



GCSE – NEW

3810UA0-1T

SPANISH – Unit 1

Speaking

HIGHER TIER

SETS 1-9

2018

TEACHER'S COPY



S18-3810UA0-1T

3810UA01T
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 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)?)

BLANK PAGE

HIGHER SET 1

ROLE PLAY

IDENTITY AND CULTURE

[15]

Health and fitness

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 health and fitness. Your teacher will play the part of the pupil.

Teacher examiner responses are given in bold.

- **¿Qué haces para mantenerte en forma?**
- Say what you do to keep fit.
- **¿Qué tipo de comida sana hay en tu colegio?**
- Answer the question.
- **Yo como mucha fruta. ¿Qué comiste ayer?**
- Say what you ate yesterday.
- **¿Qué harás este fin de semana para mantenerte en forma?**
- Say what you will do to keep fit this weekend.
- **Muy bien.**
- Ask your friend if he/she has a healthy lifestyle.
- **Reply appropriately.**

HIGHER SET 1
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Global Sustainability



Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Qué problema del medioambiente te preocupa más? ¿Por qué?**
3. Unseen questions.
 - **Reciclar no es muy importante. (¿Qué piensas? ¿Por qué? / Justifica tu respuesta)**
 - **¿Preferirías vivir en la ciudad o en el campo? (¿Por qué? / Justifica tu respuesta)**

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.

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 **2½ and 3½ 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

- School/college life

or

- Employment

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

- Entertainment and leisure

or

- Technology and social media

BLANK PAGE

HIGHER SET 2

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 study

Setting: You want to do a language course in Spain after your GCSEs. You telephone a language school in Madrid. Your teacher will play the part of the secretary.

Teacher examiner responses are given in bold.

- **¿Qué idioma quiere estudiar?**
- Say what language you would like to study.
- **¿Por qué?**
- Say why it will be useful in the future.
- **¿Cuándo puede usted empezar a estudiar?**
- Answer the question.
- **Muy bien.**
- Ask about accommodation.
- **Hay una pensión al lado de la escuela. ¿Ha estado en Madrid antes?**
- Say you visited Madrid last year.

HIGHER SET 2
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Home and locality

Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Cuáles son las desventajas de usar el transporte público? ¿Por qué?**
3. Unseen questions.
 - **Es importante usar el transporte público. (¿Qué piensas? / Justifica tu respuesta)**
 - **¿Te gustaría vivir en un mundo sin coches? (¿Por qué? / Justifica tu respuesta)**

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.

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 **2½ and 3½ 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**
- 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 studies
- or**
- Skills and personal qualities

BLANK PAGE

HIGHER SET 3

ROLE PLAY

WALES AND THE WORLD

[15]

Environment

Setting: As part of a twinning project with a school in Spain, you take part in a video conference to discuss the environment. You talk to your Spanish friend about it. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Qué opinas de los problemas del medio ambiente?**
- Give your opinion about environmental problems.
- **¿Cómo podemos reducir la contaminación?**
- Answer the question.
- **¿Qué hiciste la semana pasada para proteger el medio ambiente?**
- Say what you did last week to protect the environment.
- **Muy bien.**
- Ask your friend what he/she will do to help in the future.
- **Bajaré la calefacción. ¿Qué harás para ahorrar energía?**
- Say what you will do to save energy in the future.

HIGHER SET 3
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Youth Culture

Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Qué tecnología prefieres para hacer los deberes? ¿Por qué?**
3. Unseen questions.
 - **Los jóvenes pasan demasiado tiempo en redes sociales. (¿Qué piensas? / Justifica tu respuesta)**
 - **¿Se debería prohibir el uso de los móviles en las escuelas? (¿Por qué (no)? / Justifica tu respuesta)**

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.

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 **2½ and 3½ 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

- 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

- Holidays and tourism

or

- Local areas of interest

BLANK PAGE

HIGHER SET 4

ROLE PLAY

IDENTITY AND CULTURE

[15]

Self and relationships

Setting: You are skypeing your Spanish friend and you start talking about friends and relationships. 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.
- **¿Qué harás con tu amigo/a esta semana?**
- Say what you will do with your friend this week.
- **¡Qué bien!**
- Ask if it is important to have friends.
- **Sí, es muy importante. ¿Cómo te llevas con tu familia?**
- Answer the question.
- **¿Qué hiciste con tu familia el fin de semana pasado?**
- Say what you did with your family last weekend.

HIGHER SET 4

PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Current Study



Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Es importante estudiar? ¿Por qué (no)?**
3. Unseen questions.
 - **La Universidad es una pérdida de dinero. (¿Qué piensas? / Justifica tu respuesta)**
 - **¿Cómo sería tu instituto ideal? (¿Por qué? / Justifica tu respuesta)**

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.

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 **2½ and 3½ 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**
- 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: IDENTITY AND CULTURE

- Health and fitness
- or**
- Festivals and celebrations

BLANK PAGE

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

[15]

School/college studies

Setting: Your Spanish friend has come to visit you and you talk about your studies. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Qué asignaturas estudiarás en septiembre?**
- Say what you will study in September.
- **¿Por qué?**
- Say why.
- **¿Qué opinas de los exámenes?**
- Answer the question.
- **¿Qué deberes hiciste anoche?**
- Say what homework you did last night.
- **Yo odio hacer los deberes.**
- Ask your friend what he/she likes to study.
- **Reply appropriately.**

HIGHER SET 5
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Customs and Traditions

Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Es bueno comer con la familia? ¿Por qué (no)?**
3. Unseen questions.
 - **Las tradiciones familiares son muy importantes. (¿Qué piensas? / Justifica tu respuesta)**
 - **¿Qué te gustaría comer en ocasiones especiales? (¿Por qué? / Justifica tu respuesta)**

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.

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 **2½ and 3½ 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

- Environment

or

- Social issues

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

- Career plans

or

- Employment

BLANK PAGE

HIGHER SET 6

ROLE PLAY

WALES AND THE WORLD

[15]

Holidays and tourism

Setting: You are talking to your Spanish friend about holidays. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Qué tipo de vacaciones prefieres?**
- Say what type of holidays you prefer.
- **¿Con quién te gusta más ir de vacaciones?**
- Answer the question.
- **¡Qué bien!**
- Ask your friend what he/she likes to do on holiday.
- **Me gusta esquiar. ¿Y tú, qué hiciste durante las vacaciones de invierno?**
- Say what you did last winter holidays.
- **¿Cómo serían tus vacaciones ideales?**
- Say what you would do on your ideal holiday.

HIGHER SET 6
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Cuáles son tus mejores cualidades? ¿Por qué? Descríbelas.**
3. Unseen questions.
 - **Es importante hablar otros idiomas. (¿Qué piensas? / Justifica tu respuesta)**
 - **¿Cómo sería tu trabajo ideal? (¿Por qué? / Justifica tu respuesta)**

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.

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 **2½ and 3½ 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

- Health and fitness

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

BLANK PAGE

HIGHER SET 7**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Festivals and celebrations

Setting: Your Spanish exchange friend asks you about festivals. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Has ido a un festival de música?**
- Say you went to a music festival last year.
- **¿Qué opinas de la música clásica?**
- Give your opinion about going to a classical music concert.
- **Estoy de acuerdo.**
- Ask your friend if he/she wants to go to a pop concert with you.
- **¡Me encantaría! ¿Cuándo quieres ir?**
- Answer the question.
- **Si vienes a España iremos a un festival de música española.**
- Say you would like to go to Spain next year.

HIGHER SET 7
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

The Wider World



Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Qué tipo de vacaciones prefieres? ¿Por qué?**
3. Unseen questions.
 - **El turismo es muy positivo. (¿Qué piensas? / Justifica tu respuesta)**
 - **¿Qué país te gustaría visitar en el futuro? (¿Por qué? / Justifica tu respuesta)**

HIGHER 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 **2½ and 3½ 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**
- Employment

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**
- Self and relationships

BLANK PAGE

HIGHER SET 8**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Employment

Setting: You are talking to your Spanish friend about work. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Qué tipo de trabajo te gustaría hacer en el futuro?**
- Say what job you would like to do in the future.
- **¿Crees que vale la pena hacer un trabajo a tiempo parcial?**
- Give your opinion on part-time work.
- **Yo trabajo en un restaurante los fines de semana.**
- Ask your friend if he/she likes his/her job.
- **Sí, me gusta mucho. ¿Qué hiciste recientemente para ganar dinero?**
- Say what you did recently to earn money.
- **¿Qué cualidades personales tienes?**
- Answer the question.
- **Muy bien.**

HIGHER SET 8
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Lifestyle

Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Qué te gusta hacer cuando estás con tus amigos? ¿Por qué?**
3. Unseen questions.
 - **Es muy importante tener un pasatiempo. (¿Qué piensas? / Justifica tu respuesta)**
 - **¿Cuál sería tu pasatiempo ideal? (¿Por qué? / Justifica tu respuesta)**

HIGHER 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.
- 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 **2½ and 3½ 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

- Holidays and tourism

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: CURRENT STUDY AND FUTURE EMPLOYMENT

- Career plans

or

- Skills and personal qualities

BLANK PAGE

HIGHER SET 9**ROLE PLAY****WALES AND THE WORLD**

[15]

Local areas of interest

Setting: You are on a school exchange in Spain. You are talking about your region and local areas of interest. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Cómo es la región donde vives?**
- Describe your region.
- **¿Qué hay para los turistas?**
- Answer the question.
- **Aquí hay muchas cosas para los turistas. ¿Qué te gustaría conocer?**
- Say what you would like to see/visit in Spain.
- **Muy bien.**
- Ask your friend if he/she wants to visit your country.
- **Me encantaría. ¿Qué hiciste en tu pueblo la semana pasada?**
- Say what you did last week in your town.

HIGHER 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 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed his/her response, continue with the following questions.
 - **¿Qué cualidades tiene un buen trabajador? ¿Por qué?**
3. Unseen questions.
 - **Ganar dinero es muy importante. (¿Qué piensas? (Justifica tu respuesta)**
 - **¿Te gustaría hablar bien otros idiomas? (¿Por qué (no)? / Justifica tu respuesta)**

HIGHER 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 **2½ and 3½ 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

- Food and drink

or

- Health and fitness

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

or

- Environment

BLANK PAGE

BLANK PAGE