



**GCSE**

**3810U10-1T**



S19-3810U10-1T

**SPANISH**

**Unit 1: Speaking  
FOUNDATION TIER  
SETS 1-9**

**2019**

**TEACHER'S COPY**

3810U101T  
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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 of booklets. 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 **8<sup>th</sup> April to 10<sup>th</sup> May 2019**.

Centres must keep a record of the schedule (including dates) for conducting assessments. There will be an authenticity form for the centre and candidates to sign and declare that assessments have been conducted according to the requirements. This must be uploaded 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. Further information about the upload process will be made available to centres in due course.

## 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:

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 two minutes but this will depend on each candidate's engagement with the task. 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 uses the task booklet next in sequence after the original set. The Examinations Officer must inform WJEC immediately of the circumstances and of which set was used 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 card 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?)
- ¿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?)
- ¿Dónde te gustaría visitar en España? (¿Por qué?)
- ¿Recomendarías España como destino turístico? (¿Por qué (no)?)
- ¿Qué cosas reciclas en casa?
- ¿Crees que es importante reciclar? (¿Por qué (no)?)
- ¿Cuáles son los problemas sociales más grandes en el mundo?
- ¿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 tu experiencia laboral?
- ¿Cuáles son las ventajas y desventajas de la experiencia laboral?
- ¿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

## CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

**Current Study**

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

**Teacher examiner responses are given in bold.**

- **¿Cómo es tu instituto?**
- Describe your school.
- **¿Qué asignaturas estudias este año?**
- Say what subjects you study.
- **¿A qué hora empiezan las clases?**
- Answer the question.
- **¿Qué deberes hiciste anoche?**
- Say what homework you did last night.
- **Muy bien.**
- Ask your friend what are his/her teachers like.
- **Muy estrictos.**

**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 problemas sociales hay en el mundo? Descríbelo(s).**
3. Unseen questions.
  - **Debemos ayudar a la gente pobre. (¿Qué opinas? Explica tu respuesta)**
  - **¿Te gustaría hacer un trabajo voluntario en tu pueblo? (¿Por qué (no)? 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: 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

- Skills and personal qualities

or

- Career plans

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## FOUNDATION SET 2

## ROLE PLAY

## WALES AND THE WORLD

[15]

## Home and Locality

Setting: Your Spanish friend is in Wales. He/she is trying to arrange a trip. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Me ayudas a organizar mi viaje?**
- Ask your friend where he/she wants to go.
- **Quiero ir a Cardiff.**
- Say how he/she can go to Cardiff.
- **¿A qué distancia está Cardiff?**
- Answer the question.
- **¿Cuál es tu modo de transporte favorito?**
- Say what your favourite method of transport is.
- **¿Qué otros sitios de interés has visitado tú en Gales?**
- Say where you went in Wales last year.
- **Vale.**

**FOUNDATION SET 2**  
**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.
  - **¿Te gusta hacer ejercicio? ¿Por qué (no)?**
3. Unseen questions.
  - **Comer sano es importante. (¿Qué opinas? Explica tu respuesta)**
  - **¿Qué vas a hacer el próximo fin de semana para mantenerte en forma? (¿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: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college studies

or

- Post-16 study

#### 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

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## FOUNDATION SET 3

## ROLE PLAY

## IDENTITY AND CULTURE

[15]

## Youth Culture

Setting: Your Spanish friend has come to visit you and you are talking about the uses of technology. Your teacher will play the part of your friend.

The teacher examiner responses are given in bold.

- **¿Usas tu teléfono móvil con frecuencia?**
- Say how often you use your mobile phone.
- **¿Para qué lo usas?**
- Answer the question.
- **¿Qué piensas de la tecnología moderna?**
- Give your opinion on technology.
- **De acuerdo.**
- Ask your friend what he/she does with his/her computer.
- **Los deberes. ¿Usaste tu ordenador anoche?**
- Say what you used your computer for last night.

**FOUNDATION SET 3**  
**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.
  - **Las vacaciones en familia son aburridas. (¿Qué opinas? Explica tu respuesta)**
  - **¿Qué vas a hacer las próximas vacaciones? (¿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: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

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: IDENTITY AND CULTURE

- Self and relationships

or

- Health and fitness

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## FOUNDATION SET 4

## ROLE PLAY

## CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

**Enterprise, Employability and Future Plans**

Setting: You are on a school trip in Spain. You are talking to your Spanish friend about skills and personal qualities. Your teacher will play the part of your friend.

**Teacher examiner responses are given in bold.**

- **¿Qué tipo de estudiante eres?**
- Say what type of student you are.
- **¿Qué idiomas hablas?**
- Answer the question.
- **¿Eres bueno en informática?**
- Say what IT skills you have.
- **¿Has aprendido algo nuevo recientemente?**
- Mention something you have learned recently.
- **Muy bien.**
- Ask your friend what is his/her best quality.
- **Reply appropriately.**

**FOUNDATION SET 4**  
**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.
  - **¿Te gusta pasar tiempo con tu familia? ¿Por qué (no)?**
3. Unseen questions.
  - **Los amigos son importantes. (¿Qué piensas? Explica tu respuesta)**
  - **¿Qué vas a hacer con tu familia la semana que viene? (¿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: WALES AND THE WORLD

- Travel and transport (locally)

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

- School/college studies

or

- Employment

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## FOUNDATION SET 5

## ROLE PLAY

## WALES AND THE WORLD

[15]

## The Wider World

Setting: You are talking to your Spanish friend about a recent trip to Spain. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Qué te gusta más de España?**
- Say what you like most about Spain.
- **¿Qué piensas del clima en España?**
- Answer the question.
- **Muy bien. ¿Qué regalos compraste allí?**
- Say what present(s) you bought in Spain.
- **Vale. ¿Qué otra parte de España te gustaría visitar?**
- Say what other part of Spain you want to visit.
- **Estupendo.**
- Ask your friend if he/she wants to visit your country.
- **Reply appropriately.**

**FOUNDATION SET 5**  
**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.
  - **¿Qué estudias este año? ¿Por qué?**
3. Unseen questions.
  - **Los deberes son importantes. (¿Qué opinas? Explica tu respuesta)**
  - **¿Te gustaría estudiar otros idiomas? (¿Por qué (no)? 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

- Entertainment and leisure
- 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
- Environment

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## FOUNDATION SET 6

## ROLE PLAY

## IDENTITY AND CULTURE

[15]

**Lifestyle**

Setting: You are chatting with your Spanish friend about what you do in your spare time. Your teacher will play the part of your friend.

**Teacher examiner responses are given in bold.**

- **¿Qué haces en casa cuando tienes tiempo libre?**
- Say what you do at home in your spare time.
- **Y, ¿qué deporte practicas?**
- Answer the question.
- **Muy bien. ¿Qué te gusta hacer con tus amigos?**
- Say what you like to do with your friends.
- **¿Qué hiciste el fin de semana pasado?**
- Say what you did last weekend.
- **Yo fui al cine.**
- Ask your friend what type of films he/she likes.
- **Las comedias.**

**FOUNDATION 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 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 es más importante para ti, trabajar o estudiar? ¿Por qué?**
3. Unseen questions.
  - **Es necesario ir a la universidad para tener un buen trabajo. (¿Qué opinas? Explica tu respuesta)**
  - **¿Qué planes tienes para septiembre? (¿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: WALES AND THE WORLD

- Travel and transport (locally)

or

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

#### 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

- Festivals and celebrations

or

- Self and relationships

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## FOUNDATION SET 7

## ROLE PLAY

## CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

**Enterprise, Employability and Future Plans**

Setting: You are Skyping your Spanish friend and talking about your future studies. Your teacher will play the part of your friend.

**Teacher examiner responses are given in bold.**

- **¿Qué piensas estudiar en septiembre?**
- Say what you want to study in September.
- **¿Dónde vas a estudiar?**
- Say where you are going to study.
- **¿Qué asignaturas escogiste este año?**
- Say what subjects you chose to study this year.
- **¿Qué opinas de los exámenes?**
- Answer the question.
- **Bien.**
- Ask your friend if he/she likes to study.
- **No mucho.**

**FOUNDATION SET 7**  
**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 hay que hacer en tu región? Da ejemplos.**
3. Unseen questions.
  - **Las atracciones turísticas son aburridas. (¿Qué opinas? Explica tu respuesta)**
  - **¿Qué lugar de Gales te gustaría visitar? (¿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

- 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

- Skills and personal qualities

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## FOUNDATION SET 8

## ROLE PLAY

## WALES AND THE WORLD

[15]

## Global Sustainability

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

**Teacher examiner responses are given in bold.**

- **¿Qué problemas del medio ambiente hay en tu pueblo?**
- Mention an environmental problem in your town.
- **¿Qué opinas del reciclaje?**
- Give your opinion on recycling.
- **Estoy de acuerdo.**
- Ask your friend's teacher what items he/she recycles.
- **Papel, botellas, la basura en general. ¿Con qué frecuencia reciclas tú?**
- Answer the question.
- **¿Qué hiciste ayer para ayudar al medio ambiente?**
- Say what you did yesterday to help the environment.
- **Muy bien.**

[15]

## A top-down view of a rustic wooden table laden with various Italian antipasti. The spread includes a large platter of salami and prosciutto, a bowl of tomato soup with bread, a plate of small appetizers like bruschetta and olives, a bowl of roasted vegetables, a small bowl of fruit, and a bottle of olive oil. The food is arranged in a circular fashion, creating a communal dining atmosphere.

- ¿Te gustaría aprender a cocinar la comida española? (¿Por qué (no)? 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.
- 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

- School/college studies

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

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## FOUNDATION SET 9

## ROLE PLAY

## IDENTITY AND CULTURE

[15]

## Customs and Traditions

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

**Teacher examiner responses are given in bold.**

- **¿Qué tradiciones hay en tu familia?**
- Mention a family tradition.
- **¿Te gustan las tradiciones?**
- Give your opinion on traditions.
- **¿Cómo celebras tu cumpleaños?**
- Answer the question.
- **Las tradiciones son muy importantes para nosotros.**
- Ask your friend what is his/her favourite tradition.
- **Comer en casa de la abuela. Y tú, ¿cómo celebraste tu último cumpleaños?**
- Say what you did last year for your birthday.

**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.
  - **¿Qué tipo de carrera te interesa? ¿Por qué?**
3. Unseen questions.
  - **Es necesario estudiar para ganar dinero. (¿Qué opinas? Explica tu respuesta)**
  - **¿Te gustaría trabajar en otro país? (¿Por qué (no)? 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

- Environment

or

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

#### 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

- Self and relationships

or

- Health and fitness

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