



**GCSE**

**3810UA0-1T**

**SPANISH**

**Unit 1: Speaking**

**HIGHER TIER**

**SETS 1-9**

**2019**

**TEACHER'S COPY**



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

## 1. Task setting

Tasks will be set by WJEC. The assessment will be carried out by teachers at the centre, audio recorded and marked by external examiners. The four-page task booklets (Sets 1-9) will be sent to the Examinations Officer at the centre in a secure pack. There will be instructions not to open the package until the specified date. Each candidate will be allocated one set 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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## HIGHER SET 1

## ROLE PLAY

## IDENTITY AND CULTURE

[15]

## Customs and Traditions

Setting: You are Skyping your Spanish friend and you start talking about food and drink. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué te parece la comida española?**
- Give your opinion on Spanish food.
- **¿Qué comida típica española has probado?**
- Say what Spanish food you have eaten in the past.
- **Muy bien.**
- Ask your friend what he/she likes to eat.
- **Las tapas. ¿Qué te gusta comer a ti?**
- Answer the question.
- **Vale. ¿Qué región de España te gustaría visitar?**
- Say what Spanish region you would like to visit.

HIGHER SET 1  
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 their response, continue with the following questions.
  - **¿Qué lugares de interés hay en España? Da ejemplos.**
3. Unseen questions.
  - **España es muy turística. ¿Qué piensas? (¿Por qué? Justifica tu respuesta)**
  - **¿Te gustaría vivir en España? (¿Por qué (no)? 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**

- 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**

- Health and fitness

**or**

- Technology and social media

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**HIGHER SET 2****ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

**Enterprise, Employability and Future Plans**

Setting: During a school exchange programme in Spain, you are being interviewed for the position of Prefect. Your teacher will play the part of the interviewer. The teacher will speak first.

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

- **¿Por qué quieres esta posición?**
- Say why you want this position.
- **¿Qué cualidades se deberían tener para esta posición?**
- Say what should be the qualities of a prefect.
- **¿Qué experiencia has tenido en posiciones de responsabilidad?**
- Say what experience you have had, if any, for this role.
- **¿Qué piensas de las reglas de la escuela?**
- Answer the question.
- **Muy bien.**
- Ask how many pupils there are in the school.

HIGHER SET 2  
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 their response, continue with the following questions.
  - **¿Hay mucha pobreza en el mundo? ¿Por qué (no)?**
3. Unseen questions.
  - **La inmigración es un problema muy importante. (¿Qué piensas? Justifica tu respuesta)**
  - **¿Qué se podría hacer para mejorar la vida de los jóvenes? (¿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**

- Food and drink

**or**

- Self and relationships

#### 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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**HIGHER SET 3****ROLE PLAY****WALES AND THE WORLD**

[15]

**Global Sustainability**

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

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

- **¿Qué problemas del medio ambiente te preocupan más?**
- Say what environmental problem(s) worry you the most.
- **¿Por qué?**
- Answer the question.
- **¿Qué hiciste la semana pasada para ayudar al medio ambiente?**
- Say what you did to help the environment last week.
- **Muy bien.**
- Ask the teacher what environmental problems there are in his/her town.
- **Hay demasiados coches. ¿Cómo vas a participar en el proyecto de la escuela?**
- Say what you are going to do to participate in the project.

**HIGHER SET 3**  
**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 their response, continue with the following questions.
  - **¿Qué haces para mantenerte en forma? ¿Por qué?**
3. Unseen questions.
  - **La mayoría de los jóvenes no hace nada de ejercicio. (¿Qué piensas? Justifica tu respuesta)**
  - **¿Se debería obligar a los jóvenes a jugar un deporte? (¿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**

- Employment

#### 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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**HIGHER SET 4****ROLE PLAY****IDENTITY AND CULTURE**

[15]

**Youth Culture**

Setting: You are chatting to your Spanish friend about using new technology. Your teacher will play the part of your friend. The teacher will speak first.

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

- **¿Qué tipo de tecnología prefieres usar en tu casa?**
- Say what type of technology you like to use at home.
- **¿Por qué?**
- Answer the question.
- **Acabo de comprar un ordenador nuevo.**
- Ask your friend if he/she likes playing video games.
- **Me encantan. ¿Qué tecnología te gustaría tener en el futuro?**
- Say what kind of technology you would like to have.
- **¿Cómo te conectaste con tus amigos ayer?**
- Say how you got in touch with your friends yesterday.

**HIGHER SET 4**  
**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 their response, continue with the following questions.
  - **¿Es importante tener una carrera? ¿Por qué (no)?**
3. Unseen questions.
  - **Estudiar es aburrido. (¿Qué piensas? Justifica tu respuesta)**
  - **¿Te gustaría estudiar en otro país? (¿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**

- Holidays and tourism

**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: IDENTITY AND CULTURE**

- Festivals and celebrations

**or**

- Self and relationships

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

[15]

**Current Study**

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

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

- **¿Qué es lo mejor de tu instituto?**
- Say what is the best thing about your school.
- **¿Por qué?**
- Answer the question.
- **¿Qué deportes practicaste la semana pasada en el instituto?**
- Say what sports you played in school last week.
- **¿Cómo sería tu instituto ideal?**
- Describe your ideal school.
- **Muy bien.**
- Ask your friend what he/she likes the most about his/her school.
- **Reply appropriately.**

**HIGHER SET 5**  
**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 their response, continue with the following questions.
  - **¿Cómo te llevas con tu familia? ¿Por qué?**
3. Unseen questions.
  - **Es importante tener muchos amigos. (¿Qué piensas? Justifica tu respuesta)**
  - **¿Qué te gustaría hacer con tu familia las próximas vacaciones? (¿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**

- Local areas of interest

**or**

- Holidays and tourism

#### Part 2

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

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Skills and personal qualities

**or**

- Post-16 study

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**HIGHER SET 6****ROLE PLAY****WALES AND THE WORLD**

[15]

**The Wider World**

Setting: You are visiting your Spanish friend in Mallorca and you are talking about what to do. Your teacher will play the part of your friend. The teacher will speak first.

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

- **¿Qué te apetece hacer hoy?**
- Ask what there is to do in the region.
- **Podemos ir a la playa o dar un paseo por el campo. ¿Qué prefieres?**
- Answer the question.
- **Muy bien. Y mañana, ¿qué te gustaría visitar?**
- Say what you would like to visit tomorrow.
- **¿Qué otra región de España has visitado antes?**
- Say what other places you have been to in Spain.
- **¿Te gusta España?**
- Give your opinion on Spain.

**HIGHER SET 6**  
**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 their response, continue with the following questions.
  - **¿Qué es lo mejor de tu instituto? (¿Por qué? Da ejemplos.)**
3. Unseen questions.
  - **Llevar uniforme es importante. (¿Qué piensas? Justifica tu respuesta)**
  - **¿Cómo sería tu instituto 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**

- Entertainment and leisure
- 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: WALES AND THE WORLD**

- Travel and transport (locally)
- or**
- Social issues

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

[15]

**Lifestyle**

Setting: Your Spanish exchange friend asks you about leisure time. Your teacher will play the part of your friend. The teacher will speak first.

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

- **¿Qué hay que hacer para los jóvenes en tu región?**
- Say what there is for young people to do in your region.
- **¿Qué te gusta hacer cuando tienes tiempo libre?**
- Answer the question.
- **A mí me gusta hacer ejercicio.**
- Ask your friend what he/she prefers to do on Saturdays.
- **Me gusta dormir. ¿Qué hiciste el fin de semana pasado?**
- Say what you did last weekend.
- **¿Cómo sería un fin de semana ideal para ti?**
- Say what your ideal weekend would be like.
- **Muy bien.**

HIGHER SET 7  
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 their response, continue with the following questions.
  - **¿Qué tipo de trabajo quieres tener en el futuro? ¿Por qué?**
3. Unseen questions.
  - **Lo más importante es ganar mucho dinero. (¿Qué piensas? Justifica tu respuesta)**
  - **¿Te gustaría trabajar en el extranjero? (¿Por qué (no)? 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: WALES AND THE WORLD**

- Environment

**or**

- Travel and transport (locally)

#### 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**

- Festivals and celebrations

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

[15]

**Enterprise, Employability and Future plans**

Setting: You are talking to your Spanish friend about future career plans. Your teacher will play the part of your friend. The teacher will speak first.

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

- **¿Te gustaría trabajar en el extranjero?**
- Say if you would like to work abroad or not.
- **¿Cuáles son las ventajas de trabajar en el extranjero?**
- Give an advantage of working abroad.
- **¿Qué carrera te interesa?**
- Answer the question.
- **¿Has tenido un trabajo a tiempo parcial?**
- Say where you worked part time.
- **Muy bien.**
- Ask your friend what is his/her ideal job.
- **Reply appropriately.**

**HIGHER SET 8**  
**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 their response, continue with the following questions.
  - **¿Qué tipo de atracciones turísticas hay en tu región? Da ejemplos.**
3. Unseen questions.
  - **Los museos son importantes. (¿Qué piensas? Justifica tu respuesta)**
  - **¿Qué se podría hacer para mejorar tu región? (¿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: IDENTITY AND CULTURE**

- Self and relationships

**or**

- Entertainment and leisure

**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**

- Career plans

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

[15]

**Home and Locality**

Setting: You are talking to your Spanish friend about transport in general. Your teacher will play the part of your friend. The teacher will speak first.

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

- **¿Te parece bueno el sistema de transporte en tu pueblo?**
- Give your opinion about the transport system in your town.
- **¿Cuáles son las ventajas de viajar en autobús?**
- Answer the question.
- **¿Cuál sería tu modo de transporte ideal?**
- Say what your ideal form of transport would be.
- **Muy bien.**
- Ask your friend how he/she goes to school normally.
- **Voy a pie. Y tú, ¿cómo fuiste al instituto ayer?**
- Say how you travelled to school yesterday.

HIGHER SET 9  
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 their response, continue with the following questions.
  - **¿Son importantes los festivales? ¿Por qué (no)?**
3. Unseen questions.
  - **Prefiero ver los conciertos de música en la tele. (¿Qué piensas? Justifica tu respuesta)**
  - **¿A qué tipo de festival te gustaría ir? (¿Por qué? 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: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School/college studies

**or**

- Skills and personal qualities

#### Part 2

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

**Theme: WALES AND THE WORLD**

- Local areas of interest

**or**

- Environment

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