

GCSE POLISH

F+H

Paper 2 Speaking (Foundation and Higher)

Specimen 2019

Teacher's Booklet

To be conducted by the teacher-examiner

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

Instructions

- During the preparation time candidates are required to prepare **one** Role-play card and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before you start the General Conversation.
- Candidates should hand both stimulus cards to you before you start the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. The General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3-5 minutes at Foundation; 5-7 minutes at Higher).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2019

Polish
Speaking Test
Teacher's Booklet

Contents

Part 1

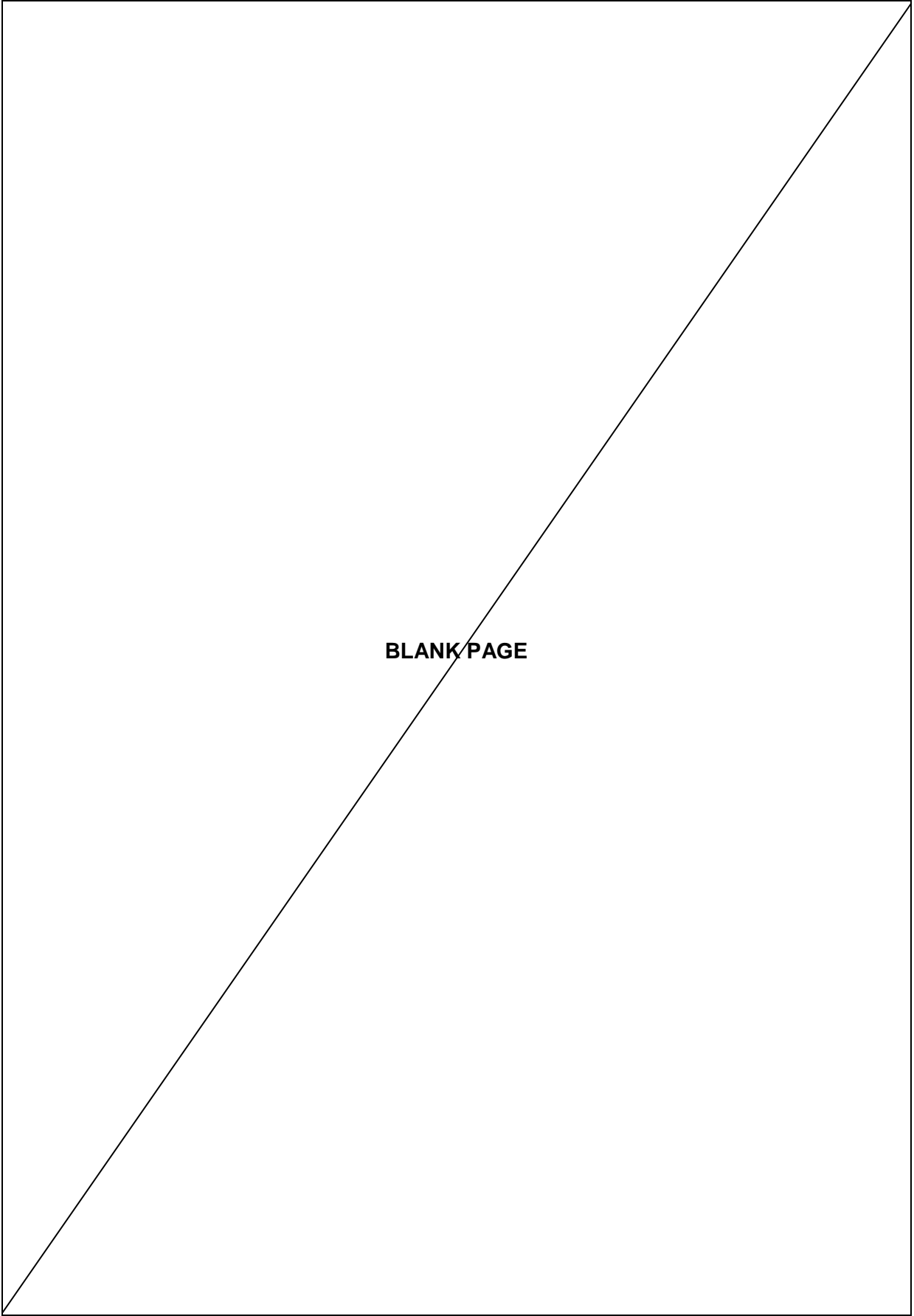
Role-plays (Foundation Tier) (1-6)
Role-plays (Higher Tier) (7-12)

Part 2

Photo cards (Foundation Tier) (A-F)
Photo cards (Higher Tier) (G-L)

Part 3

Suggested questions for General Conversation



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

Your teacher will play the part of the secretary of a youth club in Kraków and will speak first.

You should address the secretary as Pan/Pani.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Zapisujesz się do klubu młodzieżowego w Krakowie. Rozmawiasz z sekretarzem/sekretarką klubu.

- Wiek.
- **!**
- Zainteresowania – podaj dwa
- Spotkania – jak często.
- **?** Sport.

ROLE-PLAY 1 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *ty*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

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

Introductory text: *Zapisujesz się do klubu młodzieżowego w Krakowie. Ja jestem sekretarzem/sekretarką klubu.*

- 1 Ask the candidate to give his/her age.

Proszę, powiedz mi, ile masz lat.

- 2 Allow the candidate to give his/her age.

- ! Ask the candidate the date of his/her birthday.

Kiedy masz urodziny?

- 3 Allow the candidate to give the date of his/her birthday.
Ask the candidate what he/she is interested in. (Elicit **two** interests).

Czym się interesujesz?

- 4 Allow the candidate to give **two** interests.
Ask the candidate how often he/she meets with friends.

Jak często spotykasz się z kolegami/koleżankami?

- 5 Allow the candidate to say how often he/she meets with friends.
Say that is very good.

Bardzo dobrze.

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

Give an appropriate answer.

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

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

You should address your friend as ty.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Rozmawiasz o swoim domu z kolegą/koleżanką z Polski.

- Dom – jaki (podaj **jeden** szczegół).
- **!**
- Dom – opinia i dlaczego.
- Wieczorami – **jedno** zajęcie.
- **?** Dzielnica kolegi/koleżanki.

ROLE-PLAY 2 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski. Ja jestem twoim kolegą/twoją koleżanką.*

- 1 Ask the candidate to give **one** detail about his/her house.
Jaki jest Twój dom?
- 2 Allow the candidate to give **one** detail about his/her house.
! Ask the candidate how long he/she has lived there.
Jak długo w nim mieszkasz?
- 3 Allow the candidate to say how long he/she has lived there.
Ask the candidate what he/she thinks of his/her house and why.
Co myślisz o swoim domu? ... Dlaczego?
- 4 Allow the candidate to give **one** opinion about his/her house and **one** reason.
Ask the candidate what he/she does at home in the evenings. (Elicit **one** activity).
Co robisz w domu wieczorami?
- 5 Allow the candidate to name **one** activity which he/she does at home in the evenings.
- ? Allow the candidate to ask you about the area where you live.
Give an appropriate answer.

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

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

You should address your friend as ty.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Rozmawiasz o swojej szkole z kolegą/koleżanką z Polski.

- Szkoła – jaka (podaj **jeden** szczegół.)
- Która klasa.
- Ulubiony przedmiot i dlaczego.
- **?** Zadanie domowe.
- **!**

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

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski. Ja jestem twoim kolegą/twoją koleżanką.*

- 1** Ask the candidate to give **one** detail about his/her school.
Co możesz mi powiedzieć o Twojej szkole?
- 2** Allow the candidate to give **one** detail about his/her school.
Ask the candidate which class he/she is in.
W której jesteś klasie?
- 3** Allow the candidate to say which class he/she is in.
Ask the candidate which is his/her favourite subject and why.
Który przedmiot najbardziej lubisz? ... Dlaczego?
- 4** Allow the candidate to say which is his/her favourite subject and why.
- ?** Allow the candidate to ask you a question about homework.
Give an appropriate answer.
- 5 !** Ask the candidate what he/she does at breaktimes. (Elicit **one** activity).
Co robisz w czasie przerw?
Allow the candidate to name **one** activity which he/she does at breaktimes.
Say you understand.
Rozumiem.

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

Your teacher will play the part of the waiter/waitress in a Polish café and will speak first.

You should address the waiter/waitress as Pan/Pani.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Jesteś w polskiej kawiarni z kolegą/koleżanką. Rozmawiasz z kelnerem/kelnerką.

- Stolik – gdzie.
- Kanapki – **dwa** rodzaje.
- Napój.
- **!**
- **?** Cena.

ROLE-PLAY 4 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Pan/Pani*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Jesteś w polskiej kawiarni z kolegą/koleżanką. Ja jestem kelnerem/kelnerką.*

- 1 Greet the candidate and his/her friend and ask where they would like to sit.
Dzień dobry. Gdzie Państwo chcieliby usiąść?
- 2 Allow the candidate to choose a table at which to sit.
Say that table is free and ask the candidate what he/she and his/her friend would like to eat.
Ten stół jest wolny. Co mogę Państwu podać do jedzenia?
- 3 Allow the candidate to order sandwiches. (Elicit **two** kinds of sandwich).
Ask the candidate what you can serve to drink.
A co do picia?
- 4 Allow the candidate to order a drink. (Elicit **one** type of drink).
Say of course, here you are.
- ! Ask the candidate what he/she and his/her friend think of the café.
Oczywiście, proszę bardzo. Co Państwo myślą o naszej kawiarni?
- 5 Allow the candidate to give **one** opinion of the café.
Give an appropriate answer.
- ? Allow the candidate to ask how much he/she has to pay. Say you are about to bring the bill.
Już przynoszę rachunek.

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

Your teacher will play the part of the manager in a youth hostel in Zakopane and will speak first.

You should address the manager as Pan/Pani.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Zamawiasz nocleg w schronisku młodzieżowym w Zakopanem dla siebie i dla grupy kolegów/koleżanek. Rozmawiasz z kierownikiem/kierowniczką schroniska.

- Ile pokoi.
- Skąd jesteście i wasz wiek.
- **!**
- **?** Śniadanie.
- Okolica – opinia.

ROLE-PLAY 5 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Zamawiasz nocleg w schronisku młodzieżowym w Zakopanem dla siebie i dla grupy kolegów/koleżanek. Ja jestem kierownikiem/kierowniczką schroniska.*

- 1 Greet the candidate then ask how you can help.

Dobry wieczór. W czym mogę Wam pomóc?

- 2 Allow the candidate to say how many rooms he/she needs.
Ask where the group is from and how old they are. (Elicit a place and an age).

Skąd jesteście? W jakim jesteście wieku?

- 3 Allow the candidate to say where the group is from and how old they are.

! Ask how long they want to stay.

Jak długo planujecie zostać?

- 4 Allow the candidate to say how long they want to stay.

? Allow the candidate to ask a question about breakfast.

Give an appropriate answer.

- 5 Ask the candidate what he/she and the group thinks of the area.

Co myślicie o tej okolicy?

Allow the candidate to give **one** opinion about the area.

Give an appropriate answer.

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

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

You should address your friend as ty.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Rozmawiasz z kolegą/koleżanką z Polski o swojej sobotniej pracy w sklepie.

- Sklep – jaki.
- Godziny pracy – od ... do ...
- **!**
- Praca za granicą – opinia.
- **?** Praca zarobkowa kolegi/koleżanki.

ROLE-PLAY 6 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski o swojej sobotniej pracy w sklepie. Ja jestem twoim kolegą/twoją koleżanką.*

- 1 Ask the candidate in what sort of shop he/she works.
W jakim sklepie pracujesz?
- 2 Allow the candidate to say in what sort of shop he/she works.
Ask the candidate about his/her working hours. (Elicit a start and finish time).
W jakich godzinach pracujesz?
- 3 Allow the candidate to say at what time he/she starts and finishes work.
- ! Ask the candidate what he/she thinks about his/her job (Elicit **one** opinion).
Co myślisz o swojej pracy?
- 4 Allow the candidate to give **one** opinion about his/her job.
Ask the candidate his/her opinion of working abroad.
Co myślisz o pracy za granicą?
- 5 Allow the candidate to say what his/her opinion is of working abroad.
Say you understand.
Rozumiem.
- ? Allow the candidate to ask you a question about your part time job.
Give an appropriate answer.

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

Your teacher will play the part of the assistant in a mobile phone shop in Poland and will speak first.

You should address the assistant as Pan/Pani.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Kupujesz nowy telefon komórkowy. Rozmawiasz z ekspedientem/ekspedientką w sklepie.

- Komórka – jaki typ i jej cena.
- Do czego potrzebna – podaj **dwa** szczegóły.
- Ostatni model komórki – jaki i opinia.
- **!**
- **?** Rada ekspedienta/ekspedientki.

ROLE-PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Kupujesz nowy telefon komórkowy. Ja jestem ekspedientem/ekspedientką.*

- 1 Greet the candidate, then ask how you can help.
Dzień dobry. Czym mogę służyć?
- 2 Allow the candidate to say what type of mobile phone he/she wants to buy and how much he/she wants to pay.
Ask the candidate what he/she uses the phone for most. (Elicit **two** functions).
Do czego najczęściej używasz swojej komórki?
- 3 Allow the candidate to name **two** things for which he/she uses the phone.
Ask the candidate what type of mobile phone he/she had before and what he/she thought of it.
Jaką komórkę miałeś/aś poprzednio? Co o niej myślałeś/aś?
- 4 Allow the candidate to say what type of mobile phone he/she had before and what he/she thought of it.
! Ask the candidate how long he/she spends on the phone each day.
Ile czasu dziennie spędzasz na rozmowach przez komórkę?
- 5 Allow the candidate to say how long he/she spends on the phone each day.
Say you understand.
Rozumiem.
- ?** Allow the candidate to ask your advice about mobile phones.
Say that you will show him/her the latest models.
Pokażę Ci najnowsze modele telefonów komórkowych.

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

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

You should address your friend as ty.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Dyskutujesz o zdrowym trybie życia z kolegą/koleżanką z Polski.

- Wczorajszy obiad – jedzenie i picie.
- Zmiany – podaj **dwa** szczegóły.
- **?** Sport.
- Fast food – opinia i dlaczego.
- **!**

ROLE-PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski o zdrowym trybie życia. Ja jestem twoim kolegą/twoją koleżanką.*

- 1 Ask the candidate what he/she had for dinner yesterday. (Elicit a food and a drink).

Co jadłeś/aś i piłeś/aś wczoraj na obiad?

- 2 Allow the candidate to name **one** food he/she had for dinner yesterday and **one** drink. Ask the candidate what changes could be made to his/her diet to make it healthier. (Elicit **two** changes).

Co możesz zmienić w swojej diecie, aby lepiej się odżywiać?

- 3 Allow the candidate to say what **two** changes could be made to his/her diet to make it healthier.

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

Give an appropriate answer.

- 4 Ask the candidate what he/she thinks of fast food and why. (Elicit an **opinion** and a **reason**.)

Co myślisz o fast foodach? ... Dlaczego?

- 5 Allow the candidate to say what he/she thinks of fast food and why.

- ! Ask the candidate what he/she thinks of smoking.

Co myślisz o paleniu papierosów?

Allow the candidate to say what he/she thinks of smoking.
Say you agree.

Zgadzam się z Tobą.

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

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

You should address your friend as *ty*.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Rozmawiasz z kolegą/koleżanką z Polski o dalszej nauce po zdaniu egzaminów GCSE.

- Nauka – przedmioty i gdzie.
- **!**
- **?** Studia kolegi/koleżanki.
- Egzaminy – opinia i dlaczego.
- W wieku 18 lat – podaj **dwie** możliwości.

ROLE-PLAY 9 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Rozmawiasz z kolegą/koleżanką z Polski o dalszej nauce po zdaniu egzaminów GCSE. Ja jestem twoim kolegą/twoją koleżanką.*

- 1 Ask the candidate what subjects he/she will choose and where he/she would like to study.

*Wiem, że zdałeś/aś egzamin GCSE i chcesz się dalej uczyć.
Które przedmioty zamierzasz wybrać i gdzie chciałbyś/abyś je studiować?*

- 2 Allow the candidate to say which subjects he/she will choose and where he/she would like to study.

- ! Ask the candidate by when he/she must make his/her final decision.

Kiedy musisz podjąć ostateczną decyzję?

- 3 Allow the candidate to say by when he/she must make his/her final decision.

- ? Allow the candidate to ask you a question about your studies.

Give an appropriate answer.

- 4 Ask the candidate what he/she thinks of exams and why.
(Elicit an **opinion** and a **reason**.)

Co myślisz o egzaminach? ... Dlaczego?

- 5 Allow the candidate to say what he/she thinks of exams and why.
Ask the candidate what he/she plans to do at the age of 18. (Elicit **two** possibilities).

Co zamierzasz robić, gdy będziesz miał/a 18 lat?

Allow the candidate to name **two** things he/she plans to do at the age of 18.
Say that is interesting.

To ciekawe.

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

Your teacher will play the part of the receptionist at a sports centre in Poznań and will speak first.

You should address the receptionist as Pan/Pani.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Organizujesz zajęcia dla siebie i dla grupy kolegów/koleżanek. Rozmawiasz z recepcjonistą/recepcjonistką w centrum sportowym w Poznaniu.

- Zamówienie – rodzaj sportu i na kiedy.
- **!**
- Uprawianie sportu – podaj **dwie** pozytywne opinie.
- Po zajęciach sportowych – **dwie** czynności.
- **?** Zapłata – kiedy.

ROLE-PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Rozmawiasz z recepcjonistą/recepcjonistką w centrum sportowym w Poznaniu. Ja jestem recepcjonistą/recepcjonistką.*

- 1 Greet the candidate, then ask how you can help.
Dzień dobry. W czym mogę pomóc?
 - 2 Allow the candidate to say for which sport and for when he/she wishes to book a session.
! Ask the candidate how many there are in the group.
Dla ilu osób?
 - 3 Allow the candidate to say how many there are in the group.
Ask the candidate why he/she and his/her friends like sport. (Elicit **two** reasons).
Dlaczego lubicie uprawiać sport?
 - 4 Allow the candidate to give **two** reasons why he/she and his/her friends like sport.
Ask the candidate what he/she and his/her friends will do after the sports session. (Elicit **two** activities).
Co będziecie robić po zajęciach sportowych?
 - 5 Allow the candidate to name **two** activities he/she and his/her friends will do after the sports session. Say that is good.
Dobrze.
- ? Allow the candidate to ask you when to pay.
Say the group will be able to pay on arrival.
Będziecie mogli zapłacić, jak przyjedziecie.

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

Your teacher will play the part of the clerk in a tourist office in Poland and will speak first.

You should address the clerk as Pan/Pani.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Rozmawiasz o swoich planach na wakacje z pracownikiem/pracowniczką w biurze turystycznym w Polsce.

- Wycieczka – dokąd i na jak długo.
- **!**
- Przejazd – transport i dlaczego.
- **?** Nocleg.
- Zajęcia – podaj **dwa** przykłady.

ROLE-PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Pan/Pani*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Rozmawiasz o swoich planach na wakacje z pracownikiem/pracowniczką w biurze turystycznym w Polsce. Ja jestem pracownikiem/pracowniczką biura.*

- 1 Greet the candidate and ask how you can help.
Dzień dobry. Czym mogę Panu/Pani służyć?
- 2 Allow the candidate to say where he/she would like to go and for how long.
! Ask the candidate to give a date of departure.
Proszę podać datę planowanego wyjazdu.
- 3 Allow the candidate to give a date of departure.
Ask the candidate how he/she would like to travel and why.
Czym chciałby/aby Pan/Pani podróżować? ... Dlaczego?
- 4 Allow the candidate to say how he/she would like to travel and why.
(Elicit a **mode of transport** and a **reason**).
- ? Allow the candidate to ask you a question about overnight accommodation.
Say you can give him/her a list of hotels in the area.
Mogę Panu/Pani dać listę hoteli w tej miejscowości.
Ask the candidate what he/she will do on holiday. (Elicit **two** activities).
Co będzie Pan/Pani robić w czasie wakacji?
- 5 Allow the candidate to name **two** activities which he/she will do on holiday.
Say that is interesting.
To ciekawe.

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

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

You should address your friend as ty.

When you see this – **!** – you will have to respond to something you have not prepared.

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

Rozmawiasz o swojej przyszłej pracy z kolegą/koleżanką z Polski.

- Przyszła praca – jaka i dlaczego.
- **!**
- Opinia – jedna zaleta i jedna wada pracy.
- Pieniądze – opinia i dlaczego.
- **?** Plany kolegi/koleżanki.

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Rozmawiasz o swojej przyszłej pracy z kolegą/koleżanką z Polski. Ja jestem twoim kolegą/twoją koleżanką.*

- 1 Ask the candidate what job he/she would like to have in the future and why.
Jaką pracę chciałbyś/abyś mieć w przyszłości? ... Dlaczego?
 - 2 Allow the candidate to say what job he/she would like to have in the future and why.
! Ask the candidate where he/she will study next year.
Gdzie będziesz się uczyć w przyszłym roku?
 - 3 Allow the candidate to say where he/she will study next year.
Ask the candidate to name **one** advantage and **one** disadvantage of his/her chosen job.
Co myślisz o swojej wybranej pracy? Podaj jedną zaletę i jedną wadę.
 - 4 Allow the candidate to give **one** advantage and **one** disadvantage of his/her chosen job.
Ask the candidate if money is important to him/her and why (not). (Elicit an **opinion** and a **reason**).
Czy pieniądze są dla Ciebie ważne? ... Dlaczego (tak/nie)?
 - 5 Allow the candidate to say if money is important to him/her and why (not).
Say you understand.
Rozumiem.
- ? Allow the candidate to ask you a question about your future plans.
Give an appropriate answer.

FOUNDATION TIER**Part 2****Card A Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



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

- Co widzisz na fotografii?
- Jak lubisz spędzać wolny czas z kolegami/koleżankami?
- Jakie masz plany na przyszły weekend?

Card A Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Jak lubisz spędzać wolny czas z kolegami/koleżankami?
- Jakie masz plany na przyszły weekend?
- Opisz kolegę/koleżankę.
- O czym lubisz rozmawiać z kolegami/koleżankami?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

FOUNDATION TIER

Card B Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



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

- Co widzisz na fotografii?
- Opisz prezent, który kiedyś dostałeś/aś pod choinkę albo na urodziny.
- Jak zwykle spędzasz święta?

Card B Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Opisz prezent, który kiedyś dostałeś/aś pod choinkę albo na urodziny.
- Jak zwykle spędzasz święta?
- Co lubisz jeść i pić, gdy macie w domu gości?
- Jak często robicie przyjęcia w domu? ... Dlaczego?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

FOUNDATION TIER

Card C Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



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

- Co widzisz na fotografii?
- Jakie są korzyści z jazdy na rowerze?
- Czy w przyszłości chciałbyś/abyś mieć samochód? ... Dlaczego (nie)?

Card C Teacher's Notes

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

Topic: Global issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Jakie są korzyści z jazdy na rowerze?
- Czy w przyszłości chciałbyś/abyś mieć samochód? ... Dlaczego (nie)?
- Dokąd można jeździć na rowerze?
- Którym środkiem transportu najbardziej lubisz podróżować? ... Dlaczego?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

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

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



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

- Co widzisz na fotografii?
- Jakie atrakcje Twoje miasto proponuje młodym ludziom?
- W jakim sklepie ostatnio byłeś/aś i co sobie kupiłeś/aś? ... Dlaczego?

Card D Teacher's Notes

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

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Jakie atrakcje Twoje miasto proponuje młodym ludziom?
- W jakim sklepie ostatnio byłeś/aś i co sobie kupiłeś/aś? ... Dlaczego?
- Co myślisz o swojej dzielnicy?
- Opisz swoją drogę do szkoły.

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

FOUNDATION TIER

Card E Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



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

- Co widzisz na fotografii?
- Które szkolne przedmioty są dla Ciebie najciekawsze? ... Dlaczego?
- Gdzie będziesz kontynuować naukę, gdy skończysz 16 lat? ... Dlaczego?

Card E Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Które szkolne przedmioty są dla Ciebie najciekawsze? ... Dlaczego?
- Gdzie będziesz kontynuować naukę, gdy skończysz 16 lat? ... Dlaczego?
- Co myślisz o swoich nauczycielach?
- Jakie plany na przyszłość mają Twój koledzy/Twoje koleżanki?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

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

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



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

- Co widzisz na fotografii?
- Czy według Ciebie praca w szpitalu jest łatwa? ... Dlaczego (tak/nie)?
- Jaki zawód chciałbyś/abyś mieć w przyszłości? ... Dlaczego?

Card F Teacher's Notes

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Czy według Ciebie praca w szpitalu jest łatwa? ... Dlaczego (tak/nie)?
- Jaki zawód chciałbyś/abyś mieć w przyszłości? ... Dlaczego?
- Jakie przedmioty studiujesz, żeby przygotować się do przyszłego zawodu?
- Jaki zawód mają Twoi rodzice? Czy lubią swoją pracę?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

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

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



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

- Co widzisz na fotografii?
- Jakie cechy charakteru powinien/powinna mieć, według Ciebie, dobry kolega/dobra koleżanka? ... Dlaczego?
- Opowiedz o jakimś niedawnym spotkaniu z kolegami/koleżankami.

Card G Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Jakie cechy charakteru powinien/powinna mieć, według Ciebie, dobry kolega/dobra koleżanka? ... Dlaczego?
- Opowiedz o jakimś niedawnym spotkaniu z kolegami/koleżankami.
- Czy, według Ciebie, dobrze jest mieć dużo kolegów/koleżanek? ... Dlaczego (tak/nie)?
- W jaki sposób będziesz utrzymywać kontakt ze znajomymi w przyszłości?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

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

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



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

- Co widzisz na fotografii?
- Z jakiej okazji ludzie zwykle otrzymują prezenty?
- Kiedy ostatnio zaprosiłeś/aś przyjaciół do swojego domu i co razem robiliście?

Card H Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Z jakiej okazji ludzie zwykle otrzymują prezenty?
- Kiedy ostatnio zaprosiłeś/aś przyjaciół do swojego domu i co razem robiliście?
- Czy warto urządzać przyjęcia w domu? ... Dlaczego (tak/nie)?
- Które święta zamierzasz obchodzić w przyszłości?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

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

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



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

- Co widzisz na fotografii?
- Dlaczego niektórzy lubią jeździć na rowerze?
- Jakim środkiem transportu ostatnio jechałeś/aś? Dokąd?

Card I Teacher's Notes

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

Topic: Global issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Dlaczego niektórzy lubią jeździć na rowerze?
- Jakim środkiem transportu ostatnio jechałeś/aś? Dokąd?
- Co myślisz o samochodach? ... Dlaczego?
- Jak będziesz dbać o środowisko w swoim domu w przyszłości?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

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

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



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

- Co widzisz na fotografii?
- Porównaj miasto z fotografii z miejscem, w którym obecnie mieszkasz.
- Gdzie chciałbyś/abyś mieszkać w przyszłości? ... Dlaczego?

Card J Teacher's Notes

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

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Porównaj miasto z fotografii z miejscem, w którym obecnie mieszkasz.
- Gdzie chciałbyś/abyś mieszkać w przyszłości? ... Dlaczego?
- Co ostatnio robiłeś/aś z kolegami/koleżankami w Twojej dzielnicy?
- Gdzie, Twoim zdaniem, jest lepiej mieszkać - w mieście czy na wsi? ... Dlaczego?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

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

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



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

- Co widzisz na fotografii?
- Co chciałbyś/abyś studiować w przyszłości? ... Dlaczego?
- Czy, według Ciebie, wyższe studia pomagają w znalezieniu pracy? ... Dlaczego (nie)?

Card K Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Co chciałbyś/abyś studiować w przyszłości? ... Dlaczego?
- Czy, według Ciebie, wyższe studia pomagają w znalezieniu pracy? ... Dlaczego (tak/nie)?
- Co myślisz o egzaminach?
- Które szkolne przedmioty lubiłeś/aś gdy byłeś/aś dzieckiem? ... Dlaczego?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'

HIGHER TIER

Card L Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



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

- Co widzisz na fotografii?
- Co sądzisz o pracy w szpitalu? ... Dlaczego?
- Jaki zawód, Twoim zdaniem, będziesz wykonywał/a w przyszłości? ... Dlaczego?

Card L Teacher's Notes

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

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

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Co sądzisz o pracy w szpitalu? ... Dlaczego?
- Jaki zawód, Twoim zdaniem, będziesz wykonywał/a w przyszłości? ... Dlaczego?
- O jakim zawodzie marzyłeś/aś, gdy byłeś/aś dzieckiem? ... Dlaczego?
- Jakie cechy charakteru powinien mieć dobry pracownik?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the

General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'.

Part 3 SUGGESTED QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

Czy życie rodzinne jest dla Ciebie ważne? ... Dlaczego (nie)?
 Jak wyobrażasz sobie swoją rodzinę w przyszłości?
 Do czego potrzebne są nam komputery?
 Co myślisz o mediach społecznościowych?
 Czy lubisz chodzić do kina albo na koncerty? ... Dlaczego (nie)?
 Opisz ciekawy program telewizyjny, który ostatnio widziałeś/aś.
 Jakie uroczystości obchodzicie w domu?
 Czy dobrze jest mieć polskich kolegów/polskie koleżanki? Co sądzisz na ten temat?

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

Powiedz coś o swojej dzielnicy/o swoim mieście.
 Jak myślisz, gdzie będziesz mieszkać w przyszłości? ... Dlaczego?
 Co myślisz o pracy charytatywnej?
 Co trzeba robić, aby być zdrowym?
 W jaki sposób młodzi ludzie mogą dbać o środowisko?
 Jakie są, według Ciebie, przyczyny biedy na świecie?
 Opowiedz, jak spędziłeś/aś swoje ostatnie wakacje.
 Jak wyobrażasz sobie idealne wakacje?

Theme 3: Current and future study and employment

Porównaj dwie szkoły, do których chodziłeś/aś.
 Które przedmioty szkolne są dla Ciebie najbardziej interesujące?
 Opisz typowy dzień w swojej szkole.
 Czy lubisz chodzić do szkoły? ... Dlaczego (nie)?
 Jakie masz plany na przyszłość ?
 Czy dalsze studia są dla Ciebie ważne? ... Dlaczego (nie)?
 Które zawody są, według Ciebie, najbardziej wymagające?
 W jakim zawodzie chciałbyś/abyś pracować w przyszłości? ... Dlaczego?

GCSE Polish Speaking Test Sequence Chart – Foundation Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 6, Photo card C and her second Conversation Theme will be Theme 1.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 4, Photo card F and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	6	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
2	3	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
3	2	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
4	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
5	5	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
6	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
7	2	Theme 1	E (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
8	5	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3

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

Key: Theme 1 – Identity and culture

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

Theme 3 – Current and future study and employment

GCSE Polish Speaking Test Sequence Chart – Higher Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 12, Photo card I and her second Conversation Theme will be Theme 1.

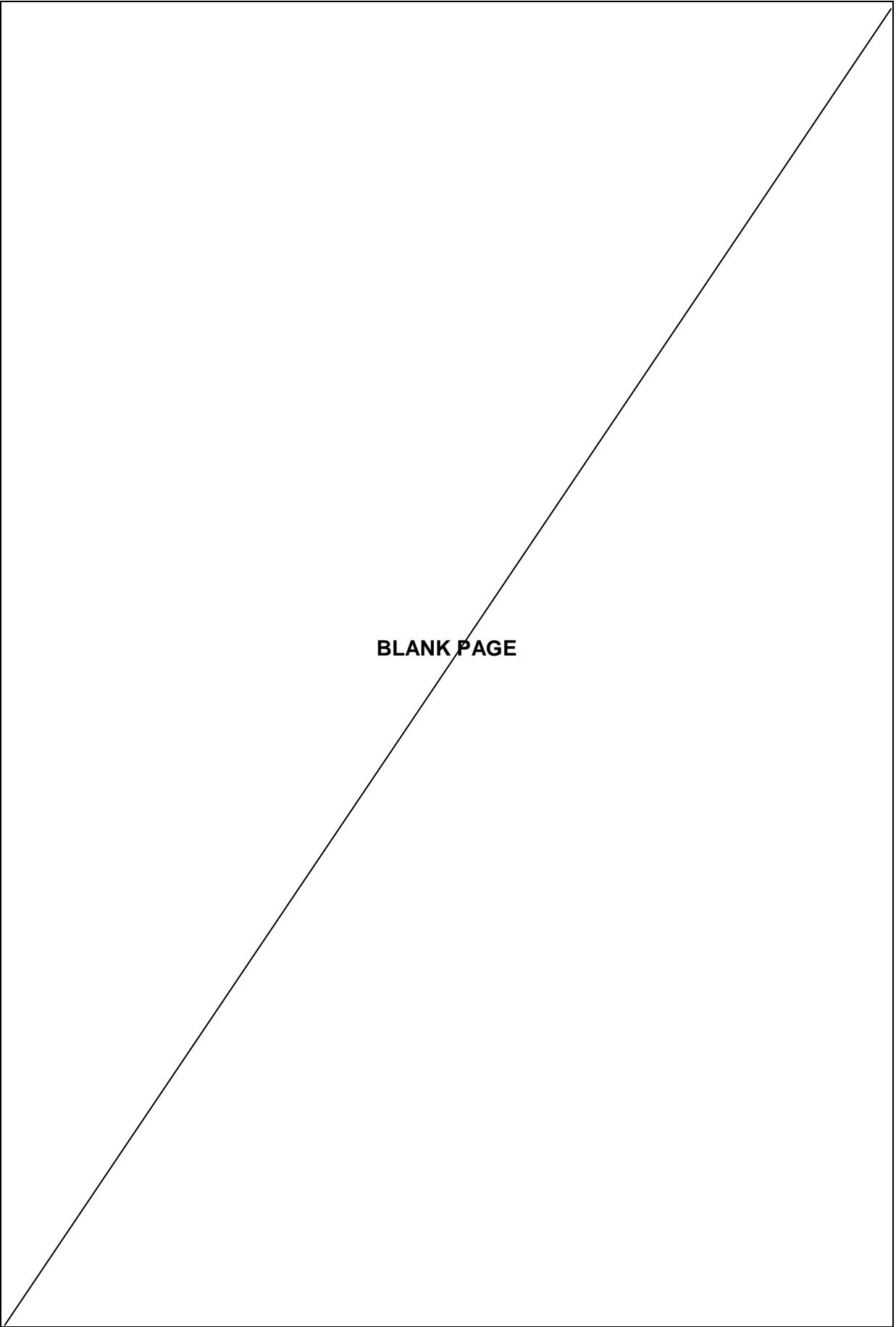
Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 10, Photo card L and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

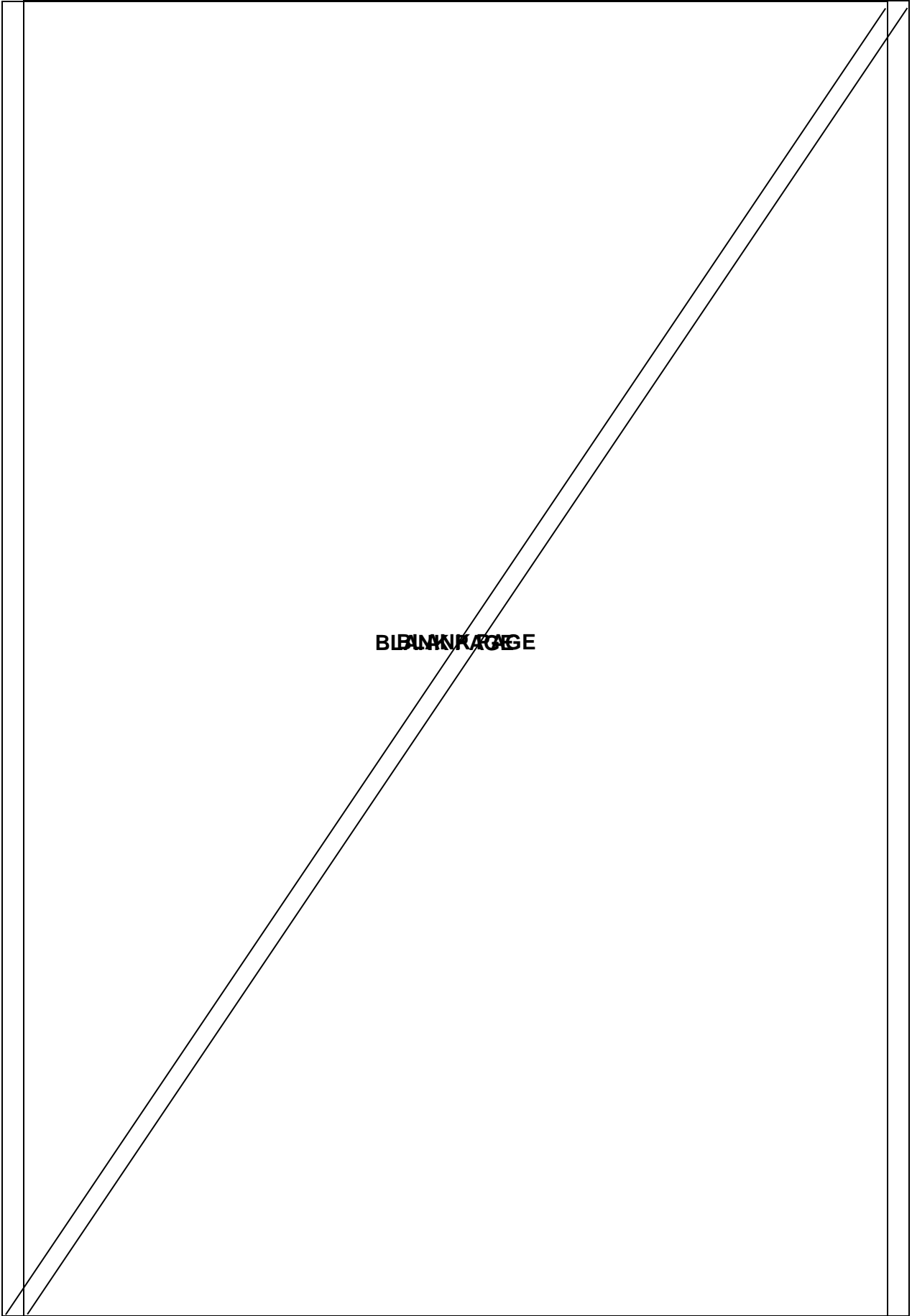
Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	12	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
2	9	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
3	8	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
4	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
5	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
6	10	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
7	8	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
8	11	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	10	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
10	12	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
11	9	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
12	12	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
13	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
14	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
15	11	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
16	9	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
17	8	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
18	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
19	10	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
20	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture
Theme 2 – Local, national, international and global areas of interest
Theme 3 – Current and future study and employment



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