

## GCSE SPANISH

## F+H

### Foundation and Higher tiers Paper 2 Speaking

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#### Sample assessment material

##### Teacher's Booklet

- To be conducted by the teacher-examiner between XX April and XX May 2026
- Time allowed: 7-9 minutes at Foundation (+ 15 minutes' supervised preparation time)  
10-12 minutes at Higher (+ 15 minutes' supervised preparation time)

##### Instructions

- The contents of this Booklet must be treated as strictly confidential until the end of the test window.
- During the preparation time, candidates are required to prepare **one** Role-play card, **one** Reading aloud task and **one** Photo card.
- The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card, Reading aloud task and Photo card to give to each candidate.
- Candidates may make notes during the preparation time for use during the test and they may use these notes at any time during the test.
- You are expected to give candidates the opportunity to respond fully to all tasks bearing in mind the recommended length of each task (as specified below) to ensure that each candidate is able to access the maximum number of marks available.
- Timing of the test for each candidate will start when you begin the Role-play using the introductory text in the Teacher's role. Timing of the test will end when the maximum time allowed is reached (**nine** minutes at Foundation tier for the whole test and **twelve** minutes at Higher tier for the whole test).

##### Information

The test consists of three parts:

- **Part 1:** a Role-play card (recommended to last between one and one and a half minutes at Foundation and Higher tiers).
  - **Part 2:** a Reading aloud text and short conversation based on the topic of the text (recommended to last between two and two and a half minutes in total at Foundation tier and between three and three and a half minutes in total at Higher tier).
  - **Part 3:** discussion of a Photo card containing two photos (recommended to last between four and five minutes in total at Foundation tier and between six and seven minutes in total at Higher tier).
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Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education  
Sample assessment materials

## Spanish Speaking Test

### Teacher's Booklet

#### Contents

##### Part 1

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

##### Part 2

Reading aloud tasks (Foundation tier) (1-9)  
Reading aloud tasks (Higher tier) (10-18)

##### Part 3

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

#### Guidance for teacher-examiners on questioning technique for Part 3

##### Sequence charts

Foundation tier  
Higher tier

#### Summary of recommended lengths for each part of the speaking test

	Foundation tier	Higher tier
<b>Part 1: Role-play</b>	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
<b>Part 2: Reading aloud task</b>	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
<b>Part 3: Photo card task</b>	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
<b>TOTAL</b>	7-9 minutes	10-12 minutes

**There is no material on this page**

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## Part 1 – Role-plays

<b>ROLE-PLAY 1 (FOUNDATION TIER)</b>
<b>CANDIDATE'S ROLE</b>

### Instructions to candidates

You are talking to your Cuban friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Say where you go with your friends. (Give **one** detail.)
- 2** Say what you think of swimming. (Give **one** opinion.)
- 3** Say what you do at home with friends. (Give **one** detail.)
- 4** Say when you play sport. (Give **one** detail.)
- ? 5** Ask your friend a question about free time.

<b>ROLE-PLAY 1 (FOUNDATION TIER)</b>
<b>TEACHER'S ROLE</b>

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

**Introductory text:** *Estás hablando con tu amigo cubano/tu amiga cubana. Yo soy tu amigo/tu amiga.*

<b>1</b>		<p>Ask the candidate where they go with friends. (Elicit <b>one</b> place.)</p> <p><i>¿Adónde vas con los amigos?</i></p> <p>Allow the candidate to say <b>one</b> place where they go with friends.</p>
<b>2</b>		<p>Ask the candidate what they think of swimming. (Elicit <b>one</b> opinion.)</p> <p><i>Y, ¿qué piensas de nadar?</i></p> <p>Allow the candidate to give <b>one</b> opinion of swimming.</p>
<b>3</b>		<p>Ask the candidate what they do at home with friends. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué haces en casa con los amigos?</i></p> <p>Allow the candidate to give <b>one</b> detail about what they do at home with friends.</p>
<b>4</b>		<p>Ask the candidate when they play sport. (Elicit <b>one</b> detail.)</p> <p><i>¿Cuándo haces deporte?</i></p> <p>Allow the candidate to say when they play sport.</p>
<b>5</b>	<b>?</b>	<p><i>De acuerdo.</i></p> <p>Allow the candidate to ask a question about free time.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Spanish friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Say what physical activity you do. (Give **one** detail.)
- ? **2** Ask your friend a question about food in Spain.
- 3** Give your opinion of vegetarian food. (Give **one** opinion.)
- 4** Say at what time you have breakfast. (Give **one** detail.)
- 5** Say what your favourite meal is. (Give **one** detail.)

## ROLE-PLAY 2 (FOUNDATION TIER)

### TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate what physical activity they do. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué ejercicio físico haces?</i></p> <p>Allow the candidate to give <b>one</b> detail about what physical activity they do.</p>
<b>2</b>	?	<p><i>Vale.</i></p> <p>Allow the candidate to ask a question about food in Spain.</p> <p><i>(Give an appropriate response.)</i></p>
<b>3</b>		<p>Ask the candidate their opinion of vegetarian food. (Elicit <b>one</b> opinion.)</p> <p><i>¿Cuál es tu opinión sobre la comida vegetariana?</i></p> <p>Allow the candidate to give <b>one</b> opinion of vegetarian food.</p>
<b>4</b>		<p>Ask the candidate what time they have breakfast. (Elicit <b>one</b> detail.)</p> <p><i>¿A qué hora tomas el desayuno?</i></p> <p>Allow the candidate to say what time they have breakfast.</p>
<b>5</b>		<p>Ask the candidate what their favourite meal is. (Elicit <b>one</b> detail.)</p> <p><i>¿Cuál es tu plato favorito?</i></p> <p>Allow the candidate to say what their favourite meal is.</p> <p><i>De acuerdo.</i></p>

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

You are talking to your Mexican friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Say when you go out with friends. (Give **one** detail.)
- 2** Describe your best friend. (Give **one** detail.)
- 3** Say where you go at the weekend. (Give **one** detail.)
- 4** Say what you like to wear. (Give **one** detail.)
- ? 5** Ask your friend a question about sport.



### ROLE-PLAY 3 (FOUNDATION TIER)

#### TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

**Introductory text:** *Estás hablando con tu amigo mexicano/tu amiga mexicana. Yo soy tu amigo/tu amiga.*

1		Ask the candidate when they go out with friends. (Elicit <b>one</b> detail.) <i>¿Cuándo sales con tus amigos?</i> Allow the candidate to say when they go out with friends.
2		Ask the candidate what their best friend is like. <i>¿Cómo es tu mejor amigo o amiga?</i> Allow the candidate to say what their best friend is like. (Elicit <b>one</b> detail.)
3		Ask the candidate where they go at the weekend. (Elicit <b>one</b> detail.) <i>¿Adónde vas los fines de semana?</i> Allow the candidate to give <b>one</b> detail about where they go at the weekend.
4		Ask the candidate what they like to wear. (Elicit <b>one</b> detail.) <i>¿Qué te gusta llevar?</i> Allow the candidate to give <b>one</b> detail about what they like to wear.
5	?	<i>De acuerdo.</i> Allow the candidate to ask a question about sport. <i>(Give an appropriate response)</i>

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

You are talking to your Spanish friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Say what you use technology for. (Give **one** detail.)
- 2** Say how much time each day you spend using technology. (Give **one** detail.)
- 3** Say where you use a computer. (Give **one** detail.)
- 4** Say why you like your favourite app. (Give **one** reason.)
- ? 5** Ask your friend a question about the internet.

<b>ROLE-PLAY 4 (FOUNDATION TIER)</b>
<b>TEACHER'S ROLE</b>

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate what they use technology for. (Elicit <b>one</b> detail.)</p> <p><i>¿Para qué usas la tecnología?</i></p> <p>Allow the candidate to give <b>one</b> detail about what they use technology for.</p>
<b>2</b>		<p>Ask the candidate how long each day they spend using technology. (Elicit <b>one</b> detail.)</p> <p><i>¿Cuánto tiempo usas la tecnología cada día?</i></p> <p>Allow the candidate to say how long each day they spend using technology.</p>
<b>3</b>		<p>Ask the candidate where they use a computer. (Elicit <b>one</b> detail.)</p> <p><i>¿Dónde usas un ordenador?</i></p> <p>Allow the candidate to say where they use a computer.</p>
<b>4</b>		<p>Ask the candidate why they like their favourite app. (Elicit <b>one</b> reason.)</p> <p><i>¿Por qué te gusta tu app favorita?</i></p> <p>Allow the candidate to give <b>one</b> reason why they like their favourite app.</p>
<b>5</b>	<b>?</b>	<p><i>Vale.</i></p> <p>Allow the candidate to ask a question about the internet.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Spanish friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Say when your birthday is. (Give **one** detail.)
- 2** Say **one** activity you do on your birthday.
- 3** Say what type of food you like. (Give **one** detail.)
- 4** Say what your favourite day of the week is.
- ? 5** Ask your friend a question about celebrations.

<b>ROLE-PLAY 5 (FOUNDATION TIER)</b>
<b>TEACHER'S ROLE</b>

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate when their birthday is. (Elicit <b>one</b> detail.)</p> <p><i>¿Cuándo es tu cumpleaños?</i></p> <p>Allow the candidate to say when their birthday is.</p>
<b>2</b>		<p>Ask the candidate what they do on their birthday. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué haces el día de tu cumpleaños?</i></p> <p>Allow the candidate to say what they do on their birthday</p>
<b>3</b>		<p>Ask the candidate what type of food they like. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué tipo de comida te gusta?</i></p> <p>Allow the candidate to give <b>one</b> detail about what type of food they like.</p>
<b>4</b>		<p>Ask the candidate what their favourite day of the week is.</p> <p><i>¿Cuál es tu día favorito de la semana?</i></p> <p>Allow the candidate to say what their favourite day of the week is.</p> <p><i>De acuerdo.</i></p>
<b>5</b>	<b>?</b>	<p><i>Muy bien.</i></p> <p>Allow the candidate to ask a question about celebrations.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Argentinian friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Say when you go out with your friends. (Give **one** detail.)
- 2** Say what you do with your friends. (Give **one** detail.)
- 3** Give **one** opinion of going out with friends.
- 4** Say **one** thing about your best friend's personality.
- ? 5** Ask your friend a question about their free time.

<b>ROLE-PLAY 6 (FOUNDATION TIER)</b>
<b>TEACHER'S ROLE</b>

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

**Introductory text:** *Estás hablando con tu amigo argentino/tu amiga argentina. Yo soy tu amigo/tu amiga.*

<b>1</b>		Ask the candidate when they go out with friends. (Elicit <b>one</b> detail.) <i>¿Cuándo sales con los amigos?</i> Allow the candidate to say when they go out with friends.
<b>2</b>		Ask the candidate what they do with friends. (Elicit <b>one</b> detail.) <i>¿Qué haces con los amigos?</i> Allow the candidate to say what they do with friends.
<b>3</b>		Ask the candidate what they think of going out with friends. (Elicit <b>one</b> opinion.) <i>¿Qué piensas de salir con los amigos?</i> Allow the candidate to give <b>one</b> opinion of going out with friends.
<b>4</b>		Ask the candidate to tell you about their best friend's personality. (Elicit <b>one</b> detail.) <i>Dime algo de la personalidad de tu mejor amigo o amiga.</i> Allow the candidate to tell you <b>one</b> thing about their best friend's personality.
<b>5</b>	<b>?</b>	<i>Vale.</i> Allow the candidate to ask a question about your free time. <i>(Give an appropriate response)</i>

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

You are talking to your Chilean friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Say what your favourite school subject is. (Give **one** subject.)
- 2** Say how many classes of English you have each week.
- 3** Describe your favourite teacher. (Give **one** detail.)
- ? 4** Ask your friend a question about school.
- 5** Say what you do during break. (Give **one** detail.)



## ROLE-PLAY 7 (FOUNDATION TIER)

### TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

**Introductory text:** *Estás hablando con tu amigo chileno/tu amiga chilena. Yo soy tu amigo/tu amiga.*

<b>1</b>		<p>Ask the candidate what their favourite school subject is. (Elicit <b>one</b> subject.)</p> <p><i>¿Cuál es tu asignatura favorita?</i></p> <p>Allow the candidate to say what their favourite school subject is.</p>
<b>2</b>		<p>Ask the candidate how many classes of English they have each week.</p> <p><i>¿Cuántas clases de inglés tienes a la semana?</i></p> <p>Allow the candidate to say how many classes of English they have each week.</p>
<b>3</b>		<p>Ask the candidate to describe their favourite teacher. (Elicit <b>one</b> detail.)</p> <p><i>Describe a tu profesor favorito o a tu profesora favorita.</i></p> <p>Allow the candidate to describe their favourite teacher.</p>
<b>4</b>	?	<p><i>Muy bien.</i></p> <p>Allow the candidate to ask a question about school.</p> <p><i>(Give an appropriate response.)</i></p>
<b>5</b>		<p>Ask the candidate what they do during break.</p> <p><i>¿Qué haces durante el recreo?</i></p> <p>Allow the candidate to say what they do during break. (Elicit <b>one</b> detail.)</p> <p><i>Vale.</i></p>

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

You are talking to your Colombian friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Say what your favourite celebrity does. (Give **one** detail.)
- 2** Say what your favourite celebrity looks like. (Give **one** detail.)
- 3** Describe your favourite celebrity's personality. (Give **one** detail.)
- 4** Say what sort of music you like. (Give **one** detail.)
- ? 5** Ask your friend a question about music.

## ROLE-PLAY 8 (FOUNDATION TIER)

### TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate what their favourite celebrity does. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué hace tu persona famosa favorita?</i></p> <p>Allow the candidate to say what their favourite celebrity does.</p>
<b>2</b>		<p>Ask the candidate what their favourite celebrity looks like. (Elicit <b>one</b> detail.)</p> <p><i>¿Cómo es tu persona famosa favorita físicamente?</i></p> <p>Allow the candidate to say what their favourite celebrity looks like.</p>
<b>3</b>		<p>Ask the candidate to describe their favourite celebrity's personality. (Elicit <b>one</b> detail.)</p> <p><i>Describe la personalidad de tu persona famosa favorita.</i></p> <p>Allow the candidate to describe their favourite celebrity's personality.</p>
<b>4</b>		<p>Ask the candidate what sort of music they like.</p> <p><i>¿Qué tipo de música te gusta?</i></p> <p>Allow the candidate to say what sort of music they like.</p>
<b>5</b>	<b>?</b>	<p><i>Vale.</i></p> <p>Allow the candidate to ask a question about music.</p> <p><i>(Give an appropriate response)</i></p>

**ROLE-PLAY 9 (FOUNDATION TIER)****CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your Spanish friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include a verb in your response to each task.**

- 1** Describe your region. (Give **one** detail.)
- 2** Say what you think of your region. (Give **one** opinion.)
- 3** Say what the weather is like in your region. (Give **one** detail.)
- 4** Say what you do in your local area. (Give **one** detail.)
- ? 5** Ask your friend a question about where they live.

<b>ROLE-PLAY 9 (FOUNDATION TIER)</b>
<b>TEACHER'S ROLE</b>

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate to describe their region. (Elicit <b>one</b> detail.)</p> <p><i>Describe tu región.</i></p> <p>Allow the candidate to describe their region.</p>
<b>2</b>		<p>Ask the candidate what they think of their region. (Elicit <b>one</b> opinion.)</p> <p><i>¿Qué piensas de tu región?</i></p> <p>Allow the candidate to give <b>one</b> opinion of their region.</p>
<b>3</b>		<p>Ask the candidate what the weather is like in their region. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué tiempo hace en tu región?</i></p> <p>Allow the candidate to give <b>one</b> detail about the weather in their region.</p>
<b>4</b>		<p>Ask the candidate what they do in their local area. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué haces en tu barrio?</i></p> <p>Allow the candidate to say <b>one</b> thing they do in their local area.</p>
<b>5</b>	<b>?</b>	<p><i>Vale.</i></p> <p>Allow the candidate to ask a question about where you live.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Mexican friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1 Say what you think about music and why. (Give **one** opinion and **one** reason.)
- 2 Say what you did in your free time last week. (Give **two** details.)
- 3 Give **one** disadvantage of going out a lot.
- 4 Say what you think about TV. (Give **two** details.)
- ? 5 Ask your friend a question about sport.

<b>ROLE-PLAY 10 (HIGHER TIER)</b>
<b>TEACHER'S ROLE</b>

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

**Introductory text:** *Estás hablando con tu amigo mexicano/tu amiga mexicana. Yo soy tu amigo/tu amiga.*

<b>1</b>		<p>Ask the candidate what they think about music and why. (Elicit <b>one</b> opinion and <b>one</b> reason.)</p> <p><i>¿Qué piensas de la música? ... ¿Por qué?</i></p> <p>Allow the candidate to say what they think about music and to give <b>one</b> reason why.</p>
<b>2</b>		<p>Ask the candidate what they did in their free time last week. (Elicit <b>two</b> details.)</p> <p><i>¿Qué hiciste en tu tiempo libre la semana pasada?</i></p> <p>Allow the candidate to give <b>two</b> details about what they did in their free time last week.</p>
<b>3</b>		<p>Ask the candidate to give a disadvantage of going out a lot. (Elicit <b>one</b> disadvantage.)</p> <p><i>Dame una desventaja de salir mucho.</i></p> <p>Allow the candidate to give <b>one</b> disadvantage of going out a lot.</p>
<b>4</b>		<p>Ask the candidate what they think about TV. (Elicit <b>two</b> details.)</p> <p><i>¿Qué piensas de la televisión?</i></p> <p>Allow the candidate to give <b>two</b> details about what they think of TV.</p>
<b>5</b>	<b>?</b>	<p><i>Vale.</i></p> <p>Allow the candidate ask a question about sport.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Spanish friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1** Say what there is for young people where you live. (Give **two** details.)
- 2** Say what the weather is like in your region. (Give **two** details.)
- ? **3** Ask your friend a question about where they live.
- 4** Say what you are going to do in your region next week. (Give **two** details.)
- 5** Say what you do to protect the environment. (Give **one** detail.)



**ROLE-PLAY 11 (HIGHER TIER)**

**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate what there is for young people where they live. (Elicit <b>two</b> details.)</p> <p><i>¿Qué hay para los jóvenes donde vives?</i></p> <p>Allow the candidate to give <b>two</b> details about what there is for young people where they live.</p>
<b>2</b>		<p>Ask the candidate what the weather is like in their region. (Elicit <b>two</b> details.)</p> <p><i>¿Qué tiempo hace en tu región?</i></p> <p>Allow the candidate to give <b>two</b> details about what the weather is like in their region.</p>
<b>3</b>	?	<p><i>Vale.</i></p> <p>Allow the candidate to ask you a question about where you live.</p> <p><i>(Give an appropriate response.)</i></p>
<b>4</b>		<p>Ask the candidate what they are going to do in their region next week.</p> <p><i>¿Qué harás en tu región la semana que viene?</i></p> <p>Allow the candidate to give <b>two</b> details about what they are going to do in their region next week.</p>
<b>5</b>		<p>Ask the candidate what they do to protect the environment. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué haces para proteger el medioambiente?</i></p> <p>Allow the candidate to give <b>one</b> detail about what they do to protect the environment.</p> <p><i>Vale.</i></p>

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

You are talking to your Chilean friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1** Say what subject you prefer and why. (Give **one** subject and **one** reason.)
- 2** Say what you usually do in your Spanish class. (Give **two** details.)
- 3** Say why exams are important. (Give **one** reason.)
- 4** Say what you did at lunch time last week. (Give **two** details.)
- ? 5** Ask your friend a question about school.

<b>ROLE-PLAY 12 (HIGHER TIER)</b>
<b>TEACHER'S ROLE</b>

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

**Introductory text:** *Estás hablando con tu amigo chileno/tu amiga chilena. Yo soy tu amigo/tu amiga.*

<b>1</b>		<p>Ask the candidate what subject they prefer and why. (Elicit <b>one</b> reason.)</p> <p><i>¿Qué asignatura prefieres? ... ¿Por qué?</i></p> <p>Allow the candidate to say what subject they prefer and to give <b>one</b> reason why.</p>
<b>2</b>		<p>Ask the candidate what they usually do in their Spanish class. (Elicit <b>two</b> details.)</p> <p><i>¿Qué haces normalmente en tu clase de español?</i></p> <p>Allow the candidate to give <b>two</b> details about what they usually do in their Spanish class.</p>
<b>3</b>		<p>Ask the candidate why exams are important. (Elicit <b>one</b> reason.)</p> <p><i>¿Por qué son importantes los exámenes?</i></p> <p>Allow the candidate to give <b>one</b> reason why exams are important.</p>
<b>5</b>		<p>Ask the candidate what they did at lunch time last week. (Elicit <b>two</b> details.)</p> <p><i>¿Qué hiciste durante la hora de comer la semana pasada?</i></p> <p>Allow the candidate to give <b>two</b> details about what they did at lunch time last week.</p>
<b>5</b>	?	<p><i>Muy bien.</i></p> <p>Allow the candidate to ask you a question about school.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Cuban friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1** Say what you do to relax. (Give **two** details.)
- 2** Say how often you do physical exercise. (Give **one** detail.)
- 3** Say what you did last week to stay healthy. (Give **two** details.)
- 4** Say what is your opinion of fast food and why. (Give **one** opinion and **one** reason.)
- ? 5** Ask your friend a question about food.

**ROLE-PLAY 13 (HIGHER TIER)**

**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

**Introductory text:** *Estás hablando con tu amigo cubano/tu amiga cubana. Yo soy tu amigo/tu amiga.*

<b>1</b>		<p>Ask the candidate what they do to relax. (Elicit <b>two</b> details.)</p> <p><i>¿Qué haces para descansar?</i></p> <p>Allow the candidate to give <b>two</b> details about what they do to relax.</p>
<b>2</b>		<p>Ask the candidate when they do physical exercise.</p> <p><i>¿Cuándo haces ejercicio físico?</i></p> <p>Allow the candidate to say how often they do physical exercise. (Elicit <b>one</b> detail.)</p>
<b>3</b>		<p>Ask the candidate what they did last week to stay healthy. (Elicit <b>two</b> details.)</p> <p><i>¿Qué hiciste la semana pasada para estar sano/sana?</i></p> <p>Allow the candidate to give <b>two</b> details about what they did last week to stay healthy.</p>
<b>4</b>		<p>Ask the candidate what is their opinion of fast food and why. (Elicit <b>one</b> opinion and <b>one</b> reason.)</p> <p><i>¿Cuál es tu opinión sobre la comida rápida? ... ¿Por qué?</i></p> <p>Allow the candidate to give <b>one</b> opinion of fast food and to give <b>one</b> reason why.</p>
<b>5</b>	<b>?</b>	<p><i>Vale.</i></p> <p>Allow the candidate to ask you a question about food.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Spanish friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1** Say what you did last week with your friends. (Give **two** details.)
- 2** Say who your best friend is and why. (Say **who** and give **one** reason).
- 3** Say what your favourite celebration is and why. (Give **one** celebration and **one** reason.)
- 4** Give **one** opinion about Spanish festivals.
- ? 5** Ask your friend a question about celebrations.

**ROLE-PLAY 14 (HIGHER TIER)**

**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate what they did last week with their friends. (Elicit <b>two</b> details.)</p> <p><i>¿Qué hiciste el fin de semana pasado con tus amigos?</i></p> <p>Allow the candidate to give <b>two</b> details about what they did last week with their friends.</p>
<b>2</b>		<p>Ask the candidate who their best friend is and why. (Elicit <b>one</b> reason.)</p> <p><i>¿Quién es tu mejor amigo? ... ¿Por qué?</i></p> <p>Allow the candidate to say who their best friend is and to give <b>one</b> reason why.</p>
<b>3</b>		<p>Ask the candidate what is their favourite celebration and why. (Elicit <b>one</b> celebration and <b>one</b> reason.)</p> <p><i>¿Cuál es tu celebración favorita? ... ¿Por qué?</i></p> <p>Allow the candidate to say what their favourite celebration is and to give <b>one</b> reason why.</p>
<b>4</b>		<p>Ask the candidate what they think about Spanish festivals. (Elicit <b>one</b> opinion.)</p> <p><i>¿Qué piensas de las fiestas españolas?</i></p> <p>Allow the candidate to give <b>one</b> opinion about Spanish festivals.</p>
<b>5</b>	<b>?</b>	<p><i>De acuerdo.</i></p> <p>Allow the candidate to ask you a question about celebrations.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Argentinian friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1** Say what you did in the school holidays last summer. (Give **two** details.)
- 2** Give **two** advantages of spending the school holidays in your country.
- 3** Say **one** place that you most want to visit.
- ? 4** Ask your friend a question about free time.
- 5** Say what you do in the school holidays when the weather is bad. (Give **two** details.)



**ROLE-PLAY 15 (HIGHER TIER)**

**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

**Introductory text:** *Estás hablando con tu amigo argentino/tu amiga argentina. Yo soy tu amigo/tu amiga.*

<b>1</b>		<p>Ask the candidate what they did last summer. (Elicit <b>two</b> details.)</p> <p><i>¿Qué hiciste el verano pasado?</i></p> <p>Allow the candidate to give <b>two</b> details about what they did last summer.</p>
<b>2</b>		<p>Ask the candidate what are the advantages of spending holidays in their country. (Elicit <b>two</b> advantages.)</p> <p><i>¿Cuáles son las ventajas de pasar las vacaciones en tu país?</i></p> <p>Allow the candidate to give <b>two</b> advantages of spending holidays in their country.</p>
<b>3</b>		<p>Ask the candidate which place they most want to visit.</p> <p><i>¿Qué sitio quieres visitar más?</i></p> <p>Allow the candidate to say which place they most want to visit.</p>
<b>4</b>	<b>?</b>	<p><i>De acuerdo.</i></p> <p>Allow the candidate to ask you a question about free time.</p> <p><i>(Give an appropriate response.)</i></p>
<b>5</b>		<p>Ask the candidate what they do during the holidays when the weather is bad. (Elicit <b>two</b> details.)</p> <p><i>¿Qué haces en tus vacaciones cuando hace mal tiempo?</i></p> <p>Allow the candidate to say <b>two</b> things they do in the holidays when the weather is bad.</p> <p><i>Vale.</i></p>

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

You are talking to your Colombian friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1** Say what you used technology for last week. (Give **two** details.)
- 2** Say what you think of shopping online and why. (Give **one** opinion and **one** reason).
- 3** Give **two** disadvantages of the internet.
- 4** Say what you think about using mobiles in school. (Give **one** opinion.)
- ? 5** Ask your friend a question about social media.

**ROLE-PLAY 16 (HIGHER TIER)**

**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate what they used technology for last week. (Elicit <b>two</b> details.)</p> <p><i>¿Para qué usaste la tecnología la semana pasada?</i></p> <p>Allow the candidate to give <b>two</b> details about what they used technology for last week.</p>
<b>2</b>		<p>Ask the candidate what they think of shopping online and why. (Elicit <b>one</b> opinion and <b>one</b> reason.)</p> <p><i>¿Qué piensas de comprar en línea? ... ¿Por qué?</i></p> <p>Allow the candidate to say what they think of shopping online and to give <b>one</b> reason why.</p>
<b>3</b>		<p>Ask the candidate what are the disadvantages of the internet. (Elicit <b>two</b> disadvantages.)</p> <p><i>¿Cuáles son las desventajas de Internet?</i></p> <p>Allow the candidate to give <b>two</b> disadvantages of the internet.</p>
<b>4</b>		<p>Ask the candidate what they think about using mobiles in school. (Elicit <b>one</b> opinion.)</p> <p><i>¿Cuál es tu opinión sobre usar móviles en tu colegio?</i></p> <p>Allow the candidate to give <b>one</b> opinion about using mobiles in school.</p>
<b>5</b>	<b>?</b>	<p><i>De acuerdo.</i></p> <p>Allow the candidate to ask you a question about social media.</p> <p><i>(Give an appropriate response)</i></p>

**ROLE-PLAY 17 (HIGHER TIER)****CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your Spanish friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1 Say what you used social media for last week. (Give **two** details.)
- 2 Say what your favourite famous person looks like. (Give **two** details.)
- 3 Say what your favourite famous person does. (Give **one** detail.)
- 4 Give **two** advantages of being famous.
- ? 5 Ask your friend a question about a famous person.

<b>ROLE-PLAY 17 (HIGHER TIER)</b>
<b>TEACHER'S ROLE</b>

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate what they used social media for last week. (Elicit <b>two</b> details.)</p> <p><i>¿Para qué usaste las redes sociales la semana pasada?</i></p> <p>Allow the candidate to give <b>two</b> details about what they used social media for last week.</p>
<b>2</b>		<p>Ask the candidate to describe their favourite famous person. (Elicit <b>two</b> details.)</p> <p><i>Describe a tu persona famosa favorita.</i></p> <p>Allow the candidate to give <b>two</b> details about what their favourite famous person looks like.</p>
<b>3</b>		<p>Ask the candidate what their favourite famous person does. (Elicit <b>one</b> detail.)</p> <p><i>¿Qué hace tu persona famosa favorita?</i></p> <p>Allow the candidate to give <b>one</b> detail about what their favourite famous person does.</p>
<b>4</b>		<p>Ask the candidate what are the advantages of being famous. (Elicit <b>two</b> advantages.)</p> <p><i>¿Cuáles son las ventajas de ser famoso?</i></p> <p>Allow the candidate to give <b>two</b> advantages of being famous.</p>
<b>5</b>	<b>?</b>	<p><i>De acuerdo.</i></p> <p>Allow the candidate to ask you a question about a famous person.</p> <p><i>(Give an appropriate response)</i></p>

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

You are talking to your Spanish friend.

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

You should address your friend as *tú*.

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

**In order to score full marks, you must include at least one verb in your response to each task.**

- 1 Say what you like about your best friend. (Give **two** details.)
- 2 Say what you talk about with your friends. (Give **two** details.)
- 3 Say what you are going to do with your friends next week. (Give **two** details.)
- 4 Say when you prefer to see your friends. (Give **one** detail.)
- ? 5 Ask your friend a question about hobbies.

**ROLE-PLAY 18 (HIGHER TIER)**

**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tú*.
- You must read out the teacher's role shown below in italics **without any changes**.

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.*

<b>1</b>		<p>Ask the candidate what they like about their best friend. (Elicit <b>two</b> details.)</p> <p><i>¿Qué te gusta de tu mejor amigo o amiga?</i></p> <p>Allow the candidate to give <b>two</b> details about what they like about their best friend.</p>
<b>2</b>		<p>Ask the candidate what they talk about with their friends. (Elicit <b>two</b> details.)</p> <p><i>¿De qué hablas con tus amigos?</i></p> <p>Allow the candidate to say <b>two</b> things they talk about with their friends</p>
<b>3</b>		<p>Ask the candidate to tell you about their plans with their friends next week. (Elicit <b>two</b> details.)</p> <p><i>Háblame de tus planes con tus amigos la semana que viene.</i></p> <p>Allow the candidate to give <b>two</b> details about their plans with their friends next week.</p>
<b>4</b>		<p>Ask the candidate when they prefer to see their friends. (Elicit <b>one</b> detail.)</p> <p><i>¿Cuándo prefieres ver a tus amigos?</i></p> <p>Allow the candidate to give <b>one</b> detail about when they prefer to see their friends.</p>
<b>5</b>	?	<p><i>De acuerdo.</i></p> <p>Allow the candidate to ask you a question about your hobbies.</p> <p><i>(Give an appropriate response)</i></p>

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## Part 2 – Reading aloud

### FOUNDATION TIER

#### CANDIDATE'S CARD

#### Reading aloud Task 1

When your teacher asks you, read aloud the following text **in Spanish**.

En nuestro colegio estudiamos mucho y normalmente me gusta.

Llego a las ocho y cuarto.

Tengo un amigo cubano que juega bien al fútbol.

Quiere ser camarero en un restaurante.

Allí venden hamburguesas muy baratas.

You will then be asked four questions **in Spanish** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.



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**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 1**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Describe tu colegio.
- ¿Cuál es tu asignatura favorita?
- Háblame de tu uniforme.
- ¿Cuál es tu trabajo perfecto?

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**FOUNDATION TIER****CANDIDATE'S CARD****Reading aloud Task 2**

When your teacher asks you, read aloud the following text **in Spanish**.

Cada año hay muchas fiestas en España.

Una de las más conocidas son Las Fallas.

En diciembre tenemos la Navidad.

Mucha gente la celebra en familia.

Normalmente los jóvenes reciben regalos el Día de Reyes.

You will then be asked four questions **in Spanish** that relate to the topic of **Customs, festivals and celebrations**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

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**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 2**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Cuál es tu opinión sobre las fiestas en tu país?
- ¿Qué haces durante las vacaciones de Navidad?
- ¿Cuándo es tu cumpleaños?
- ¿Dónde te gusta pasar tu cumpleaños?

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**FOUNDATION TIER****CANDIDATE'S CARD****Reading aloud Task 3**

When your teacher asks you, read aloud the following text **in Spanish**.

Mi amiga vive en un pueblo en el campo.

Le encanta estar al aire libre.

En el futuro quiere vivir en España.

En mi región hay ciudades bonitas.

Tienen edificios interesantes, como iglesias y mezquitas.

You will then be asked four questions **in Spanish** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

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**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 3**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Describe tu pueblo favorito.
- ¿Qué no te gusta de tu región?
- ¿Qué haces en tu tiempo libre en tu pueblo o ciudad?
- ¿Cuál es tu opinión sobre vivir en España?

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**FOUNDATION TIER****CANDIDATE'S CARD****Reading aloud Task 4**

When your teacher asks you, read aloud the following text **in Spanish**.

La tecnología es importante para los jóvenes.

Mi hermano pasa mucho tiempo en su móvil.

Las redes sociales son útiles.

La televisión no es tan popular como en el pasado.

Mis amigos ven películas en casa.

You will then be asked four questions **in Spanish** that relate to the topic of **Media and technology**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

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**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 4**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Para qué usas la tecnología?
- ¿Cuál es tu opinión sobre ver la televisión?
- Háblame de tu app preferida.
- ¿Qué es lo malo de las redes sociales?

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**FOUNDATION TIER****CANDIDATE'S CARD****Reading aloud Task 5**

When your teacher asks you, read aloud the following text **in Spanish**.

En España, hay muchos famosos.

A unas personas les gusta ver vídeos de música.

Otras son seguidoras de jugadores de baloncesto.

Vemos a gente famosa en anuncios en la televisión.

La mayoría gana mucho dinero.

You will then be asked four questions **in Spanish** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.



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**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 5**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Describe a tu persona famosa favorita.
- ¿Cuál es tu opinión sobre la televisión?
- ¿Qué tipo de música te gusta?
- ¿Qué piensas de ver vídeos online?

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**FOUNDATION TIER****CANDIDATE'S CARD****Reading aloud Task 6**

When your teacher asks you, read aloud the following text **in Spanish**.

Mis amigos son importantes en mi vida.

Me ayudan si hay problemas en el colegio.

Mi mejor amigo es simpático y nos llevamos muy bien.

Quiero verle mañana.

Tenemos que organizar un concurso de baile.

You will then be asked four questions **in Spanish** that relate to the topic of **Identity and relationships with others**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

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**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 6**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Cómo es tu mejor amigo o amiga físicamente?
- Describe tu personalidad.
- ¿Qué haces cuando sales con tus amigos?
- ¿Qué piensas de chatear con tus amigos en las redes sociales?

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**FOUNDATION TIER****CANDIDATE'S CARD****Reading aloud Task 7**

When your teacher asks you, read aloud the following text **in Spanish**.

Para tener una vida sana, es importante hacer ejercicio.

Corro en el parque con mi primo.

También juego en un equipo de fútbol.

Sin embargo, odio el gimnasio.

Como poco azúcar, aunque me encantan las hamburguesas.

You will then be asked four questions **in Spanish** that relate to the topic of **Healthy living and lifestyle**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

---

**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 7**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Cuál es tu opinión sobre el deporte?
- ¿Qué prefieres beber?
- ¿Qué piensas de fumar?
- ¿Cuándo comes comida rápida?

---

**FOUNDATION TIER****CANDIDATE'S CARD****Reading aloud Task 8**

When your teacher asks you, read aloud the following text **in Spanish**.

Todos los jueves toco la guitarra eléctrica.

Estoy en un grupo de cuatro personas.

En casa siempre escucho música española.

Mis amigos piensan que soy raro.

A veces voy al cine a ver películas nuevas.

You will then be asked four questions **in Spanish** that relate to the topic of **Free-time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

---

**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 8**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Qué piensas de escuchar la música?
- ¿Qué tipo de películas prefieres?
- ¿Cuándo sales con los amigos?
- ¿Cuál es tu opinión sobre ir de compras?

---

**FOUNDATION TIER****CANDIDATE'S CARD****Reading aloud Task 9**

When your teacher asks you, read aloud the following text **in Spanish**.

En mi casa intentamos ahorrar energía.

Mi madre va al trabajo en bicicleta y nunca conduce su coche.

A mi padre no le gustan los baños.

Dice que usan mucha agua.

Debemos proteger la naturaleza.

You will then be asked four questions **in Spanish** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.



---

**FOUNDATION TIER****TEACHER'S ROLE****Reading aloud Task 9**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Cuál es tu opinión sobre tu región?
- ¿Qué prefieres hacer en tu región?
- ¿Qué problemas hay con el medio ambiente donde vives?
- ¿Qué reciclas?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 10**

When your teacher asks you, read aloud the following text **in Spanish**.

Esta mañana llegué al colegio a las nueve y diez porque me levanté tarde.

La primera clase era educación física.

Afortunadamente mi profesora fue muy simpática conmigo.

Entonces fui a la clase de español donde solo hay quince alumnos.

Hablamos mucho y nos divertimos.

Me gustaría trabajar en otro país.

You will then be asked four questions **in Spanish** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

---

## HIGHER TIER

### TEACHER'S ROLE

#### Reading aloud Task 10

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Cuál es tu opinión sobre tu colegio?
- Describe una mañana típica en el colegio.
- ¿Cómo es tu profesor favorito o tu profesora favorita?
- ¿Qué trabajo quieres hacer en el futuro?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 11**

When your teacher asks you, read aloud the following text **in Spanish**.

En los medios de comunicación vemos mucho sobre los famosos.

Su comportamiento puede ser malo.

Había un artículo sobre un cantante que robó un coche.

Lo vendió en línea al día siguiente.

También he visto buenas noticias.

Una actriz francesa dio millones a niños pobres que viven en la calle.

You will then be asked four questions **in Spanish** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

---

**HIGHER TIER****TEACHER'S ROLE****Reading aloud Task 11**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Describe físicamente a tu persona famosa favorita.
- ¿Cuáles son las ventajas de ser famoso?
- Háblame de una película que te gusta.
- ¿Cuál es tu opinión sobre los programas de telerrealidad?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 12**

When your teacher asks you, read aloud the following text **in Spanish**.

Prefiero mi móvil a mi portátil.

Aunque la pantalla es pequeña, es más útil cuando estoy fuera.

Hay algunas desventajas de la tecnología.

Ayer, quería enviar un mensaje, pero no recordaba la contraseña.

Sin embargo, no podría existir sin las redes sociales.

Sería muy aburrido no saber cuántos seguidores tengo.

You will then be asked four questions **in Spanish** that relate to the topic of **Media and technology**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

---

**HIGHER TIER****TEACHER'S ROLE****Reading aloud Task 12**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Qué haces normalmente en tu móvil?
- En tu opinión, ¿cuáles son las desventajas de la tecnología?
- ¿Por qué son populares las redes sociales?
- ¿Qué piensas de las reglas sobre los móviles en tu colegio?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 13**

When your teacher asks you, read aloud the following text **in Spanish**.

Mucha gente viaja a otras partes del mundo.

Se pueden ver culturas nuevas.

Normalmente mi primo se queda en su país en verano cuando no está en el colegio.

Tiene bicicleta y la usa para ir de excursión.

Lo malo es el clima.

Las temperaturas son bajas y llueve mucho.

You will then be asked four questions **in Spanish** that relate to the topic of **Travel and tourism**, **including places of interest**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.



**HIGHER TIER****TEACHER'S ROLE****Reading aloud Task 13**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Qué sitio quieres visitar?
- ¿Qué tipo de transporte público prefieres?
- ¿Cuál es tu opinión sobre montar en bicicleta?
- ¿Qué haces normalmente en verano, cuando no estás en el colegio?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 14**

When your teacher asks you, read aloud the following text **in Spanish**.

Ayer vi una película de ciencia ficción con mi hermana y me encantó.

El pequeño cine estaba lleno de gente.

El protagonista fue uno de mis actores favoritos.

Otra actriz era guapa, pero la mujer actuó bastante mal.

Desapareció después de quince minutos.

Actualmente estoy leyendo una novela romántica en inglés.

You will then be asked four questions **in Spanish** that relate to the topic of **Free-time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

**HIGHER TIER****TEACHER'S ROLE****Reading aloud Task 14**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Cuál es tu opinión sobre las películas de ciencia ficción?
- Háblame de un actor o una actriz que te gusta.
- ¿Qué piensas de leer novelas?
- ¿Qué haces cuando sales con tus amigos?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 15**

When your teacher asks you, read aloud the following text **in Spanish**.

Actualmente recibimos información sobre las opciones que hay en la vida.

Los expertos dicen que varias cosas tienen importancia.

Incluyen el sueño, una dieta equilibrada y el ejercicio.

Mi madre duerme ocho horas y come fruta, por ejemplo manzanas.

Además, va al gimnasio durante la semana.

Hay mucha gente allí.

You will then be asked four questions **in Spanish** that relate to the topic of **Healthy living and lifestyle**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

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**HIGHER TIER****TEACHER'S ROLE****Reading aloud Task 15**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Qué haces para tener una vida sana?
- ¿Cuál es tu opinión sobre la comida basura?
- ¿Cuáles son las ventajas de hacer deporte?
- ¿Qué piensas de fumar?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 16**

When your teacher asks you, read aloud the following text **in Spanish**.

Nací en España, pero mis padres son cubanos.

Mi mejor amiga es argentina.

Trabajamos en la misma oficina y a veces me molesta.

Llevo diez meses viviendo con ella en un piso pequeño.

Voy a comprar una casa cuando tenga suficiente dinero.

Quisiera vivir en el sur en la costa.

You will then be asked four questions **in Spanish** that relate to the topic of **Identity and relationships with others**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

**HIGHER TIER****TEACHER'S ROLE****Reading aloud Task 16**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Cómo es la personalidad del amigo o de la amiga ideal?
- Describe físicamente a tu mejor amigo o amiga.
- ¿Qué haces en casa con tus amigos?
- ¿Qué haces cuando sales con los amigos?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 17**

When your teacher asks you, read aloud the following text **in Spanish**.

España tiene mucha historia y un montón de tradiciones.

Una vez vi una fiesta con personas vestidas con trajes bonitos.

Hay otras fiestas con música y fuegos artificiales.

Una celebración conocida es la Nochevieja.

A las doce la gente se abraza.

Hay celebraciones que también existen en otros países europeos.

You will then be asked four questions **in Spanish** that relate to the topic of **Customs, festivals and celebrations**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.



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**HIGHER TIER****TEACHER'S ROLE****Reading aloud Task 17**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Qué haces para la Nochevieja, la noche del 31 de diciembre?
- ¿Cuál es tu opinión sobre las fiestas españolas?
- ¿Qué piensas de los fuegos artificiales?
- ¿Qué haces normalmente el día de tu cumpleaños?

---

**HIGHER TIER****CANDIDATE'S CARD****Reading aloud Task 18**

When your teacher asks you, read aloud the following text **in Spanish**.

Me encanta mi ciudad porque tiene muchos edificios grandes.

Las calles están muy limpias.

Hay una plaza enorme en el centro.

La gente que vive aquí es simpática y casi nunca se pelea.

Acaban de construir un aeropuerto pequeño en el oeste de la región.

Esto ha afectado al paisaje.

You will then be asked four questions **in Spanish** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

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## HIGHER TIER

### TEACHER'S ROLE

#### Reading aloud Task 18

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lee el texto*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- ¿Qué problemas hay con el medio ambiente donde vives?
- ¿Qué instalaciones necesitas en tu región?
- ¿Qué piensas de vivir en otro país?
- Describe tu casa perfecta.

## Part 3 – Photo cards

### FOUNDATION TIER

#### Card A Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least **one thing about each photo**.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



## FOUNDATION TIER

### Card A Teacher's Notes

#### Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include any or all of the prescribed topics:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**FOUNDATION TIER****Card B Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



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## FOUNDATION TIER

### Card B Teacher's Notes

#### Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include any or all of the prescribed topics:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**FOUNDATION TIER****Card C Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2





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## FOUNDATION TIER

### Card C Teacher's Notes

#### Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include any or all of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**FOUNDATION TIER****Card D Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



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## FOUNDATION TIER

### Card D Teacher's Notes

#### Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include any or all of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**FOUNDATION TIER****Card E Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1

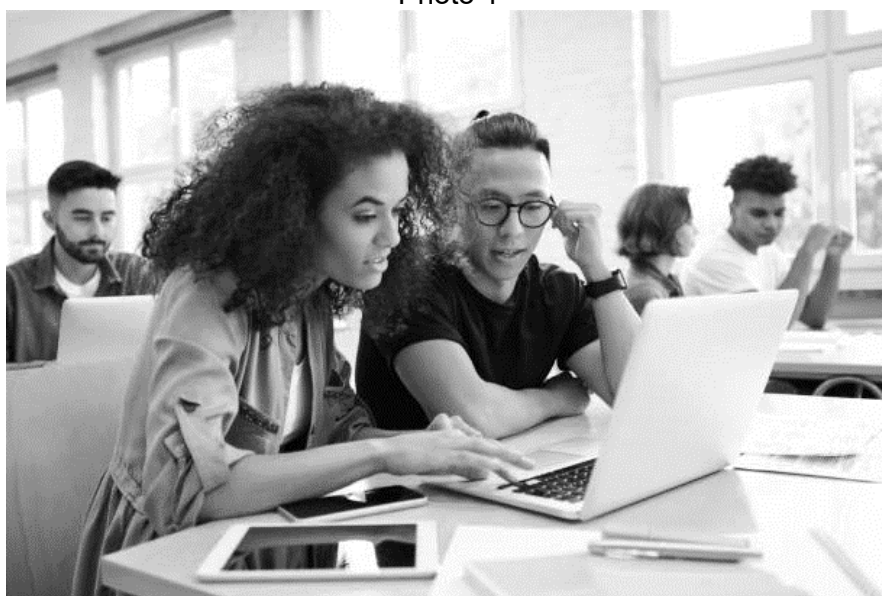


Photo 2



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## FOUNDATION TIER

### Card E Teacher's Notes

#### Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include any or all of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**FOUNDATION TIER****Card F Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



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## FOUNDATION TIER

### Card F Teacher's Notes

#### Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include any or all of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**FOUNDATION TIER****Card G Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2





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## FOUNDATION TIER

### Card G Teacher's Notes

#### Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include any or all of the prescribed topics:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**FOUNDATION TIER****Card H Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1

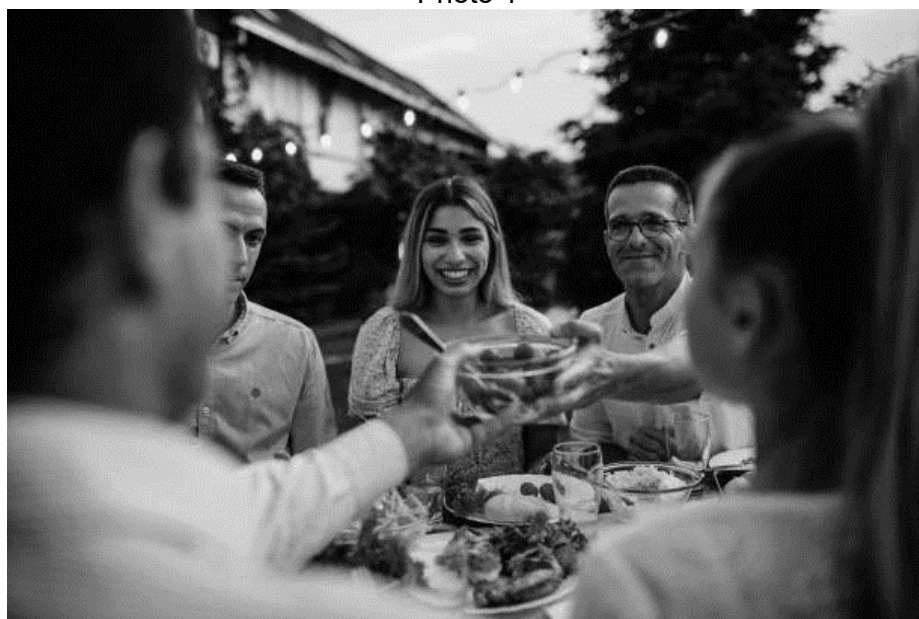


Photo 2



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## FOUNDATION TIER

### Card H Teacher's Notes

#### Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include any or all of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**FOUNDATION TIER****Card I Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



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## FOUNDATION TIER

### Card I Teacher's Notes

#### Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include any or all of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

---

**HIGHER TIER****Card J Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



---

## HIGHER TIER

### Card J Teacher's Notes

#### Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include any or all of the prescribed topics:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

---

**HIGHER TIER****Card K Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2





---

## HIGHER TIER

### Card K Teacher's Notes

#### Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include any or all of the prescribed topics:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

---

**HIGHER TIER****Card L Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



---

## HIGHER TIER

### Card L Teacher's Notes

#### Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include any or all of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

---

**HIGHER TIER****Card M Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



## HIGHER TIER

### Card M Teacher's Notes

#### Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include any or all of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

---

**HIGHER TIER****Card N Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



## HIGHER TIER

### Card N Teacher's Notes

#### Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include any or all of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

---

**HIGHER TIER****Card O Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2





---

## HIGHER TIER

### Card O Teacher's Notes

#### Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include any or all of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**HIGHER TIER****Card P Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



---

## HIGHER TIER

### Card P Teacher's Notes

#### Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include any or all of the prescribed topics:

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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**HIGHER TIER****Card Q Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



## HIGHER TIER

### Card Q Teacher's Notes

#### Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include any or all of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

---

**HIGHER TIER****Card R Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



## HIGHER TIER

### Card R Teacher's Notes

#### Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Háblame de las fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include any or all of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

**Please see pages 112-113 for guidance on questioning technique.**

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## Guidance for teacher-examiners on questioning technique for the Photo card unprepared conversation

In order to score well for AO1, students need to:

- convey as much information as they can
- develop their answers wherever possible
- produce language which is clearly understandable.

As a teacher-examiner, your aim in this part of the test should be to encourage every student to reach their potential. To facilitate this, you need to decide, as the test is progressing, which questions and potentially which aspects of the topics within the theme will elicit the best performance from each student. Higher attaining students may be able to sustain a longer and more developed conversation on a particular topic or aspect of a topic, whereas lower attaining students may need to be asked questions from more topics in order to maintain the conversation for the recommended amount of time for the tier.

All students are different and therefore you should adopt the practice of proceeding through the unprepared conversation based on what the student says, rather than using a pre-set list of questions. You should decide which questions to ask next and how to develop the conversation further by listening carefully to the responses the student has given and by asking appropriate follow-up questions. The student should be given the chance to sustain the conversation as much as possible. The more you speak, the less time will remain for the student to do so. You should consider carefully the type and length of questions you ask.

There are essentially two different types of question: closed and open. Closed questions will elicit short responses such as 'yes', 'no' or a one-word or one-phrase answer (see examples below), while open questions will elicit longer and more developed responses (see examples below).

If it is clear that a student has not understood a question, you may rephrase or simplify the question in order to accommodate the student's response or lack of response. However, if it is apparent that the question has not been understood, it is usually unwise to repeat it more than once since this could waste time and impact on the student's confidence. In this case, it is important that you help the student to continue the conversation. This may mean moving to another more accessible question or even on to another topic within the prescribed theme.

In order to encourage development of a student's response, short prompts can be used eg '¿Por qué?', '¿Por qué no?'. Lower attaining students are likely to require more frequent prompting in order to sustain the conversation.

When asking questions, you should try to give each student the opportunity to develop their answers, bearing in mind their ability. Students will often feel comfortable when beginning to talk about a different topic area if they are asked 'Háblame de ...' or 'Describe ...' as this will enable them to use the vocabulary and structures with which they are comfortable. Open questions will enable students to give more information and to provide longer answers, for example:

- *Háblame de tu pueblo/ciudad.*
- *¿Cuáles son las ventajas/desventajas de Internet?*
- *¿Qué piensas de tu colegio?*
- *¿Cuál es tu opinión sobre las redes sociales?*
- *Háblame de una fiesta de España/Sudamérica que te gusta.*



- *¿Cómo es tu persona famosa favorita?*
- *¿Qué problemas hay con el medioambiente donde vives?*

More closed questions can be useful for maintaining the flow of the conversation and may often be more helpful for lower attaining students. These may be followed by follow-up questions once the student has provided an initial response. For example:

- *¿Te gusta el fútbol? (student replies Sí/No) ... ¿Por qué (no)?*
- *¿Cuándo sales con tus amigos? (student replies Los fines de semana) ... ¿Adónde vais?*
- *¿Cuántos estudiantes hay en tu clase de español? (student replies Veinticinco) ... ¿Son simpáticos?*
- *¿Cuál es tu película favorita? (student names a film) ... ¿Por qué te gusta?*
- *¿Prefieres el inglés o las matemáticas? (student chooses one of them) ... ¿Por qué?*
- *¿Dónde vives? (student says Manchester) ... Describe/Háblame de Manchester.*
- *¿Crees que es importante ir a la universidad? (student replies Sí/No) ... ¿Por qué (no)?*

It is important to adjust your questions to the ability of each student. Asking questions that are likely to need more complex language in the answer may be suitable for higher attaining students, but they may lead to a lack of clarity for those whose linguistic skills are more limited. This will have a bearing on the marks for both AO1 and AO3.

In order to score well for AO3, students need to:

- vary the vocabulary and structures as much as they are able to
- use language accurately.

Students will often use the verb which appears in the question that they are asked, so try to vary the verb used in more common question types. For example:

- *¿Qué te gusta (hacer) ...? / ¿Qué prefieres (hacer) ...?*
- *¿Qué quieres (hacer) ...? / ¿Que te gustaría (hacer) ...?*
- *¿Crees que ...? / ¿Piensas que ...?*

### 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, each reading aloud task by a number and each photo card is identified by a letter. The candidate must be allocated the cards as indicated in the grid below.

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	Reading aloud task	Photo card
1	5	3	C
2	7	6	F
3	4	8	A
4	3	4	I
5	4	2	H
6	3	9	E
7	8	1	B
8	2	5	G
9	8	7	D
10	4	6	A
11	6	4	H
12	1	8	C
13	6	7	I
14	9	5	B
15	1	1	G
16	2	3	F
17	6	9	D
18	9	2	E
19	7	9	C
20	5	1	I

### 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, each Reading aloud task by a number and each Photo card is identified by a letter. The candidate must be allocated the cards as indicated in the grid below.

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	Reading aloud task	Photo card
1	10	13	L
2	17	15	P
3	12	18	O
4	16	17	J
5	10	12	M
6	15	16	R
7	11	10	K
8	18	11	Q
9	14	14	N
10	17	17	K
11	16	14	P
12	15	10	J
13	12	12	N
14	11	16	M
15	14	13	R
16	18	18	Q
17	13	11	L
18	16	15	O
19	17	10	P
20	13	18	L

## Appendix: Examples of candidate instructions for each part of the task

### Copyright information

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## GCSE SPANISH

Foundation tier

Paper 2 Speaking

# F

Sample assessment material

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### Candidate's material – Role-play

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

#### Instructions

You must **not** use a dictionary at any time.

#### Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

#### The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

# GCSE SPANISH

Higher tier

Sample assessment material

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# H

Paper 2 Speaking

## Candidate's material – Role-play

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

### Instructions

You must **not** use a dictionary at any time.

### Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

### The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

# GCSE SPANISH

# F

Foundation tier

Paper 2 Speaking

Sample assessment material

---

## Candidate's material – Reading aloud task

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

### Instructions

You must **not** use a dictionary at any time.

### Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

### The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

# GCSE SPANISH

# H

Higher tier

Paper 2 Speaking

Sample assessment material

---

## Candidate's material – Reading aloud task

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

### Instructions

You must **not** use a dictionary at any time.

### Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

### The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.



# GCSE SPANISH

# F

Foundation tier

Paper 2 Speaking

Sample assessment material

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## Candidate's material – Photo card

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

### Instructions

You must **not** use a dictionary at any time.

### Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

### The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

# GCSE SPANISH

# H

Higher tier

Paper 2 Speaking

Sample assessment material

---

## Candidate's material – Photo card

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

### Instructions

You must **not** use a dictionary at any time.

### Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

### The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.