



**GCE AS/A LEVEL**

**2810U10-1E**



Z22-2810U10-1E

**2022**

**SPANISH – AS unit 1**

**SET B – CARDS B1–B3**

**TEACHER EXAMINER'S BOOKLET**

2810U101E  
01

## INSTRUCTIONS FOR TEACHER EXAMINERS

### Task setting and format of the assessment

Tasks are set by WJEC and from summer 2022, centres will conduct the assessment themselves, by means of facilitation of a teacher. Each digital audio recording must be uploaded within 48 hours of completion of the assessment along with the MFL Centre Form.

The stimulus cards are labelled B1 to B3. All 'B cards' contain the information for the discussion task. On the day of the assessment, prior to the preparation time beginning, the teacher examiner will place the three cards from Set B face down so that the stimulus material remains unseen at this point. The candidate will select one card from the three to start their preparation. **It is the teacher examiner's responsibility to ensure that the candidate has selected one B card before commencement of the preparation time.**

### Task taking

Each candidate will have a preparation time of **fifteen minutes** which **must** be supervised by a non-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 in the language of study or in English/Welsh on a separate piece of paper, **not** on the card. The candidate may refer to these notes during the assessment. The notes are **an aid to memory** and **must not** constitute complete and continuous sentences. Reading out whole sentences or a complete text will have a detrimental effect on a candidate's spontaneity. The candidate will hand the notes to the teacher examiner at the end of the assessment. The notes are to be retained by the centre until after the Review of Marking period. All notes should contain the candidate name and number.

After the preparation period of 15 minutes, the teacher examiner must ensure that the candidate spends 7–9 minutes on Card B.

The timing for the stimulus card **must** be adhered to. Any speaking evidence after this duration will **not** be marked.

### Card B (discussion):

This is a discussion based on a written stimulus card. This card contains a short text and three questions in the language of study to which the candidate will prepare answers. The teacher examiner will ask the candidate the three questions in the order in which they appear on the stimulus card. The questions provide a platform upon which to base a discussion on the theme presented. After the candidate's response to the three unseen questions, the teacher examiner will explore other points related to the theme and follow up points raised by the candidate during the discussion. The candidate will continue the discussion with the teacher examiner, responding to further questions related to them.

The information on the candidate card is replicated on the teacher examiner copy of the card in this booklet. The teacher examiner booklet contains indicative content that may support the teacher examiner in conducting the assessment, however, the points are suggestions only and are not exhaustive.

Candidates' performance depends not only on their ability but also on the nature of the questions which the teacher examiner asks. Therefore the teacher examiner is advised to familiarise themselves with the descriptors on the assessment grid for the task. This will ensure that the questions asked stretch and challenge candidates, give them the opportunity to achieve their potential and access the full range of marks.

## Conducting the assessment

Candidates will be allowed **one** attempt at the assessment. Once the recording begins it **cannot** be paused or stopped until the end of the assessment. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the teacher examiner's control which prevents the completion of the assessment. In any such circumstance, the teacher examiner must inform WJEC immediately via the Examinations Officer at the centre.

Centres will need to keep a record of the examining schedule including dates when the assessments are conducted.

When labelling recordings for upload the following naming convention must be used for each candidate:

**Centre number / candidate number / unit name / candidate name**

Teacher examiners will also be required to complete and sign the MFL Centre Form listing candidates' details and the order in which assessments were conducted. They will also be required to state the stimulus card that was used in each assessment. The form can be downloaded from the subject page on the WJEC website.

Detailed instructions regarding the process for submitting the materials will be communicated to centres through Examination Officers.



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

## MFL Centre Form (NEA)

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

**Centre Name:** .....

**Centre Number:** .....

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

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

### Part 1: Authentication Declaration

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

### Part 2: GDPR Consent

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

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

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

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

**Candidates must read and then complete and sign form below.**

### NOTICE TO CANDIDATE

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

### GDPR Consent

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

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

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

**CANDIDATE DECLARATION**

Candidate order and candidate number  e.g. 1.20056	Candidate name	Cards used  AS use only	PART 1: I have read and understood the <b>Notice to Candidate</b> (opposite). I confirm that the work produced during the speaking assessment is my own.  Candidate signature (typing your name will be accepted as your signature)		PART 2: I have read and understood the <b>GDPR Consent</b> (opposite). I confirm that I have indicated below whether or not I give WJEC consent to use my work as outlined above.		Date
			I consent to WJEC using my work (tick)	I do not consent to WJEC using my work (tick)	I consent to WJEC using my work (tick)	I do not consent to WJEC using my work (tick)	
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**CENTRE DECLARATION**

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

Signature: ..... Position: ..... Date: .....



### Card B1 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *la familia*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Independizarse es el sueño de muchos jóvenes españoles. La independencia económica de sus padres y tener su propio hogar caracterizan el querer ser independientes y maduros. Sin embargo, este sueño se cumple cada vez más tarde: los jóvenes se van de casa de sus padres a los 28,9 años aproximadamente.

#### Examiner questions

1. ¿Cuál es el sueño de muchos jóvenes españoles según el texto?
2. Según el texto, ¿qué dos factores los animan a independizarse?
3. ¿Qué opinas del hecho de que muchos jóvenes españoles se van de casa de los padres a los 28,9 años?

<b>AO4</b>	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none"> <li>1. To become independent of their parents.</li> <li>2. Seeing their parents' situation, and having their own home.</li> <li>3. Provide ideas and opinions about the situation in Spanish-speaking countries.</li> </ol> <p>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</p>
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## Card B2 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *las preocupaciones de los jóvenes españoles*. El examinador/ la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Violencia de género, acoso escolar y empleo juvenil son los temas más preocupantes para la juventud española, según una encuesta impulsada por la Fundación Transforma España, que contrastan con el último informe del CIS, donde el paro, los problemas económicos, la política y la corrupción han ocupado las primeras posiciones.

### Examiner questions

1. Según el texto, ¿cuáles son los temas que más preocupan a los jóvenes en la encuesta de Fundación Transforma España?
2. Estos temas, ¿son iguales a los del CIS? ¿Por qué sí o por qué no?
3. ¿Te sorprenden estas preocupaciones? ¿Por qué sí o por qué no?

<b>AO4</b>	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none"> <li>1. Gender violence, bullying and youth employment.</li> <li>2. No, CIS report is different as concerns are: unemployment, economic problems, politics and corruption.</li> <li>3. Give reasons.</li> </ol> <p>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</p>
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### Card B3 – Being a young person in Spanish-speaking society

Lee el siguiente texto sobre *las oportunidades educativas*. El examinador/la examinadora te pedirá que contestes las tres preguntas a continuación relacionadas con el texto.

Estudiar en Latinoamérica es el sueño de muchos estudiantes. Chile ofrece becas y clases no segregadas, donde los estudiantes extranjeros estudian con los estudiantes chilenos. Así, aprenden más sobre el país y la cultura. A cambio, los chilenos obtienen una visión más abierta del mundo al estar con los extranjeros.

#### Examiner questions

1. ¿Qué dos cosas ofrece Chile a los estudiantes extranjeros, según el texto?
2. ¿Qué ventajas tiene para los estudiantes extranjeros estudiar en Chile?
3. ¿Qué opinas de la oportunidad de estudiar en un país hispanoparlante?

<b>AO4</b>	<p>The candidate must cover all three prompts:</p> <ol style="list-style-type: none"> <li>1. Grants and being taught in classes alongside Chilean students.</li> <li>2. They learn about the country and the culture.</li> <li>3. Provide opinions on studying in Spanish-speaking countries, such as broadening their horizons.</li> </ol> <p>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</p>
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