



GCSE

3810UA0-1T

2024

SPANISH

**Unit 1: Speaking
HIGHER TIER**

SETS 1–6

TEACHER'S COPY



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01

HIGHER SET 1**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Entertainment and leisure

Setting: You are chatting with your Spanish friend about what you do in your free time. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Por qué es importante el tiempo libre?**
- Say why free time is important.
- **Vale. ¿Adónde fuiste en tu tiempo libre recientemente?**
- Say where you went in your free time recently.
- **¿Cuándo tienes tiempo libre?**
- Answer the question.
- **¿Qué actividades de ocio te gustaría hacer en el futuro?**
- Say what leisure activities you would like to do in the future.
- **Estupendo.**
- Ask your friend something about their free time activities.
- **Reply accordingly.**

HIGHER SET 1
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Social issues



Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed their response, continue with the following question.
 - **¿Qué haces para ayudar a otros? ¿Por qué?**
3. Unseen questions.
 - **¿Por qué son importantes las organizaciones benéficas?**
 - **¿Qué debería hacer el gobierno para solucionar los problemas sociales?**

HIGHER SET 1

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities

or

- Employment

PART 2

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

Theme: IDENTITY AND CULTURE

- Food and drink

or

- Festivals and celebrations

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HIGHER SET 2**ROLE PLAY****WALES AND THE WORLD**

[15]

Social issues

Setting: You are chatting with your Venezuelan friend about social issues. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Da tu opinión sobre una cuestión social.**
- Give your opinion about a social issue.
- **En tu opinión, ¿qué causa este problema?**
- Answer the question.
- **Vale. ¿Qué hiciste recientemente para una organización benéfica?**
- Say what you did recently for a charity.
- **Estupendo. ¿Qué harás para ayudar a otros en el futuro?**
- Say what you will do to help others in the future.
- **Genial.**
- Ask your friend something about social issues.
- **Reply accordingly.**

HIGHER SET 2
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Employment



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Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed their response, continue with the following question.
 - **¿Cuáles son los beneficios de trabajar en equipo? ¿Por qué?**
3. Unseen questions.
 - **¿Es mejor un buen salario o un trabajo interesante? ¿Por qué?**
 - **¿Cómo sería tu trabajo ideal? ¿Por qué?**

HIGHER SET 2

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: IDENTITY AND CULTURE

- Self and relationships

or

- Technology and social media

PART 2

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

Theme: WALES AND THE WORLD

- Local areas of interest

or

- Travel and transport

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

[15]

Environment

Setting: You are chatting with a Mexican person about the environment. Your teacher will play the part of that person. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué opinas de los problemas medioambientales?**
- Give your opinion about an environmental issue.
- **Vale. ¿Qué hiciste recientemente en la escuela para cuidar el medio ambiente?**
- Say what you did recently at school to help the environment.
- **¿Qué haces en casa por el planeta?**
- Answer the question.
- **Estupendo. ¿Qué harás en el futuro para salvar el planeta?**
- Say what you will do in the future to save the planet.
- **Vale.**
- Ask a question about the environment in Mexico.
- **Reply accordingly.**

HIGHER SET 3
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Health and fitness



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Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed their response, continue with the following question.
 - **¿Crees que es importante hacer ejercicio? ¿Por qué (no)?**
3. Unseen questions.
 - **Mucha gente no lleva una vida sana. ¿Estás de acuerdo? ¿Por qué (no)?**
 - **¿Qué hiciste recientemente para llevar una vida sana?**

HIGHER SET 3

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities

or

- Career plans

PART 2

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

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Spain and Spanish-speaking countries

or

- Holidays and tourism

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HIGHER SET 4**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Career plans

Setting: You are chatting online to your Peruvian friend about career plans. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué trabajo te gustaría tener en el futuro?**
- Say what job you would like to do in the future.
- **Vale. ¿Por qué quieres hacer este trabajo?**
- Answer the question.
- **Muy bien. ¿Con quién hablaste sobre posibles trabajos?**
- Say who you spoke to about possible jobs.
- **Vale. ¿Qué motivo consideras más importante al elegir una profesión?**
- Say what you think is the most important reason for choosing a profession.
- **Claro.**
- Ask your friend something about their career plans.
- **Reply appropriately.**

HIGHER SET 4
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Environment

Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed their response, continue with the following question.
 - **¿Piensas que la basura es un gran problema en los lugares públicos?
¿Por qué (no)?**
3. Unseen questions.
 - **¿Qué problema medioambiental te preocupa más? ¿Por qué?**
 - **¿Qué harás en el futuro para proteger el medio ambiente? ¿Por qué?**

HIGHER SET 4

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

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

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above.)
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

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

Theme: **IDENTITY AND CULTURE**

- Self and relationships

or

- Technology and social media

PART 2

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

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

- School/college life

or

- School/college studies

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

[15]

Post-16 Study

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

Teacher examiner responses are given in bold.

- **¿Dónde quieres estudiar el año próximo?**
- Say where you want to study next year.
- **Vale. ¿Por qué quieres estudiar allí?**
- Answer the question.
- **Muy bien. ¿Qué opinas de la formación profesional?**
- Give your opinion about vocational training.
- **Vale. ¿Con quién hablaste sobre tus planes para los estudios del año que viene?**
- Say who you talked to about your study plans for next year.
- **Muy bien.**
- Ask your friend something about their future studies.
- **Reply appropriately.**

HIGHER SET 5
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Festivals and celebrations



Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed their response, continue with the following question.
 - **¿Es siempre importante mantener las tradiciones? ¿Por qué (no)?**
3. Unseen questions.
 - **¿Qué te gusta o no te gusta de los festivales? ¿Por qué?**
 - **¿Cómo celebraste un evento especial recientemente?**

HIGHER SET 5

CONVERSATION

Guidance for Conversations

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher examiner.

A candidate should be looking to:

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

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- The candidate must discuss their chosen bullet point for part 1 and part 2.
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PART 1

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

Theme: WALES AND THE WORLD

- Local areas of interest

or

- Travel and transport

PART 2

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

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- School/college studies

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HIGHER SET 6**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Food and drink

Setting: You are chatting with your Mexican friend about food and drink. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué tipo de comida te gusta?**
- Say what kind of food you like.
- **¿Por qué te gusta esta comida?**
- Answer the question.
- **¿Qué bebida tomaste con el desayuno esta mañana?**
- Say what you drank with your breakfast this morning.
- **¿Qué comerás esta noche?**
- Say what you will eat tonight.
- **Vale.**
- Ask your friend something about food in Mexico.
- **Reply accordingly.**

HIGHER SET 6
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 Study



Please note the approximate timing for this task is 3 minutes.

1. Start the discussion by asking the first question.
 - **¿De qué trata esta foto?**
2. When the candidate has completed their response, continue with the following question.
 - **¿Es una buena idea tomar un año sabático antes de ir a la universidad?
¿Por qué (no)?**
3. Unseen questions.
 - **¿Te parece que estudiar en la universidad es esencial hoy en día? ¿Por qué (no)?**
 - **¿Qué debería hacer el gobierno para ayudar a los estudiantes? ¿Por qué?**

HIGHER SET 6

CONVERSATION

Guidance for Conversations

[30]

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PART 1

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Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Spain and Spanish-speaking countries
- or**
- Holidays and tourism

PART 2

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

Theme: IDENTITY AND CULTURE

- Health and fitness
- or**
- Entertainment and leisure