDATION SET 5

ROLE PLAY

WALES AND THE WORLD

[15]

Local and regional features and characteristics of Spain and Spanish-speaking countries.

Setting: Whilst on holiday in Malaga you go to the Tourist Office. Your teacher will play the part of the Tourist Office employee.

Teacher examiner responses are given in bold.

- **Buenas tardes, ¿qué desea?**
- Say you want a map of the town/city.
- **Aquí tiene.**
- Ask what there is to do.
- **Hay varios museos, un castillo, el teatro romano...**
- Say what you want to visit/see.
- **Muy bien. ¿De dónde es usted?**
- Answer the question.
- **¡Qué interesante! ¿Cuándo llegó usted aquí?**
- Say when you arrived in Malaga.

FOUNDATION SET 5
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Es importante ir a la universidad? ¿Por qué (no)?**
3. Unseen questions.
 - **Estudiar es una pérdida de tiempo. (¿Qué opinas? / Explica tu respuesta)**
 - **¿Cuál sería tu trabajo ideal? (¿Por qué? / Explica tu respuesta)**

FOUNDATION 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.

A candidate should be looking to:

- provide facts and information relating to the 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 bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: IDENTITY AND CULTURE

- Self and relationships
- or
- Food and drink

PART 2

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

Theme: WALES AND THE WORLD

- Local areas of interest
- or
- Social issues

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FOUNDATION SET 6

ROLE PLAY

WALES AND THE WORLD

[15]

Environment

Setting: Your Spanish friend has telephoned you and you talk about the environment. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Qué te preocupa más del medioambiente?**
- Say what worries you most about the environment.
- **¿Por qué?**
- Say why.
- **A mí me preocupa la polución atmosférica.**
- Ask your friend what he/she does to help the environment.
- **Yo reciclo el plástico y tú, ¿qué haces?**
- Answer the question.
- **Muy bien. ¿Qué hiciste la semana pasada para ayudar al medioambiente?**
- Say what you did last week to help the environment.

FOUNDATION SET 6
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Customs and Traditions

Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Te gustan las fiestas típicas? ¿Por qué (no)?**
3. Unseen questions.
 - **Las tradiciones son importantes. (¿Qué piensas? / Explica tu respuesta)**
 - **¿Te gustaría asistir a una fiesta española? (¿Por qué? / Explica tu respuesta)**

FOUNDATION 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.

A candidate should be looking to:

- provide facts and information relating to the 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 bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans
- or
- School/college studies

PART 2

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

Theme: WALES AND THE WORLD

- Holidays and tourism
- or
- Travel and transport

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FOUNDATION SET 7

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Employment

Setting: Whilst spending the summer in Spain you go for a job interview. Your teacher will play the part of the employer.

Teacher examiner responses are given in bold.

- **¿Su nombre y su nacionalidad?**
- Give your full name and nationality.
- **¿Qué trabajo le interesa?**
- Say what job you want to do.
- **¿Qué experiencia tiene?**
- Say where you worked before.
- **¿Para cuánto tiempo está en España?**
- Answer the question.
- **Bien. Tenemos un trabajo a tiempo parcial.**
- Ask when you can start.
- **Reply appropriately.**

FOUNDATION SET 7
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

The Wider World

Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Qué tipo de vacaciones prefieres? ¿Por qué?**
3. Unseen questions.
 - **Me gusta viajar con mi familia (¿Qué opinas? / Explica tu respuesta)**
 - **¿Cómo serían tus vacaciones ideales? (¿Por qué? / Explica tu respuesta)**

FOUNDATION SET 7

CONVERSATION

Guidance for Conversations

[30]

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

A candidate should be looking to:

- provide facts and information relating to the 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 bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: IDENTITY AND CULTURE

- Technology and social media

or

- Festivals and celebrations

PART 2

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- Post-16 study

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FOUNDATION SET 8

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

School/college life

Setting: Your Spanish friend is doing a project on school life in other countries. You skype your friend to talk about your school. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Cómo es tu instituto?**
- Describe your school.
- **¿A qué hora empiezan las clases?**
- Say what time school starts.
- **Mis clases empiezan a las ocho.**
- Ask your friend where they eat at lunchtime.
- **Normalmente como en la cantina.**
¿Qué comes en la cantina?
- Answer the question.
- **¿Qué hiciste ayer después de las clases?**
- Say what you did yesterday after school.
- **Muy bien.**

FOUNDATION SET 8
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Youth Culture

Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Prefieres una tableta o un ordenador para hacer los deberes? ¿Por qué?**
3. Unseen questions.
 - **La tecnología moderna es muy útil. (¿Qué opinas? / Explica tu respuesta)**
 - **¿Cómo te comunicas/conectas con tus amigos? (¿Por qué? / Explica tu respuesta)**

FOUNDATION SET 8

CONVERSATION

Guidance for Conversations

[30]

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

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
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- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: WALES AND THE WORLD

- Social issues

or

- Travel and transport

PART 2

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities

or

- Career plans

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FOUNDATION SET 9

ROLE PLAY

IDENTITY AND CULTURE

[15]

Festivals and celebrations

Setting: You are on a school exchange in Spain. You are talking to your Spanish friend about New Year celebrations. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Cómo celebras el Año Nuevo?**
- Say what you do to celebrate the New Year.
- **¿Con quién lo celebras?**
- Say who you celebrate it with.
- **Y, ¿qué comes?**
- Answer the question.
- **Para los españoles las fiestas son muy importantes.**
- Ask your friend what is his/her favourite festival.
- **Me gustan todas las fiestas. Y tú, ¿qué celebraste el año pasado?**
- Say what you celebrated last year.
- **Muy bien.**

FOUNDATION SET 9
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
 - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
 - **¿Cuáles son tus cualidades personales? Descríbelas.**
3. Unseen questions.
 - **Es mejor trabajar que estudiar. (¿Qué piensas? / Explica tu respuesta)**
 - **¿Preferirías hacer un trabajo práctico o académico? (¿Por qué? / Explica tu respuesta)**

FOUNDATION SET 9

CONVERSATION

Guidance for Conversations

[30]

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

A candidate should be looking to:

- provide facts and information relating to the 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 bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

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

Theme: WALES AND THE WORLD

- Local areas of interest

or

- Environment

PART 2

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

Theme: IDENTITY AND CULTURE

- Technology and social media

or

- Health and fitness

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