AQA GCSE Spanish

General conversation questions


Theme 3: Current and future study and employment

Nombre:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Contents**

[**The Speaking Exam** 3](#_Toc486969961)

[**Assessment criteria – Speaking** 4](#_Toc486969962)

[**Themes** 4](#_Toc486969963)

[**Topic 1: My studies** 5](#_Toc486969964)

[**Topic 2: Life at school/college** 7](#_Toc486969965)

[**Topic 3: Education post-16** 9](#_Toc486969966)

[**Topic 4: Jobs, career choices and ambitions** 10](#_Toc486969967)

[**Theme 3 – My possible questions:** 14](#_Toc486969968)

[**Strategies for the Speaking exam** 15](#_Toc486969969)

# **The Speaking Exam**

The Speaking exam worth 25% of the marks. Access to dictionaries is not permitted at any time during the test or the preparation time. Instructions and rubrics for the test are in English. You will be allowed to make notes during their supervised preparation time and take these into the examination room and can use them during the test

**Foundation Tier and Higher Tier - 60 marks**

* **Foundation Tier:** you will attend one session of 7–9 minutes (and supervised preparation time of approximately 10–12 minutes).
* **Higher Tier:** you will attend one session of 10–12 minutes (and supervised preparation time of approximately 10–12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

#### **Role-play (15 marks)**

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. You will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier). The Role-play card will allow you to answer questions and convey information, using and adapting language for new purposes. You will respond to unexpected questions and use repair strategies to sustain communication. You will also ask a question.

#### **Photo card (15 marks)**

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. You will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on your card.

#### **General conversation (30 marks)**

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. You will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test.

# **Assessment criteria – Speaking**



# **Themes**

You will be expected to understand and provide information and opinions about different themes relating to your own experiences and those of other people, including people in countries/communities where Spanish is spoken. Your exam will cover three distinct themes. These themes apply to **all four question papers.** This booklet with focus on **Theme 3: Current and future study and employment**. With this booklet you will be able to prepare your answers for questions that can come up in the Speaking exam (General Conversation). **Remember: you can choose one of the themes in advance, but you must be prepared to answer questions from all themes.** You will also be preparing to write about all these topics in your Writing exam.

Theme 3 covers the following four topics:

**Topic 1: My studies**

**Topic 2: Life at school/college**

**Topic 3: Education post-16**

**Topic 4: Jobs, career choices and ambitions**

**Instructions:** Write your first draft. Your teacher will mark it and then you must re-write it, with corrections and improvements, below.

# **Topic 1: My studies**

1. **¿Qué asignaturas te gustan y no te gustan? ¿Por qué?(*What subjects do you like and dislike? Why?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Qué actividades extraescolares haces? (*What extracurricular activities do you do?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **Compara tu escuela primaria con tu instituto. *(Compare your primary school to your current school)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Es importante estudiar asignaturas que no te gustan? ¿Por qué (no)? (*Is it important to study subjects you don’t like? Why (not)?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Puedes describir un intercambio o un viaje escolar que hiciste en el pasado?¿ Can you describe an exchange programme or a school trip you’ve been before?)**

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

# **Topic 2: Life at school/college**

1. **¿Cómo es tu instituto? ¿Qué instalaciones tiene/no tiene? *(How is your school? What facilities are (aren’t) there in your school?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Qué opinas del uniforme escolar? *(What is your opinion about the school uniform?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Qué piensas de las normas de tu insti? (*What do you think about your school rules?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Qué es lo bueno/malo de tu insti? *(What are the good/bad things about your school?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

# **Topic 3: Education post-16**

1. **¿Qué planes tienes para seguir estudiando en el futuro? *(What plans do you have in relation to your studies in the future?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Qué opinas de la universidad? ¿Por qué?*(What is your opinion about going to university? Why?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

# **Topic 4: Jobs, career choices and ambitions**

1. **¿Tienes un trabajo a tiempo parcial? ¿Qué haces? (*Do you have a part-time job? What do you do?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Dónde hiciste tus prácticas laborales? ¿Valieron la pena? *(Where did you do your work experience? Was it worth it?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿En qué te gustaría trabajar? ¿Por qué? *(What job would you like to do? Why?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Crees que es importante aprender otras lenguas? ¿Por qué (no)? (*Do you think it is important to learn other languages? Why (not)?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Cómo pasarías un año sabático? *(How would you spend a gap year?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Qué otras ambiciones tienes? *(What are your other ambitions?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Qué cosas te importan más en la vida? ¿Por qué? *(What are the most important things in life for you? Why?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **¿Qué vas a hacer después de aprobar tus exámenes? (*What are you going to do after passing your exams?)***

**1st draft** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Teacher comment:**

**Final answer**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Remember: You will need to ask at your teacher a question at some point during the General conversation.**

# **Theme 3 – My possible questions:**

**Topic 1: My studies**

**¿……………………………………………………………………………………………………………………?**

**¿……………………………………………………………………………………………………………………?**

**Topic 2: Life at school/college**

**¿……………………………………………………………………………………………………………………?**

**¿……………………………………………………………………………………………………………………?**

**Topic 3: Education post-16**

**¿……………………………………………………………………………………………………………………?**

**¿……………………………………………………………………………………………………………………?**

**Topic 4: Jobs, career choices and ambitions**

**¿……………………………………………………………………………………………………………………?**

**¿……………………………………………………………………………………………………………………?**

# **Strategies for the Speaking exam**

* **Requests for help**

These may include requests which may improve the student's chances of understanding (eg "¿Puede repetir? (Can you repeat?) " "Puede hablar más despacio? (Can you speak a bit slower?"). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context.

* **Paraphrase**

This is where the student uses words and messages in acceptable Spanish, avoiding the use of words which he/she has forgotten (eg "No está casada" for "Es soltera", "es el padre de mi madre" for "es mi abuelo"). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

* **Reference to specific features**

This can be used to refer to something when the name has been forgotten. You could refer to colour, size, material, position and shape. Reference to specific features (eg "El animal con las orejas largas..." "El hombre que lleva el uniforme marrón...") is often quite effective and its use would be assessed accordingly in an exam.