



GCSE SPANISH

F+H

Paper 2 Speaking (Foundation and Higher)

Specimen 2018

Teacher's Booklet

To be conducted by the teacher-examiner

Time allowed: 7-9 minutes at Foundation (+12 minutes' supervised preparation time)
10-12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- During the preparation time candidates are required to prepare **one** Role-play card 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 you start the General Conversation.
- Candidates should hand both stimulus cards to you before you start 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 Spanish, '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) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. The 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).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2018

Spanish
Speaking Test
Teacher's Booklet

Contents

Part 1

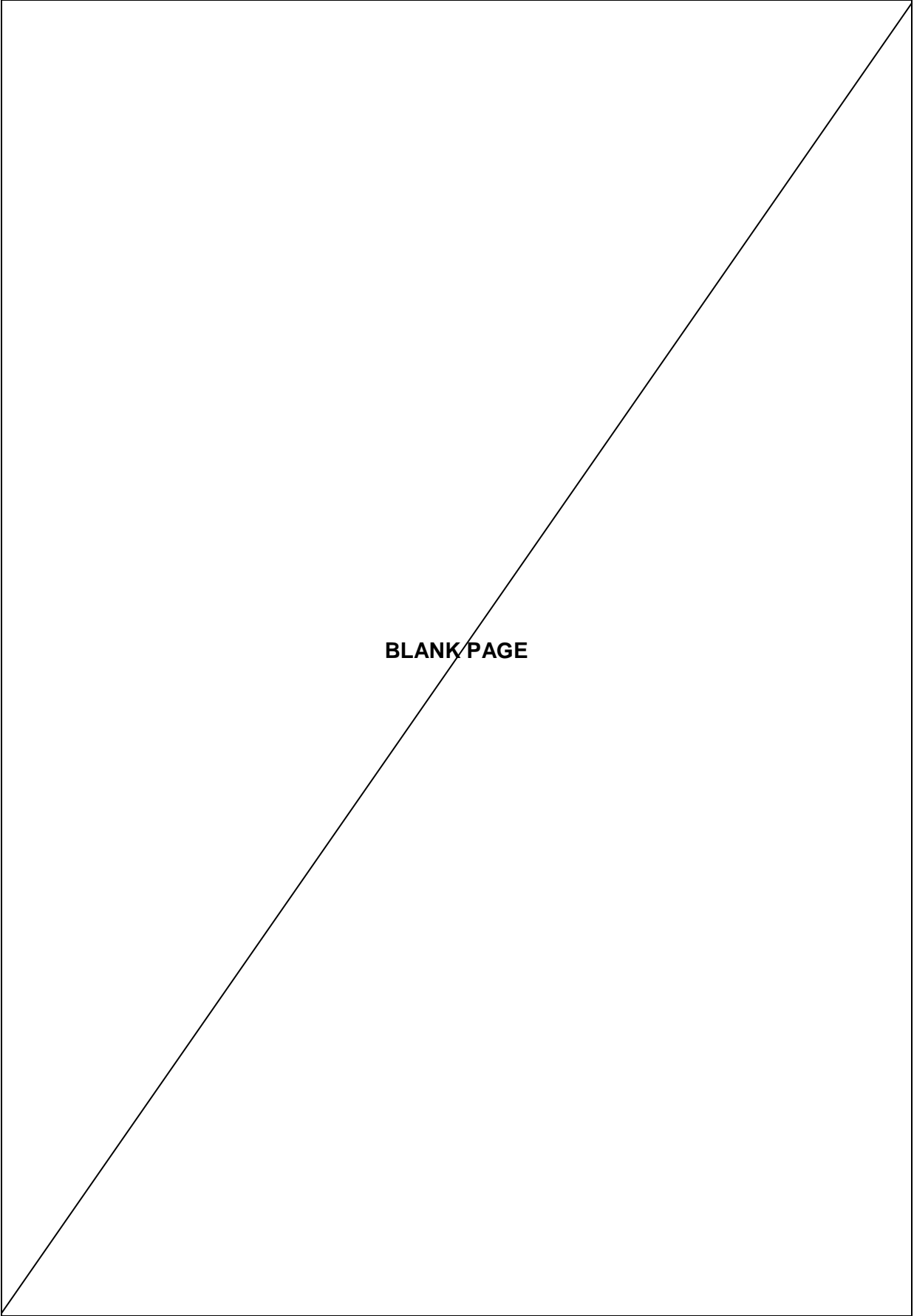
Role-plays (Foundation Tier) (1-9)
Role-plays (Higher Tier) (10-18)

Part 2

Photo cards (Foundation Tier) (A-I)
Photo cards (Higher Tier) (J-R)

Part 3

Suggested questions for General Conversation



ROLE-PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo español/tu amiga española sobre tu familia y tus amigos.

- Descripción de una persona en tu familia (**dos** detalles).
- Tu opinión sobre tu familia (**un** detalle).
- **Una** actividad con tu familia.
- **!**
- **?** Mejor amigo/amiga.

ROLE-PLAY 1 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to describe a family member. (Elicit **two** details).
Describe a una persona en tu familia.
- 2 Allow the candidate to give **two** details about a family member.
Ask the candidate what he/she thinks of his/her family. (Elicit **one** opinion).
¿Cuál es tu opinión de tu familia?
- 3 Allow the candidate to give **one** opinion about his/her family.
Ask the candidate what he/she does with his/her family. (Elicit **one** activity).
¿Qué haces con tu familia?
- 4 Allow the candidate to say **one** activity that he/she does with his/her family.
! Ask the candidate what he/she thinks about going out with his/her friends. (Elicit **one** opinion).
¿Qué piensas de la idea de salir con tus amigos?
- 5 Allow the candidate to give **one** opinion about what he/she thinks about going out with his/her friends.
Sí, entiendo.
- ?** Allow the candidate to ask you a question about your best friend.
(Give an appropriate answer).

ROLE-PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address the assistant as usted.

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.

Usted está hablando con un empleado/una empleada en la taquilla de una sala de conciertos en España.

- Entradas para el concierto – cuántas.
- Para cuándo.
- **!**
- **?** El concierto – a qué hora.
- Tu opinión sobre la música en directo (**un** detalle).

ROLE-PLAY 2 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- 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: *Usted está hablando con un empleado/una empleada en la taquilla de una sala de conciertos. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
Buenos días. ¿En qué puedo ayudarle?
- 2 Allow the candidate to say how many concert tickets he/she wants.
Ask the candidate for when.
¿Para cuándo?
- 3 Allow the candidate to say for when.
! Say there are discounts for young people and ask the candidate how old he/she is.
Hay descuentos para menores. ¿Cuántos años tiene usted?
- 4 Allow the candidate to say how old he/she is.
Muy bien.
- ?** Allow the candidate to ask about the concert times.
Empieza a las ocho y termina a las diez.
- 5 Ask the candidate what he/she thinks of live music. (Elicit **one** opinion).
¿Qué piensa de la música en directo?
Allow the candidate to give **one** opinion about live music.
De acuerdo.

ROLE-PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo colombiano/tu amiga colombiana sobre el colegio.

- Tu colegio - **una** opinión.
- Primera clase – cuándo.
- **!**
- Tus profesores (**un** detalle).
- **?** La hora de comer.

ROLE-PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *tú*.
 - 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: *Estás hablando con tu amigo colombiano/tu amiga colombiana.
Yo soy tu amigo/tu amiga.*

- 1** Ask the candidate to give his/her opinion of school.
¿Cuál es tu opinión sobre el colegio?
- 2** Allow the candidate to give his/her opinion of school.
Ask the candidate what time lessons start.
¿A qué hora empiezan las clases?
- 3** Allow the candidate to say what time lessons start.
! Ask the candidate what his/her favourite school day is.
¿Cuál es tu día preferido?
- 4** Allow the candidate to say what his/her favourite school day is.
Ask the candidate what his/her teachers are like. (Elicit **one** detail).
¿Cómo son tus profesores?
- 5** Allow the candidate to give **one** detail about what his/her teachers are like.
Vale.
- ?** Allow the candidate to ask you a question about the lunch break.
(Give an appropriate answer).

ROLE-PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo español/tu amiga española sobre el colegio.

- Tu uniforme (**dos** detalles).
- Tu opinión sobre las reglas (**un** detalle).
- **Una** actividad en el recreo.
- **!**
- **?** Asignatura favorita.

ROLE-PLAY 4 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what his/her school uniform is like. (Elicit **two** details).
¿Cómo es tu uniforme escolar?
- 2 Allow the candidate to give **two** details about his/her school uniform.
Ask the candidate what he/she thinks of the school rules. (Elicit **one** opinion).
¿Cuál es tu opinión de las reglas del colegio?
- 3 Allow the candidate to give **one** opinion about the school rules.
Ask the candidate what he/she does at break time. (Elicit **one** activity).
¿Qué haces durante el recreo?
- 4 Allow the candidate to say **one** activity he/she does at break time.
! Ask the candidate what he/she thinks of the school facilities.
¿Cuál es tu opinión de las instalaciones en el colegio?
- 5 Allow the candidate to say what he/she thinks of the school facilities.
De acuerdo.
- ? Allow the candidate to ask you what your favourite subject is.
Español, ¡claro!

ROLE-PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo español/tu amiga española sobre las vacaciones.

- Tus vacaciones – dónde.
- **!**
- Tu actividad preferida (**un** detalle).
- La comida durante las vacaciones (**un** detalle).
- **?** Opinión de hoteles.

ROLE-PLAY 5 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her holidays.
Y, ¿las vacaciones?
- 2 Allow the candidate to say where he/she spends the holidays.
! Ask the candidate how long he/she usually spends there.
Normalmente, ¿cuánto tiempo pasas allí?
- 3 Allow the candidate to say how long he/she normally spends there.
Ask the candidate what his/her favourite activity is. (Elicit **one** activity).
Durante las vacaciones, ¿cuál es tu actividad preferida?
- 4 Allow the candidate to say what his/her favourite activity is.
Ask the candidate about food on holiday. (Elicit **one** detail).
Y, ¿la comida durante las vacaciones?
- 5 Allow the candidate to give one detail about food on holiday.
Muy bien.
- ? Allow the candidate to ask for your opinion about hotels.
Me encantan los hoteles.

ROLE-PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo español/tu amiga española sobre trabajar y el futuro.

- Tu empleo ahora – dónde.
- Tu trabajo (**una** actividad).
- Tus compañeros de trabajo (**un** detalle).
- **!**
- **?** El futuro – qué.

ROLE-PLAY 6 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her job.
Y, ¿tu empleo?
- 2 Allow the candidate to say where he/she works.
Ask the candidate what he/she does at work. (Elicit **one** activity).
¿Qué haces en tu trabajo?
- 3 Allow the candidate to say **one** thing he/she does at work.
Ask the candidate what his/her work colleagues are like. (Elicit **one** detail.)
¿Cómo son tus compañeros de trabajo?
- 4 Allow the candidate to give **one** detail about what his/her work colleagues are like.
! Ask the candidate what he/she thinks about going to university.
¿Cuál es tu opinión de ir a la universidad?
- 5 Allow the candidate to say what he/she thinks about going to university.
Estoy de acuerdo.
- ?** Allow the candidate to ask you a question about your future plans.
Depende de mis notas.

ROLE-PLAY 7 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the waiter/waitress and will speak first.

You should address the waiter/waitress as usted.

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.

Usted está hablando con un camarero/una camarera en un restaurante en España.

- Una mesa – cuántas personas.
- Una mesa – dónde.
- **!**
- **?** Precio de la comida.
- Tu opinión sobre la comida española (**un** detalle).

ROLE-PLAY 7 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- 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: *Usted está hablando con un camarero/una camarera en un restaurante en España. Yo soy el camarero/la camarera.*

- 1 Greet the candidate.
Buenos días, señor/señorita.
- 2 Allow the candidate to request a table for a specified number of people. Ask the candidate where he/she wants to sit.
¿Dónde quiere sentarse?
- 3 Allow the candidate to say where he/she wants to sit.
! Ask the candidate what he/she wants to drink. (Elicit **one** drink).
¿Qué quiere para beber?
- 4 Allow the candidate to order **one** drink.
Vale.
- ?** Allow the candidate to ask the cost of the meal.
Cincuenta euros, señor/señorita.
- 5 Ask the candidate what he/she thinks about Spanish food. (Elicit **one** opinion).
¿Qué piensa usted de la comida española?
Allow the candidate to say what he/she thinks about Spanish food.
A mí me encanta.

ROLE-PLAY 8 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address the receptionist as usted.

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.

Usted está hablando con el recepcionista /la recepcionista en un hotel en España.

- Habitación – cuántas personas.
- **!**
- Tipo de habitación (**dos** detalles).
- **?** Comer – dónde.
- Desayuno – a qué hora.

ROLE-PLAY 8 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- 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: *Usted está hablando con el recepcionista/la recepcionista en un hotel en España. Yo soy el recepcionista/la recepcionista.*

- 1 Ask the candidate if you can help.
Buenos días. ¿En qué puedo ayudarle?
- 2 Allow the candidate to request a room for a specified number of people.
! Ask the candidate for how many nights.
¿Para cuántas noches?
- 3 Allow the candidate to say for how many nights.
Ask the candidate what kind of room he/she wants. (Elicit **two** details).
¿Qué tipo de habitación quiere usted?
- 4 Allow the candidate to give **two** details about the kind of room he/she wants.
Muy bien.
- ? Allow the candidate to ask where he/she can eat.
Hay un restaurante en la primera planta.
- 5 Ask the candidate what time he/she wants breakfast.
¿A qué hora quiere desayunar?

Allow the candidate to say what time he/she wants breakfast.
De acuerdo.

ROLE-PLAY 9 (FOUNDATION TIER)**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 *usted*.

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.

Usted está hablando con el empleado/la empleada en una tienda de regalos en España.

- Qué regalo.
- Para quién.
- **?** Precio.
- Tu opinión sobre tus vacaciones en España (**un** detalle).
- **!**

ROLE-PLAY 9 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- 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: *Usted está hablando con el empleado/la empleada en una tienda de regalos en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate if you can help.
¿En qué puedo ayudarle?
- 2 Allow the candidate to say what he/she wants.
Ask the candidate who it is for.
¿Para quién es?
- 3 Allow the candidate to say who it is a present for.
Muy bien.
- ? Allow the candidate to ask you a question about the price.
(Give an appropriate price).
- 4 Ask the candidate what he/she thinks of his/her holidays in Spain. (Elicit **one** opinion).
¿Qué tal sus vacaciones en España?
- 5 Allow the candidate to give **one** opinion of his/her holidays in Spain.
! Ask the candidate how long he/she is spending in Spain.
¿Cuánto tiempo pasa aquí en España?

Allow the candidate to say how long he/she is spending in Spain.
¡Qué bien!

ROLE-PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo español/tu amiga española sobre el futuro.

- Tus planes para los estudios en septiembre (**dos** detalles).
- **!**
- Tu trabajo en el futuro y **una** razón.
- Tu opinión sobre el dinero - (**un** detalle).
- **?** La universidad.

ROLE-PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1** Ask the candidate about his/her study plans for September. (Elicit **two** details).

¿Cuáles son tus planes para los estudios en septiembre?

- 2** Allow the candidate to give **two** details about his/her study plans for September.

- !** Ask the candidate why he/she wants to do that. (Elicit **one** reason).

¿Por qué quieres hacer eso?

- 3** Allow the candidate to say to give **one** reason for his/her study plans. Ask the candidate what job he/she wants to do and why.

¿En qué quieres trabajar? ... ¿Por qué?

- 4** Allow the candidate to say what job he/she wants to do and why. Ask the candidate for his/her opinion about money. (Elicit **one** opinion).

Y, ¿cuál es tu opinión sobre el dinero?

- 5** Allow the candidate to give **one** opinion about money.

Para mí no es tan importante.

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

(Give an appropriate answer).

ROLE-PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo español/tu amiga española sobre la salud y la comida.

- Tú – persona sana o no.
- **!**
- Tu comida preferida y **una** razón.
- Tu última vez en un restaurante (**dos** detalles).
- **?** El gimnasio.

ROLE-PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her lifestyle.
Y, ¿tu estilo de vida?
- 2 Allow the candidate to say how healthy he/she is.
! Ask the candidate if he/she thinks it is easy to lead a healthy lifestyle and why (not). (Elicit **one** reason).
¿Crees que es fácil llevar una vida sana? ... ¿Por qué (no)?
- 3 Allow the candidate to say if he/she thinks it is easy to lead a healthy lifestyle and to give **one** reason why (not).
Ask the candidate what his/her favourite food is and why. (Elicit **one** reason).
¿Cuál es tu comida preferida? ... ¿Por qué?
- 4 Allow the candidate to say what his/her favourite food is and why.
Ask the candidate about the last time he/she was in a restaurant. (Elicit **two** details).
Háblame un poco de tu última visita a un restaurante.
- 5 Allow the candidate to give **two** details about the last time he/she was in a restaurant.
¡Qué interesante!
- ? Allow the candidate to ask you a question about the gym.
(Give an appropriate answer).

ROLE-PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo español/tu amiga española sobre la tecnología y las redes sociales.

- Tu uso de la tecnología la semana pasada (**dos** detalles).
- El mejor móvil y **una** razón.
- Las redes sociales – **una** desventaja.
- **!**
- **?** Un móvil nuevo – cuándo.

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what technology he/she used last week. (Elicit **two** details).
¿Qué tecnología usaste la semana pasada?
- 2 Allow the candidate to give **two** details about what technology he/she used last week.
Ask the candidate which is the best mobile phone and why. (Elicit **one** reason).
¿Cuál es el mejor móvil? ... ¿Por qué?
- 3 Allow the candidate to say which mobile phone is the best and to give **one** reason why.
Ask the candidate to give **one** disadvantage of social media.
¿Cuál es una desventaja de usar las redes sociales?
- 4 Allow the candidate to give **one** disadvantage of social media.
! Ask the candidate how often he/she uses social media and for how long.
¿Cuántas veces por semana usas las redes sociales? ... Y, ¿durante cuánto tiempo?
- 5 Allow the candidate to say how often he/she uses social media and for how long.
Me parece bien.
- ?** Allow the candidate to ask you when you are getting a new mobile phone.
Cuando tenga más dinero.

ROLE-PLAY 13 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo boliviano/tu amiga boliviana sobre la familia y el medio ambiente.

- Tus relaciones con tu familia (**dos** detalles).
- **!**
- Actividades con tu familia la semana pasada (**dos** detalles).
- El tráfico en tu pueblo (**un** detalle).
- **?** Acciones para el medio ambiente.

ROLE-PLAY 13 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo boliviano/tu amiga boliviana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her relations with his/her family. (Elicit **two** details).
¿Cómo son tus relaciones con tu familia?
- 2 Allow the candidate to give **two** details about his/her relations with his/her family.
! Ask the candidate what he/she thinks about spending time with his/her family and why.
¿Qué piensas de pasar tiempo con tu familia? ... ¿Por qué?
- 3 Allow the candidate to say what he/she thinks about spending time with his/her family and why.
Ask the candidate what he/she did with his/her family last week. (Elicit **two** details).
¿Qué hiciste la semana pasada con tu familia?
- 4 Allow the candidate to give **two** details about what he/she did with his/her family last week.
Ask the candidate about the traffic in his/her town. (Elicit **one** detail).
Y, ¿el tráfico en tu pueblo?
- 5 Allow the candidate to give **one** detail about the traffic in his/her town.
De acuerdo.
- ? Allow the candidate to ask you what you do for the environment.
Siempre apago las luces.

ROLE-PLAY 14 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your friend as tú.

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.

Estás hablando con tu amigo español/tu amiga española sobre el trabajo.

- Tu opinión sobre el trabajo voluntario (**un** detalle).
- Tu experiencia de trabajo voluntario (**un** detalle).
- Tu trabajo para el próximo año (**un** detalle).
- **?** Paro en España.
- **!**

ROLE-PLAY 14 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- 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: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate his/her opinion about voluntary work. (Elicit **one** opinion).
¿Qué opinas del trabajo voluntario?
- 2 Allow the candidate to give his/her opinion about voluntary work.
Ask the candidate what experience he/she has of voluntary work. (Elicit **one** detail).
¿Qué experiencia de trabajo voluntario tienes?
- 3 Allow the candidate to give **one** detail about what experience he/she has of voluntary work.
Ask the candidate what work he/she wants to do next year. (Elicit **one** detail).
¿Qué trabajo quieres hacer el próximo año?
- 4 Allow the candidate to give **one** detail about the work he/she wants to do next year.
Vale.
- ? Allow the candidate to ask about unemployment in Spain.
Hay muchos jóvenes en paro.
- 5 ! Ask the candidate what he/she likes to do in his/her free time and why.
Aparte de trabajar, ¿qué te gusta hacer en tu tiempo libre? ... ¿Por qué te gusta?
Allow the candidate to say what he/she likes to do in his/her free time and why.
Genial.

ROLE-PLAY 15 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address the assistant as *usted*.

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.

Usted está hablando con el empleado/la empleada en una oficina de turismo en España.

- Viaje en autocar – adónde y cuándo.
- Viajar en autocar - **una** opinión.
- **?** Fiestas – cuándo.
- **!**
- Tus actividades ayer (**dos** detalles).

ROLE-PLAY 15 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- 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: *Usted está hablando con el empleado/la empleada en una oficina de turismo en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo servirle?
- 2 Allow the candidate to say where and when he/she wants to go on a coach trip. Ask the candidate what he/she thinks of coach travel.
¿Qué piensa de viajar en autocar?
- 3 Allow the candidate to say what he/she thinks of coach travel. (Elicit **one** opinion).
A mí me gusta mucho.
- ? Allow the candidate to ask you when there is a festival.
Hay una el mes que viene.
- 4 ! Ask the candidate for his/her opinion of festivals in his/her country. (Elicit **one** opinion).
¿Cuál es su opinión sobre las fiestas en su país?
- 5 Allow the candidate to give **one** opinion of festivals in his/her country. Ask the candidate what he/she did yesterday. (Elicit **two** details).
¿Qué hizo usted ayer?

Allow the candidate to give **two** details about what he/she did yesterday.
Por aquí hay mucho que hacer.

ROLE-PLAY 16 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address the assistant as usted.

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.

Usted está hablando con el empleado/la empleada en una agencia de viajes en España.

- Una excursión – adónde y cuándo.
- Por qué este destino (**una** razón).
- **!**
- **?** Volver – a qué hora.
- Una excursión la semana pasada (**dos** detalles).

ROLE-PLAY 16 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- 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: *Usted está hablando con el empleado/la empleada en una agencia de viajes en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?
- 2 Allow the candidate to say where he/she wants to go to and when.
Ask the candidate why he/she wants to go there. (Elicit **one** reason).
¿Por qué quiere ir allí?
- 3 Allow the candidate to give **one** reason why he/she wants to go there.
! Ask the candidate how he/she wants to travel and how many people there are.
¿Cómo quiere viajar? ... Y, ¿cuántas personas hay?
- 4 Allow the candidate to say how he/she wants to travel and how many people there are.
Muy bien.
- ?** Allow the candidate to ask you a question about the return time.
A las nueve de la noche.
- 5 Ask the candidate to tell you about an excursion last week. (Elicit **two** details).
¿Qué excursión hizo usted la semana pasada?
Allow the candidate to give **two** details about an excursion last week.
Estupendo.

ROLE-PLAY 17 (HIGHER TIER)**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 *usted*.

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.

Usted está hablando con el empleado/la empleada en una tienda en España.

- Una camiseta – cuándo comprada.
- Problema con la camiseta (**dos** detalles).
- **?** Solución - otra camiseta.
- **!**
- Tu opinión sobre las rebajas en la tienda - **una** opinión y **una** razón.

ROLE-PLAY 17 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- 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: *Usted está hablando con el empleado/la empleada en una tienda en España. Yo soy el empleado/la empleada.*

- 1** Ask the candidate if you can help.

Buenos días. ¿En qué puedo servirle?

- 2** Allow the candidate to say when he/she bought a T-shirt.
Ask the candidate what is wrong with the T-shirt. (Elicit **two** details).

¿Cuál es el problema con la camiseta?

- 3** Allow the candidate to say **two** things that are wrong with the T-shirt.

Lo siento.

- ?** Allow the candidate to ask for a new T-shirt.

Sí, claro.

- 4 !** Ask the candidate in what colour and size he/she wants the new T-shirt.

¿Qué color de camiseta quiere? ... Y, ¿de qué talla?

Allow the candidate to say in what colour and size he/she wants the new T-shirt.

Muy bien.

- 5** Ask the candidate to say what he/she thinks about the sales in the shop and why. (Elicit **one** opinion and **one** reason).

¿Qué opina de las rebajas aquí? ... ¿Por qué?

Allow the candidate to give **one** opinion about what he/she thinks of the sales in the shop and to give **one** reason why.

Se lo diré al jefe.

ROLE-PLAY 18 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the waiter/waitress and will speak first.

You should address the waiter/waitress as usted.

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.

Usted está hablando con un camarero/una camarera en un restaurante en España.

- Plato principal – qué pedido.
- Problema con la comida (**dos** detalles).
- **Una** solución.
- **!**
- **?** Postre.

ROLE-PLAY 18 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- 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: *Usted está hablando con un camarero/una camarera en un restaurante en España. Yo soy el camarero/la camarera.*

- 1 Ask the candidate if you can help.
¿Sí, señor/señorita?
- 2 Allow the candidate to say what he/she ordered as a main course.
Ask the candidate what the problem with the food is. (Elicit **two** details).
¿Cuál es el problema con la comida?
- 3 Allow the candidate to give **two** details about what is wrong with the food.
Ask the candidate for **one** solution to the problem.
¿Qué solución recomienda?
- 4 Allow the candidate to suggest a solution to the problem.
! Ask the candidate what he/she thinks of the restaurant and why.
Aparte del problema con la comida, ¿qué piensa de este restaurante? ... ¿Por qué?
- 5 Allow the candidate to say what he/she thinks of the restaurant and why.
A mucha gente le gusta el ambiente aquí.
- ? Allow the candidate to ask you a question about dessert.
(Give an appropriate answer).

FOUNDATION TIER

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 **global issues**.



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

- ¿Qué hay en la foto?
- ¿Qué reciclaste en casa la semana pasada?
- ¿Te gusta reciclar? ... ¿Por qué (no)?

Card A Teacher's Notes

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

Topic: Global issues

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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Qué reciclaste en casa la semana pasada?
- ¿Te gusta reciclar? ... ¿Por qué (no)?
- ¿Quién en tu familia recicla más?
- ¿De qué color son los contenedores para reciclaje en tu casa?

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 Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**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 **technology in everyday life**.



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

- ¿Qué hay en la foto?
- ¿Para qué usaste tu ordenador ayer?
- ¿Cuál es tu opinión de Facebook?

Card B 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Para qué usaste tu ordenador ayer?
- ¿Cuál es tu opinión de Facebook?
- ¿Te gusta mandar mensajes de texto? ... ¿Por qué (no)?
- ¿Prefieres pasar tus ratos libres en el ordenador o con tus amigos en el centro? ... ¿Por qué?

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 Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**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 **travel and tourism**.



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

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar una ciudad o pasar tiempo en la playa?
- ¿Te gustaría hacer camping en el futuro? ... ¿Por qué (no)?

Card C 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar una ciudad o pasar tiempo en la playa?
- ¿Te gustaría hacer camping en el futuro? ... ¿Por qué (no)?
- Háblame un poco de lo que haces normalmente durante las vacaciones.
- ¿Qué piensas de pasar las vacaciones en Inglaterra?

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 Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**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 **me, my family and friends**.



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

- ¿Qué hay en la foto?
- Describe a tu novio perfecto/tu novia perfecta.
- ¿Cómo celebraste tu cumpleaños el año pasado?

Card D Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- Describe a tu novio perfecto/tu novia perfecta.
- ¿Cómo celebraste tu cumpleaños el año pasado?
- ¿Qué cualidades son importantes en un amigo?
- ¿Qué te gusta hacer en tu tiempo libre con tus amigos? ... ¿Por qué?

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 Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**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 **education post-16**.



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

- ¿Qué hay en la foto?
- ¿Qué opinas de ir a la universidad?
- ¿Qué te gustaría hacer para celebrar el fin de los exámenes?

Card E 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Qué opinas de ir a la universidad?
- ¿Qué te gustaría hacer para celebrar el fin de los exámenes?
- Háblame de tu asignatura favorita.
- ¿Qué quieres hacer en setiembre? ... ¿Por qué?

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 Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER

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 **life at school/college**.



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

- ¿Qué hay en la foto?
- ¿Crees que es una buena idea llevar uniforme? ... ¿Por qué (no)?
- ¿Qué hiciste en tu colegio ayer?

Card F Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Crees que es una buena idea llevar uniforme? ... ¿Por qué (no)?
- ¿Qué hiciste en tu colegio ayer?
- Describe tu colegio.
- ¿Cuál es tu opinión sobre tus profesores?

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 Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER

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 **free time activities**.



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

- ¿Qué hay en la foto?
- ¿Cuándo vas al cine?
- Aparte del cine, ¿qué te gustaría hacer en tu tiempo libre el fin de semana que viene?

Card G 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Cuándo vas al cine?
- Aparte del cine, ¿qué te gustaría hacer en tu tiempo libre el fin de semana que viene?
- ¿Qué tipo de película prefieres? ... ¿Por qué?
- ¿Prefieres ver películas en el cine o en la televisión?

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 Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER

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 **home, town, neighbourhood and region.**



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

- ¿Qué hay en la foto?
- ¿Es bueno vivir cerca del mar? ... ¿Por qué (no)?
- ¿Qué hiciste en tu pueblo la semana pasada?

Card H 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Es bueno vivir cerca del mar? ... ¿Por qué (no)?
- ¿Qué hiciste en tu pueblo la semana pasada?
- ¿Qué tiempo hace normalmente en tu región?
- ¿Es mejor vivir en el campo o en la ciudad?

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 Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**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 **my studies**.



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

- ¿Qué hay en la foto?
- ¿Qué haces en la biblioteca en tu colegio?
- ¿Te gustaría estudiar español en el futuro? ... ¿Por qué (no)?

Card I Teacher's Notes

Theme: Current and future study and employment

Topic: My studies

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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Qué haces en la biblioteca en tu colegio?
- ¿Te gustaría estudiar español en el futuro? ... ¿Por qué (no)?
- Háblame un poco de las instalaciones en tu colegio.
- ¿Cuál es tu opinión sobre los deberes?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**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 **global issues**.



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

- ¿Qué hay en la foto?
- ¿Qué hiciste el fin de semana pasado para proteger el medio ambiente?
- ¿Te gusta la idea de tener contenedores de reciclaje de colores diferentes? ... ¿Por qué (no)?

Card J Teacher's Notes

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

Topic: Global issues

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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Qué hiciste el fin de semana pasado para proteger el medio ambiente?
- ¿Te gusta la idea de tener contenedores de reciclaje de colores diferentes? ... ¿Por qué (no)?
- Para ti, ¿es importante reciclar? ... ¿Por qué (no)?
- ¿Qué vas a hacer en el futuro para proteger el medio ambiente?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**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 **technology in everyday life**.



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

- ¿Qué hay en la foto?
- ¿Prefieres usar el móvil o el ordenador? ... ¿Por qué?
- En un día ideal, ¿te gustaría pasar tiempo en el ordenador o saliendo con tus amigos? ... ¿Por qué?

Card K 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Prefieres usar el móvil o el ordenador? ... ¿Por qué?
- En un día ideal, ¿te gustaría pasar tiempo en el ordenador o saliendo con tus amigos? ... ¿Por qué?
- ¿Cuál es tu opinión sobre los videojuegos? ... ¿Por qué?
- ¿Qué hiciste en tu móvil ayer?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**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 **travel and tourism**.



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

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar monumentos o pasar tiempo en la playa? ... ¿Por qué?
- ¿Cuáles serían tus vacaciones ideales?

Card L 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar monumentos o pasar tiempo en la playa? ... ¿Por qué?
- ¿Cuáles serían tus vacaciones ideales?
- ¿Cuáles son los aspectos positivos de ir de vacaciones con amigos? ... ¿Por qué?
- ¿Qué hiciste durante las vacaciones el año pasado?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card M 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 **me, my family and friends**.



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

- ¿Qué hay en la foto?
- ¿Cómo sería tu novio perfecto/tu novia perfecta? ... ¿Por qué?
- ¿Crees que el matrimonio es importante? ... ¿Por qué (no)?

Card M Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Cómo sería tu novio perfecto/tu novia perfecta? ... ¿Por qué?
- ¿Crees que el matrimonio es importante? ... ¿Por qué (no)?
- ¿Quiénes son más importantes, la familia o los amigos? ... ¿Por qué?
- ¿Qué hiciste la última vez que saliste con tu familia?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card N 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.

- ¿Qué hay en la foto?
- Si fueras a la universidad, ¿te gustaría más vivir con otros estudiantes o con tu familia? ... ¿Por qué?
- ¿Qué piensas de la idea de continuar estudiando hasta los dieciocho años?

Card N 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- Si fueras a la universidad, ¿te gustaría más vivir con otros estudiantes o con tu familia? ... ¿Por qué?
- ¿Qué piensas de la idea de continuar estudiando hasta los dieciocho años?
- ¿Qué es lo más importante de la universidad, la educación o la vida social? ... ¿Por qué?
- ¿Qué asignatura te gustó más este año?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card O 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 **life at school/college**.



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

- ¿Qué hay en la foto?
- Aparte del uniforme, ¿cuál es la regla más importante en el colegio en tu opinión? ...
¿Por qué?
- ¿Qué actividades extraescolares hiciste el año pasado?

Card O Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- Aparte del uniforme, ¿cuál es la regla más importante en el colegio en tu opinión? ... ¿Por qué?
- ¿Qué actividades extraescolares hiciste el año pasado?
- ¿Cómo sería tu profesor ideal? ... ¿Por qué?
- ¿Cuáles son los aspectos positivos y negativos de llevar uniforme?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card P 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.

- ¿Qué hay en la foto?
- Háblame un poco de tu última visita al cine.
- Para ti, ¿qué aspecto de una película es más importante? ... ¿Por qué?

Card P 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- Háblame un poco de tu última visita al cine.
- Para ti, ¿qué aspecto de una película es más importante? ... ¿Por qué?
- ¿Qué tipo de música prefieres? ... ¿Por qué?
- ¿Qué vas a hacer el fin de semana que viene?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card Q 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.

- ¿Qué hay en la foto?
- ¿Qué es lo positivo y lo negativo de vivir en la costa?
- ¿Te gustaría vivir en España en el futuro? ... ¿Por qué (no)?

Card Q 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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Qué es lo positivo y lo negativo de vivir en la costa?
- ¿Te gustaría vivir en España en el futuro? ... ¿Por qué (no)?
- Tu región, ¿es interesante para los turistas? ... ¿Por qué (no)?
- ¿Qué hiciste en tu pueblo el fin de semana pasado?

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 Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card R 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 **my studies**.



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

- ¿Qué hay en la foto?
- ¿Es una buena idea estudiar con los amigos? ... ¿Por qué (no)?
- ¿Crees que se deberían prohibir los deberes?

Card R Teacher's Notes

Theme: Current and future study and employment

Topic: My studies

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 '¿Qué hay en la foto?' You then ask the remaining four questions in order. 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.

- ¿Qué hay en la foto?
- ¿Es una buena idea estudiar con los amigos? ... ¿Por qué (no)?
- ¿Crees que se deberían prohibir los deberes?
- ¿Qué asignatura es la más útil? ... ¿Por qué?
- Háblame de una visita escolar que hiciste en el pasado.

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 Spanish, 'Is there anything you want to ask me?'

Part 3 **SUGGESTED 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 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

- ¿Cuáles son las ventajas de tener una familia numerosa?
- ¿Crees que es importante tener muchos amigos? ... ¿Por qué (no)?
- ¿Crees que los jóvenes están obsesionados con la tecnología hoy en día?
- ¿Cuál prefieres, Facebook o Twitter? ... ¿Por qué?
- ¿Hay algún deporte que te gustaría practicar?
- Háblame de un programa de televisión que viste recientemente.
- ¿Qué diferencias notas entre la vida española y la vida de tu propio país?
- ¿Qué piensas de las fiestas españolas?

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

- Describe la casa de tus sueños.
- ¿Cómo era tu región en el pasado?
- ¿Cuáles son las maneras más eficaces de mantenerse en forma hoy en día?
- ¿Qué debería hacer el gobierno para reducir el número de personas que beben demasiado alcohol?
- ¿Cuáles son los efectos del calentamiento global?
- ¿Qué piensas de la situación de los sin techo en nuestra sociedad?
- ¿Qué tipo de vacaciones prefieres? ... ¿Por qué?
- ¿Por qué pasa tanta gente las vacaciones en el extranjero?

Theme 3: Current and future study and employment

- Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?
- En tu opinión, ¿cuáles son las características más importantes de un buen profesor?
- ¿Cómo es este colegio comparado con tu escuela primaria?
- ¿Te acuerdas de un día especial en el colegio en el pasado?
- ¿Cuáles son los aspectos positivos de encontrar un trabajo a los dieciocho años?
- ¿Te gustaría trabajar en España? ... ¿Por qué (no)?
- A los dieciséis años, ¿crees que es mejor seguir un curso académico o uno de formación profesional?
- ¿Qué asignatura te gustaría más estudiar en la universidad? ... ¿Por qué?

GCSE Spanish Speaking Test 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 5, Photo card D and her second Conversation Theme will be Theme 2.

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

After a break in testing, e.g. lunch or overnight, the sequence should be restarted 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	5	Theme 1	A (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
2	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
3	4	Theme 1	A (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
4	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
5	3	Theme 1	I (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
6	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
7	2	Theme 1	I (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
8	8	Theme 1	F (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	6	Theme 1	A (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
10	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
11	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
12	8	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
13	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
14	3	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
15	2	Theme 1	H (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
16	5	Theme 1	H (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
17	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
18	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
19	4	Theme 1	A (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
20	8	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (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

GCSE Spanish Speaking Test 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 11, 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 14, Photo card O and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted 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	11	Theme 1	N (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
2	15	Theme 1	O (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
3	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
4	16	Theme 1	J (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	18	Theme 1	R (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
6	14	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	16	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
8	17	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	14	Theme 1	R (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
10	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
11	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
12	18	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
13	10	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
14	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
15	10	Theme 1	L (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
16	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
17	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
18	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
19	15	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
20	11	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture
Theme 2 – Local, national, international and global areas of interest
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