



GCSE

3810U10-1T



Z22-3810U10-1T

2022

SPANISH

**Unit 1: Speaking
FOUNDATION TIER
SETS 1–6**

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

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

The speaking assessments will take place during the specified period.

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

2. Task taking

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

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

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

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

	Approximate timings
Task	Foundation Tier
Role play	2 minutes
Conversation (Part 1 and Part 2)	3–5 minutes total
All tasks	5–7 minutes in total

The timing for the role play is approximately two minutes but this will depend on each candidate's engagement with the task. The timings above for the conversation include the two parts of the conversation task. Teacher examiners must ensure that **each part** of the conversation is given equal timings of between **1½ and 2½ minutes** for Foundation Tier. The overall timings **must** be adhered to and any speaking evidence that exceeds these timings will **not** be marked.

3. Conducting the assessment

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

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

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

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

Role play

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

Conversation

Part 1

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

Part 2

Part 2 of the conversation must be on a different theme. Two themes are specified in this booklet. If the candidate's chosen sub-sub-theme comes from the same theme as in box (a), the theme in box (b) **must** be used. The candidate will have a choice of two bullet points taken from a broad theme. The teacher examiner will ask the candidate in the assessed language which bullet point they have chosen and will start the conversation. The teacher examiner must ensure that each part of the conversation is given equal timings of between **1½ and 2½ minutes** for Foundation Tier.

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

SUGGESTED QUESTIONS FOR CONVERSATION – 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?)
- ¿Qué parte de España te gustaría visitar? (¿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)?)

TEACHER EXAMINER CHECKLIST

I have:

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



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

MFL Centre Form (NEA)

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

Centre Name:

Centre Number:

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

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

Part 1: Authentication Declaration

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

Part 2: GDPR Consent

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

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

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

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

Candidates must read and then complete and sign form below.

NOTICE TO CANDIDATE

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

GDPR Consent

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

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

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

Candidate Declaration

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

CENTRE DECLARATION

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

Signature: Position: Date:

FOUNDATION SET 1

ROLE PLAY

WALES AND THE WORLD

[15]

Travel and Transport

Setting: Your Spanish friend is in Wales. Your friend wants to go to the nearest city. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Cómo puedo ir a la ciudad?**
- Say what transport there is.
- **Vale.**
- Ask your friend if he/she likes public transport.
- **Los autobuses están bien. ¿Cuánto dinero cuesta ir a la ciudad?**
- Answer the question.
- **¿Cuánto dura el viaje?**
- Say how long the trip takes into the city.
- **Perfecto. ¿Dónde fuiste recientemente en transporte público?**
- Mention where you went recently on public transport in Wales.
- **Muy bien.**

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 examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

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

PART 2

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

(a)

Theme 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college studies

or

- Career plans

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

(b)

Theme 1: IDENTITY AND CULTURE

- Self and relationships

or

- Entertainment and leisure

FOUNDATION SET 2

ROLE PLAY

IDENTITY AND CULTURE

[15]

Self and Relationships

Setting: Your Spanish friend is talking to you about friendship. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **¿Adónde vas con tus amigos los fines de semana?**
- Say where you and your friends go at the weekend.
- **Vale.**
- Ask what his/her best friend is like.
- **Es muy buena persona. ¿Cómo se llama tu mejor amigo/a?**
- Answer the question.
- **En tu opinión, ¿por qué son importantes los amigos?**
- Say why you think friends are important.
- **Es verdad. Y, ¿qué hiciste con tus amigos recientemente?**
- Say what you did with your friends recently.

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 examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

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

PART 2

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

(a)

Theme 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Employment

or

- School/college life

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

(b)

Theme 2: WALES AND THE WORLD

- Local areas of interest

or

- Holidays and tourism

FOUNDATION SET 3**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Skills and Personal Qualities

Setting: You are chatting online 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 cualidad personal es útil en el empleo?**
- Say what personal quality is useful in a job.
- **¿Cuál es tu característica más importante?**
- Answer the question.
- **¿ Es importante tener conocimiento de informática?**
- Say if you think ICT skills are important.
- **¿Qué hiciste recientemente para mejorar tus habilidades?**
- Say what you did recently to improve your skills.
- **Muy bien.**
- Ask your friend what languages he/she speaks.
- **Reply appropriately.**

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 examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

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

PART 2

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

(a)

Theme 2: WALES AND THE WORLD

- Environment

or

- Holidays and tourism

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

(b)

Theme 1: IDENTITY AND CULTURE

- Health and fitness

or

- Food and drink

FOUNDATION SET 4

ROLE PLAY

IDENTITY AND CULTURE

[15]

Entertainment and Leisure

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

Teacher examiner responses are given in bold.

- **¿Qué haces en tu tiempo libre?**
- Say what you do in your spare time.
- **Y, ¿con qué frecuencia vas al cine?**
- Answer the question.
- **Muy bien. ¿Qué tipo de películas te gusta?**
- Say what kind of films you like.
- **¿Qué libro leíste recientemente?**
- Say what book you read recently.
- **Muy bien.**
- Ask your friend if he/she thinks leisure is important.
- **Reply appropriately.**

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 examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1**Candidate's chosen sub-sub-theme**

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

PART 2

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

(a)**Theme 2: WALES AND THE WORLD**

- Travel and transport

or

- Holidays and tourism

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

(b)**Theme 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School/college studies

or

- Employment

FOUNDATION SET 5

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

School/College Life

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

Teacher examiner responses are given in bold.

- **¿Cuál es tu asignatura preferida?**
- Say what your favourite subject is.
- **¿Cómo se llama tu profe de inglés?**
- Say what your English teacher is called.
- **¿Qué haces durante el recreo?**
- Answer the question.
- **¿Qué viaje escolar hiciste recientemente?**
- Say where you went on a school trip.
- **Muy bien.**
- Ask your friend what his/her teachers are like.
- **Muy buenos.**

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 examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

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

PART 2

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

(a)

Theme 1: IDENTITY AND CULTURE

- Health and fitness

or

- Food and drink

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

(b)

Theme 2: WALES AND THE WORLD

- Environment

or

- Local areas of interest

FOUNDATION SET 6

ROLE PLAY

WALES AND THE WORLD

[15]

Environment

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

Teacher examiner responses are given in bold.

- **¿Qué problemas medioambientales existen en el mundo?**
- Mention any environmental problem in the world.
- **¿Cuál es la causa de este problema?**
- Answer the question.
- **Estoy de acuerdo.**
- Ask your friend's grandparent about recycling.
- **Reply appropriately. ¿Qué piensan los jóvenes sobre el medio ambiente?**
- Say what young people think about the environment.
- **¿Qué hiciste en el instituto recientemente para proteger el medio ambiente?**
- Say what you did recently at school to help the environment.
- **Está muy bien.**

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 examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen sub-sub-theme for Part 1 and their chosen bullet point for Part 2.
- Please ensure that the candidate spends between **1½ and 2½ minutes** on each part of the discussion.

PART 1

Candidate's chosen sub-sub-theme

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

PART 2

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

(a)

Theme 1: IDENTITY AND CULTURE

- Self and relationships

or

- Entertainment and leisure

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

(b)

Theme 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities

or

- Career plans