

June 2024

Teacher's Booklet

- To be conducted by the teacher-examiner between 2 April and 17 May 2024.
- Time allowed: 7–9 minutes at Foundation (+ 12 minutes' supervised preparation time)
10–12 minutes at Higher (+ 12 minutes' supervised preparation time).

Instructions

- The contents of this Booklet must be treated as **strictly confidential** until the end of the test window.
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.
- During the preparation time candidates are required to prepare **one** Role-play and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. This General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3–5 minutes at Foundation; 5–7 minutes at Higher).

General Certificate of Secondary Education
June 2024

Polish
Speaking Test
Teacher's Booklet

Contents

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Example questions for General Conversation

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Part 1**ROLE-PLAY 1****CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Polish friend and will speak first.

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rozmawiasz z kolegą/koleżanką w kawiarni „Górska” w Zakopanem.

- Napój
- **!**
- Czas pobytu – **jeden** szczegół
- Ulubione zajęcie z przyjaciółmi w górach i dlaczego
- **?** Plany na wieczór kolegi / koleżanki

ROLE-PLAY 1

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rozmawiasz z kolegą/koleżanką w kawiarni „Górska” w Zakopanem. Ja jestem Twoim kolegą/Twoją koleżanką.*

- 1 Greet the candidate and ask what he/she would like to drink. (Elicit **one** type of drink.)
Cześć! Miło Cię spotkać! Kupię Ci coś do picia. Co sobie życzysz?
- 2 Allow the candidate to list **one** type of drink.
! Ask the candidate what he/she is doing in Zakopane. (Elicit **one** detail.)
Co robisz w Zakopanem?
- 3 Allow the candidate to say what he/she is doing in Zakopane.
Ask the candidate how long he / she is staying. (Elicit **one** detail.)
Jak długo planujesz tutaj zostać?
- 4 Allow the candidate to say how long he/she is staying.
Ask the candidate how he / she likes to spend his/her free time with friends in the mountains and why. (Elicit **one** activity and **one** reason.)
A jak lubisz spędzać swój wolny czas z przyjaciółmi w górach?... Dlaczego?
- 5 Allow the candidate to name **one** activity he/she does with friends in the mountains and give **one** reason. Say that it is interesting.
To interesujące.
- ?** Allow the candidate to ask you about your plans for the evening.
Give an appropriate answer.

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Polish friend and will speak first.

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rozmawiasz z kolegą/koleżanką o koncercie na rynku w Toruniu.

- Koncert – godzina
- **!**
- Preferencje muzyczne – **jeden** szczegół
- **?** Ulubiony piosenkarz kolegi/koleżanki
- Koncerty w telewizji – opinia i dlaczego

ROLE-PLAY 2

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rozmawiasz z kolegą/koleżanką o koncercie na rynku w Toruniu. Ja jestem Twoim kolegą/Twoją koleżanką.*

- 1 Greet the candidate and ask what time the concert will be in the market place in Toruń. (Elicit **one** detail.)

Cześć. O której godzinie jest koncert na rynku w Toruniu?

- 2 Allow the candidate to say the time of the concert in the market place in Toruń.

- ! Ask the candidate how often he/she goes to concerts. (Elicit **one** detail.)

A jak często chodzisz na koncerty?

- 3 Allow the candidate to say how often he/she goes to concerts.

Ask the candidate about his/her favourite music. (Elicit **one** detail.)

Jakiej muzyki lubisz słuchać najbardziej?

- 4 Allow the candidate to give **one** detail about his/her favourite music. Say that you understand.

Rozumiem.

- ? Allow the candidate to ask you a question about your favourite singer.

Give an appropriate answer.

- 5 Ask the candidate his/her opinion of concerts on TV and why. (Elicit **one** opinion and **one** reason.)

Co myślisz o koncertach w telewizji?... Dlaczego?

Say that you agree.

Zgadzam się.

Turn over ►

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the receptionist at the taxi company "Super Taxi" and will speak first.

You should address the receptionist as *Pan/Pani*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rezerwujesz przez telefon taksówkę w firmie „Super Taxi”. Rozmawiasz z recepcjonistą/recepcjonistką.

- Miejsce zamieszkania i numer telefonu
- **!**
- Podróż – miejsce (**jeden** szczegół)
- **?** Podróż – czas
- Korki uliczne – opinia

ROLE-PLAY 3

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Pan/Pani*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rezerwujesz przez telefon taksówkę w firmie „Super Taxi”. Rozmawiasz z recepcjonistą/recepcjonistką. Ja jestem recepcjonistą/recepcjonistką.*

- 1 Greet the candidate and ask him/her to tell you where he/she lives and then give you his/her phone number. (Elicit **two** details.)

„Super Taxi”, słucham. Proszę podać Pana/Pani miejsce zamieszkania i numer telefonu.
- 2 Allow the candidate to say where he/she lives and give his/her phone number.

! Ask the candidate to give his/her post code.

Proszę podać Pana/Pani kod pocztowy.
- 3 Allow the candidate to give his/her post code.

Ask the candidate where he/she is going to. (Elicit **one** detail.)

Dokąd Pan/Pani chce jechać?
- 4 Allow the candidate to say where he/she is going to.

? Allow the candidate to ask you a question about the timing of the journey.

Give an appropriate answer.
- 5 Ask the candidate what he/she thinks about the traffic jams in the city. (Elicit **one** opinion.)

Co Pan/Pani myśli o korkach ulicznych w naszym mieście?

Allow the candidate to give **one** opinion about the traffic jams in the city. Say that you agree.

Zgadzam się.

Turn over ►

ROLE-PLAY 4

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the receptionist in a hotel in Kraków and will speak first.

You should address the receptionist as *Pan/Pani*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rezerwujesz pokój w hotelu „Wawel” w Krakowie. Rozmawiasz z recepcjonistą/recepcjonistką.

- Pokój – jaki (**dwa** szczegóły)
- Data przyjazdu
- Rodzaj wyżywienia – **jeden** szczegół
- **?** Cena za nocleg
- **!**

ROLE-PLAY 4

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Pan/Pani*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rezerwujesz pokój w hotelu „Wawel” w Krakowie. Rozmawiasz z recepcjonistą/recepcjonistką. Ja jestem recepcjonistą/recepcjonistką.*

- 1 Greet the candidate and ask how you can help. (Elicit **two** details.)
Witam serdecznie, hotel „Wawel”. W czym mogę Panu/Pani pomóc?
- 2 Allow the candidate to give **two** details about what kind of room he/she would like to book.
Ask the candidate to say when he/she would like the room for.
Na kiedy życzy sobie Pan/Pani pokój?
- 3 Allow the candidate to say when he/she would like the room for.
Ask the candidate what kind of meals he/she would like to have. (Elicit **one** detail.)
Jaki rodzaj wyżywienia Pana/Panią interesuje?
- 4 Allow the candidate to say what kind of meals he/she would like to have.
- ? Allow the candidate to ask you a question about the price of an overnight stay.
Say that an overnight stay costs 150 zlotys.
Doba kosztuje sto pięćdziesiąt złotych.
- 5 ! Ask the candidate what kind of payment method he/she would like to use.
W jaki sposób chce Pan/Pani zapłacić?
Say that is great.
Doskonale!

Turn over ►

ROLE-PLAY 5

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Polish friend and will speak first.

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rozmawiasz z kolegą/koleżanką z Polski o nowym uczniu w Twojej klasie i o szkole.

- Nowy kolega – wygląd (**jeden** szczegół)
- Osobowość kolegi – **jeden** szczegół
- **!**
- Relacje pomiędzy uczniami – opinia i dlaczego
- **?** Szkoła kolegi/koleżanki w Polsce

ROLE-PLAY 5

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski o nowym uczniu w Twojej klasie i o szkole. Ja jestem Twoim kolegą/Twoją koleżanką.*

- 1 Ask the candidate what his/her new classmate looks like. (Elicit **one** detail.)
Jak wygląda Twój nowy kolega z klasy?
 - 2 Allow the candidate to give **one** detail about what his/her new classmate looks like.
Ask the candidate to describe what he is like. (Elicit **one** detail.)
A jaki jest Twój nowy kolega?
 - 3 Allow the candidate to give **one** detail to describe what he is like.
! Ask the candidate how long his/her new classmate has been at his/her school.
Od kiedy ten kolega jest w Twojej szkole?
 - 4 Allow the candidate to say how long his/her new classmate has been at his/her school.
Ask the candidate what he/she thinks about relationships between students in his/her class and why. (Elicit **one** opinion and **one** reason.)
Co myślisz o relacjach pomiędzy uczniami w Twojej klasie?... Dlaczego?
 - 5 Allow the candidate to give **one** opinion about relationships between students in his/her class and **one** reason.
Say it is interesting.
To interesujące.
- ?** Allow the candidate to ask you a question about your school in Poland.
Give an appropriate answer.

Turn over ►

ROLE-PLAY 6

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Polish friend and will speak first.

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rozmawiasz z kolegą/koleżanką z Polski o swojej weekendowej pracy.

- Praca weekendowa – gdzie (**jeden** szczegół)
- **!**
- Transport do pracy – **jeden** szczegół
- Menadżer – opinia i dlaczego
- **?** Wymarzony zawód kolegi/koleżanki

ROLE-PLAY 6

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski o swojej weekendowej pracy.
Ja jestem Twoim kolegą/Twoją koleżanką.*

- 1** Greet the candidate and ask him/her where he/she works at weekends. (Elicit **one** detail.)

Cześć. Gdzie pracujesz w weekendy?

- 2** Allow the candidate to say **one** detail about where he/she works at weekends.

- !** Ask the candidate how much he/she earns each weekend.

Ile zarabiasz za weekend?

- 3** Allow the candidate to say how much he/she earns each weekend.

Ask the candidate to say how he/she gets to work. (Elicit **one** detail.)

A w jaki sposób podróżujesz do pracy?

- 4** Allow the candidate to give **one** detail about how he/she gets to work.

Ask the candidate his/her views on his/her manager and why. (Elicit **one** opinion and **one** reason.)

Co myślisz o swoim menadżerze?... Dlaczego?

- 5** Allow the candidate to give **one** opinion about his/her manager and **one** reason.

Say that you understand.

Rozumiem.

- ?** Allow the candidate to ask you a question about your dream profession.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 7

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the shop assistant and will speak first.

You should address the shop assistant as *Pan/Pani*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Kupujesz książkę dla swojej przyjaciółki w księgarni w Warszawie. Rozmawiasz ze sprzedawcą/sprzedawczynią.

- Książka – jaka i cena
- **!**
- Rodzaje książek nie lubiane przez przyjaciółkę – **dwa** szczegóły
- Księgarnie internetowe – **jedna** zaleta i **jedna** wada
- **?** Karta rabatowa

ROLE-PLAY 7

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Pan/Pani*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Kupujesz książkę dla swojej przyjaciółki w księgarni w Warszawie. Rozmawiasz ze sprzedawcą/sprzedawczynią. Ja jestem sprzedawcą/sprzedawczynią.*

- 1 Greet the candidate and ask how you can help.

Dzień dobry. W czym mogę Panu/Pani pomóc?

- 2 Allow the candidate to say what kind of book he/she would like to buy for his/her friend and how much he/she would like to pay.

- ! Ask the candidate for what occasion he/she will give this book to his/her friend.

Z jakiej okazji podaruje Pan/Pani tę książkę swojej przyjaciółce?

- 3 Allow the candidate to say for what occasion he/she will give this book to his/her friend.

Ask the candidate what kind of books his/her friend does not like to read.
(Elicit **two** details.)

A jakich książek nie lubi czytać Pana/Pani przyjaciółka?

- 4 Allow the candidate to give **two** details about the kind of books his/her friend does not like to read.

Ask the candidate to give **one** advantage and **one** disadvantage of online book stores.

Co Pan/Pani sądzi o księgarniach internetowych?... Proszę podać jedną zaletę i jedną wadę.

- 5 Allow the candidate to give **one** advantage and **one** disadvantage of online book stores.

Say that you agree.

Zgadzam się.

- ? Allow the candidate to ask you a question about a discount card.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Polish friend and will speak first.

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rozmawiasz z kolegą/koleżanką z Polski o swoim przyjacielu/swojej przyjaciółce i o Waszej przyjaźni.

- Przyjaciel/przyjaciółka – cechy charakteru (**dwa** szczegóły)
- Wspólny czas – **dwa** zajęcia
- **!**
- Idealna przyjaźń – opinia i dlaczego
- **?** Wymarzone urodziny przyjaciela/przyjaciółki

ROLE-PLAY 8

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski o swoim przyjacielu/swojej przyjaciółce i o Waszej przyjaźni. Ja jestem Twoim kolegą/Twoją koleżanką.*

- 1** Greet the candidate and ask him/her about his/her best friend's personality.
(Elicit **two** details.)

Cześć! Jaki charakter ma Twój przyjaciel/Twoja przyjaciółka?

- 2** Allow the candidate to give you **two** details about his/her best friend's personality.

Ask the candidate what he/she does with his/her best friend in their free time.
(Elicit **two** activities.)

Jak razem spędzacie wolny czas?

- 3** Allow the candidate to name **two** activities he/she does with his/her best friend in their free time.

! Ask the candidate how he/she met his/her best friend.

W jaki sposób poznałeś/poznałaś swojego przyjaciela/swoją przyjaciółkę?

- 4** Allow the candidate to say how he/she met his/her best friend.

Ask the candidate his/her view on a perfect friendship and to say why. (Elicit **one** opinion and **one** reason.)

A jak wyobrażasz sobie idealną przyjaźń?... Dlaczego?

- 5** Allow the candidate to give **one** opinion about a perfect friendship and **one** reason.

Say it is interesting.

To interesujące.

- ?** Allow the candidate to ask you a question about your friend's dream birthday.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 9

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the pharmacist and will speak first.

You should address the pharmacist as *Pan/Pani*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Kupujesz lekarstwo na swoją kontuzję w aptece w Poznaniu. Rozmawiasz z farmaceutą/farmaceutką.

- Ból – gdzie i od kiedy
- **!**
- **?** Stosowanie lekarstwa
- Dobra kondycja młodych ludzi – **dwa** szczegóły
- Dbanie o zdrowie – **dwa** powody

ROLE-PLAY 9

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Pan/Pani*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Kupujesz lekarstwo na swoją kontuzję w aptece w Poznaniu. Rozmawiasz z farmaceutą/farmaceutką. Ja jestem farmaceutą/farmaceutką.*

- 1 Greet the candidate and ask how you can help. (Elicit **two** details.)

Dzień dobry. W czym mogę Panu/Pani pomóc?

- 2 Allow the candidate to say where and how long he/she has got the pain.

- ! Ask the candidate how he/she has got the small injury.

Jak doszło do Pana/Pani kontuzji?

- 3 Allow the candidate to say how he/she has got the small injury.

Say that this is a medicine for him/her.

Proszę, to lekarstwo dla Pana/Pani.

- ? Allow the candidate to ask you a question about taking the medicine.

Give an appropriate answer.

- 4 Ask the candidate what people his/her age do to stay fit. (Elicit **two** details.)

Co osoby w Pana/Pani wieku robią, aby zachować dobrą kondycję fizyczną?

- 5 Allow the candidate to say **two** things people his/her age do to stay fit.

Ask the candidate why it is important to take care of their health. (Elicit **two** reasons.)

A dlaczego, według Pana/Pani, jest ważne, żeby dbać o zdrowie?

Say that you agree.

Zgadzam się.

Turn over ►

ROLE-PLAY 10

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Polish friend and will speak first.

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rozmawiasz z kolegą/koleżanką z Polski o swojej pracy wolontariusza w schronisku dla zwierząt.

- Praca w schronisku – **dwa** szczegóły
- **!**
- Praca ze zwierzętami – **jedna** zaleta i **jedna** wada
- Organizacje charytatywne – opinia i dlaczego
- **?** Zwierzę kolegi/koleżanki

ROLE-PLAY 10

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski o swojej pracy wolontariusza w schronisku dla zwierząt. Ja jestem Twoim kolegą/Twoją koleżanką.*

- 1** Ask the candidate what he/she does at an animal shelter. (Elicit **two** activities.)

Co robisz w schronisku dla zwierząt?

- 2** Allow the candidate to say **two** activities he/she does at an animal shelter.

! Ask the candidate where he/she found out about the volunteer work.

Skąd dowiedziałeś/dowiedziałaś się o pracy w wolontariacie?

- 3** Allow the candidate to say where he/she found out about the volunteer work.

Ask the candidate to give **one** advantage and **one** disadvantage of working with animals.

Czy dobrze jest pracować ze zwierzętami?... Podaj jedną zaletę i jedną wadę.

- 4** Allow the candidate to name **one** advantage and **one** disadvantage of working with animals.

Ask the candidate for his/her view on charity organisations and to say why. (Elicit **one** opinion and **one** reason.)

A co myślisz na temat organizacji charytatywnych?... Dlaczego?

- 5** Allow the candidate to give **one** opinion about charity organisations and **one** reason.

Say that you understand.

Rozumiem.

- ?** Allow the candidate to ask you a question about your pet.

Give an appropriate answer.

Turn over ►

ROLE-PLAY 11

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Polish friend and will speak first.

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rozmawiasz przez telefon z kolegą/koleżanką z Polski o kursie językowym w Paryżu.

- Kurs językowy – dlaczego (**dwa** powody)
- **!**
- Szkoły językowe – opinia i dlaczego
- **?** Nauka języków obcych w polskich szkołach
- Języki obce w pracy – **dwie** zalety

ROLE-PLAY 11

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rozmawiasz przez telefon z kolegą/koleżanką z Polski o kursie językowym w Paryżu. Ja jestem Twoim kolegą/Twoją koleżanką.*

- 1 Greet the candidate and ask him/her to give reasons for going on a French language course abroad. (Elicit **two** reasons.)
Cześć. Powiedz mi, dlaczego pojechałeś/pojechałaś na zagraniczny kurs języka francuskiego?
- 2 Allow the candidate to give **two** reasons for going on a French language course abroad.
! Ask the candidate where he/she lived during this course.
A gdzie mieszkałeś/mieszkałaś w czasie tego kursu?
- 3 Allow the candidate to say where he/she lived during this course.
Ask the candidate for his/her view on language schools and to say why. (Elicit **one** opinion and **one** reason.)
Co sądzisz o szkołach językowych?... Dlaczego?
- 4 Allow the candidate to give **one** opinion about language schools and to give **one** reason.
Say that you understand.
Rozumiem.
- ?** Allow the candidate to ask you about learning foreign languages at Polish schools.
Give an appropriate answer.
- 5 Ask the candidate how knowledge of foreign languages can help in finding a job. (Elicit **two** advantages.)
Jak znajomość języków obcych może pomóc w znalezieniu pracy?... Podaj dwie zalety.
Say that you agree.
Zgadzam się.

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Polish friend and will speak first.

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Rozmawiasz z kolegą / koleżanką z Polski o swojej wakacyjnej pracy w restauracji.

- Wakacyjna praca – dlaczego (**dwa** powody)
- Doświadczenie zawodowe w restauracji – **dwa** szczegóły
- **!**
- Opłacalny zawód – opinia i dlaczego
- **?** Plany wakacyjne kolegi / koleżanki

ROLE-PLAY 12

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski o swojej wakacyjnej pracy w restauracji. Ja jestem Twoim kolegą/Twoją koleżanką.*

- 1** Greet the candidate and ask why he/she decided to work during the summer holidays. (Elicit **two** reasons.)

Cześć. Dlaczego podjąłeś/podjęłaś się pracy wakacyjnej?

- 2** Allow the candidate to give **two** reasons why he/she decided to work during the summer holidays.

Ask the candidate about his/her work experience in a restaurant. (Elicit **two** details.)

Jakie masz doświadczenie w pracy w restauracji?

- 3** Allow the candidate to give **two** details about his/her work experience in a restaurant.

! Ask the candidate how many hours a week he/she is working.

Ile godzin pracujesz tygodniowo?

- 4** Allow the candidate to say how many hours a week he/she is working.

Ask the candidate for his/her view on the most profitable profession and to say why. (Elicit **one** opinion and **one** reason.)

Jaki zawód, według Ciebie, opłaca się mieć?... Dlaczego?

- 5** Allow the candidate to give **one** opinion about the most profitable profession and to give **one** reason.

Say it is interesting.

To ciekawe.

- ?** Allow the candidate to ask you a question about your plans for the summer holidays.

Give an appropriate answer.

Turn over ►

Part 2

CARD A**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Co myślisz o grach komputerowych?... Dlaczego?
- Co robiłeś/robiłaś wczoraj w Internecie?

CARD A**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Technology in everyday life

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Co myślisz o grach komputerowych?... Dlaczego?
- Co robiłeś/robiłaś wczoraj w Internecie?
- Opisz swój ulubiony elektroniczny gadżet.
- Jakie są zalety zakupów przez Internet?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD B**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Co jadłeś/jadłaś wczoraj na obiad?
- Dlaczego ludzie jedzą razem posiłki?

CARD B**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Co jadłeś/jadłaś wczoraj na obiad?
- Dlaczego ludzie jedzą razem posiłki?
- Do jakich restauracji lubisz chodzić?... Dlaczego?
- Gdzie Twoja rodzina lub przyjaciele najczęściej kupują jedzenie?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD C**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Jakie są, według Ciebie, zalety mieszkania w dużym mieście?... Dlaczego?
- Jak ostatnio pomagałeś/pomagałaś w domu?

CARD C**TEACHER'S NOTES**

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Jakie są, według Ciebie, zalety mieszkania w dużym mieście?... Dlaczego?
- Jak ostatnio pomagałeś/pomagałaś w domu?
- Opisz swój ulubiony pokój.
- Do jakich sklepów najczęściej chodzisz?... Dlaczego?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD D

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Co myślisz o podróżowaniu pociągiem?... Dlaczego?
- W jakich porach roku chciałbyś/chciałabyś podróżować w przyszłości?... Dlaczego?

CARD D**TEACHER'S NOTES**

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Co myślisz o podróżowaniu pociągiem?... Dlaczego?
- W jakich porach roku chciałbyś/chciałabyś podróżować w przyszłości?... Dlaczego?
- Jakie są negatywne strony podróżowania?
- Jakie środki transportu są dostępne w Twojej miejscowości?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD E

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Co myślisz o pracy piekarza?... Dlaczego?
- Czy w przyszłości chciałbyś / chciałabyś pracować z rodziną lub z przyjaciółmi?... Dlaczego?

CARD E
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Co myślisz o pracy piekarza?... Dlaczego?
- Czy w przyszłości chciałbyś / chciałybyś pracować z rodziną lub z przyjaciółmi?... Dlaczego?
- Jakie zawody mają Twoi najbliżsi?
- Gdzie w Twojej okolicy mogą pracować osoby w Twoim wieku?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD F

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Co chciałbyś/chciałabyś robić w wieku osiemnastu lat?
- Czy lubisz uczyć się wspólnie ze swoimi przyjaciółmi?... Dlaczego?

CARD F**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Co chciałbyś/chciałabyś robić w wieku osiemnastu lat?
- Czy lubisz uczyć się wspólnie ze swoimi przyjaciółmi?... Dlaczego?
- Co można robić w szkole podczas przerw?
- Jakie są, według Ciebie, zalety chodzenia do szkoły zawodowej?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD G

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Który wynalazek jest dla Ciebie najważniejszy?... Dlaczego?
- Do czego, według Ciebie, ludzie będą używać Internetu w dalekiej przyszłości?

CARD G**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Technology in everyday life

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Który wynalazek jest dla Ciebie najważniejszy?... Dlaczego?
- Do czego, według Ciebie, ludzie będą używać Internetu w dalekiej przyszłości?
- Jakie są zagrożenia związane z graniem na komputerze?
- Opowiedz o sytuacji, w której Twój znajomy / Twoja znajoma miał / miała problem z telefonem komórkowym.

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD H

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Co najlepiej jeść – dania na wynos czy domowej roboty?... Dlaczego?
- Opowiedz o uroczystym obiedzie, w którym uczestniczyłeś /uczestniczyłaś z rodziną lub z przyjaciółmi.

CARD H**TEACHER'S NOTES**

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Co najlepiej jeść – dania na wynos czy domowej roboty?... Dlaczego?
- Opowiedz o uroczystym obiedzie, w którym uczestniczyłeś/uczestniczyłaś z rodziną lub z przyjaciółmi.
- Jakich dań nie lubią osoby w Twoim wieku?
- Czy w przyszłości chciałbyś/chciałabyś mieć własną restaurację?... Dlaczego?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD I**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Gdzie lepiej mieszkać – w mieszkaniu w mieście czy w domu na wsi?... Dlaczego?
- Jakich prac domowych chciałbyś / chciałybyś uniknąć w dorosłym życiu?... Dlaczego?

CARD I**TEACHER'S NOTES**

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Gdzie lepiej mieszkać – w mieszkaniu w mieście czy w domu na wsi?... Dlaczego?
- Jakich prac domowych chciałbyś/chciałabyś uniknąć w dorosłym życiu?... Dlaczego?
- W jakich ciekawych miejscach w Twojej okolicy byłeś/byłaś ostatnio z rodziną lub z przyjaciółmi?
- Co sądzisz na temat zamknięcia supermarketów w niedziele i święta?... Dlaczego?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD J

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Czy lepiej podróżować pociągiem czy samochodem?... Dlaczego?
- Jak, według Ciebie, będzie wyglądał transport w miastach w dalekiej przyszłości?

CARD J**TEACHER'S NOTES**

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Czy lepiej podróżować pociągiem czy samochodem?... Dlaczego?
- Jak, według Ciebie, będzie wyglądał transport w miastach w dalekiej przyszłości?
- Jaka jest najlepsza pora roku na podróżowanie w Twoim kraju?... Dlaczego?
- W jaki sposób rozwój transportu wpłynął na życie ludzi?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD K

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Czy w przyszłości chciałbyś / chciałabyś pracować jako piekarz?... Dlaczego?
- Czy Ty i osoby w Twoim wieku odczuwają presję, żeby osiągnąć sukces?... Dlaczego?

CARD K
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Czy w przyszłości chciałbyś / chciałybyś pracować jako piekarz?... Dlaczego?
- Czy Ty i osoby w Twoim wieku odczuwają presję, żeby osiągnąć sukces?... Dlaczego?
- Jakie są zalety i wady pracy na zmiany?
- Które zawody przestały być popularne wśród młodych ludzi w ciągu ostatnich lat?... Dlaczego?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

CARD L

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Dlaczego zdecydowałeś / zdecydowałaś się na naukę języka polskiego?
- Co sądzisz o szkołach z internatem?... Dlaczego?

CARD L**TEACHER'S NOTES**

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question, 'Co widzisz na fotografii?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Dlaczego zdecydowałeś / zdecydowałaś się na naukę języka polskiego?
- Co sądzisz o szkołach z internatem?... Dlaczego?
- Jakie są zalety rozpoczęcia pracy w wieku osiemnastu lat?
- Czy w przyszłości chciałbyś / chciałabyś zrobić sobie rok przerwy w trakcie studiowania? ... Dlaczego?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Turn over ►

Part 3 EXAMPLE QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following starter questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

Czy życie rodzinne jest dla Ciebie ważne? ... Dlaczego (nie)?
 Jak wyobrażasz sobie swoją rodzinę w przyszłości?
 Do czego potrzebne są nam komputery?
 Co myślisz o mediach społecznościowych?
 Czy lubisz chodzić do kina albo na koncerty? ... Dlaczego (nie)?
 Opisz ciekawy program telewizyjny, który ostatnio widziałeś/widziałaś.
 Jakie uroczystości obchodzicie w domu?
 Czy dobrze jest mieć polskich kolegów/polskie koleżanki? Co sądzisz na ten temat?

Theme 2: Local, national, international and global areas of interest

Powiedz coś o swojej dzielnicy/o swoim mieście.
 Jak myślisz, gdzie będziesz mieszkać w przyszłości? ... Dlaczego?
 Co myślisz o pracy charytatywnej?
 Co trzeba robić, aby być zdrowym?
 W jaki sposób młodzi ludzie mogą dbać o środowisko?
 Jakie są, według Ciebie, przyczyny biedy na świecie?
 Opowiedz, jak spędziłeś/spędziłaś swoje ostatnie wakacje.
 Jak wyobrażasz sobie idealne wakacje?

Theme 3: Current and future study and employment

Porównaj dwie szkoły, do których chodziłeś/chodziłaś.
 Które przedmioty szkolne są dla Ciebie najbardziej interesujące?
 Opisz typowy dzień w swojej szkole.
 Czy lubisz chodzić do szkoły? ... Dlaczego (nie)?
 Jakie masz plany na przyszłość?
 Czy dalsze studia są dla Ciebie ważne? ... Dlaczego (nie)?
 Które zawody, według Ciebie, są najtrudniejsze?
 W jakim zawodzie chciałbyś/chciałabyś pracować w przyszłości? ... Dlaczego?

GCSE Polish Speaking Test Confidential Sequence Chart – Foundation Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 6, Photo card C and her second Conversation Theme will be Theme 1.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 2, Photo card F and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, *Candidate Order*. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	6	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
2	5	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
3	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
4	5	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
5	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
6	2	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
7	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
8	4	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
10	6	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
11	3	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
12	2	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
13	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
14	5	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
15	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
16	2	Theme 1	F (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
17	5	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
18	4	Theme 1	F (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
19	6	Theme 1	E (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
20	3	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture

Theme 2 – Local, national, international and global areas of interest

Theme 3 – Current and future study and employment

GCSE Polish Speaking Test Confidential Sequence Chart – Higher Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 12, Photo card J and her second Conversation Theme will be Theme 1.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 8, Photo card L and his second Conversation Theme will be Theme 1.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, *Candidate Order*. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	12	Theme 1	K (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
2	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
3	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
4	11	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
5	9	Theme 1	I (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
6	8	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
7	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
8	10	Theme 1	L (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
10	12	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
11	9	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
12	8	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
13	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
14	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
15	10	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
16	8	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
17	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
18	10	Theme 1	L (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
19	12	Theme 1	K (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
20	9	Theme 1	I (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture

Theme 2 – Local, national, international and global areas of interest

Theme 3 – Current and future study and employment

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