



GCSE MODERN HEBREW

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 the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.

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 ask you at least one question in the General Conversation.
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2019

Modern Hebrew
Speaking Test
Teacher's Booklet

Contents

Part 1

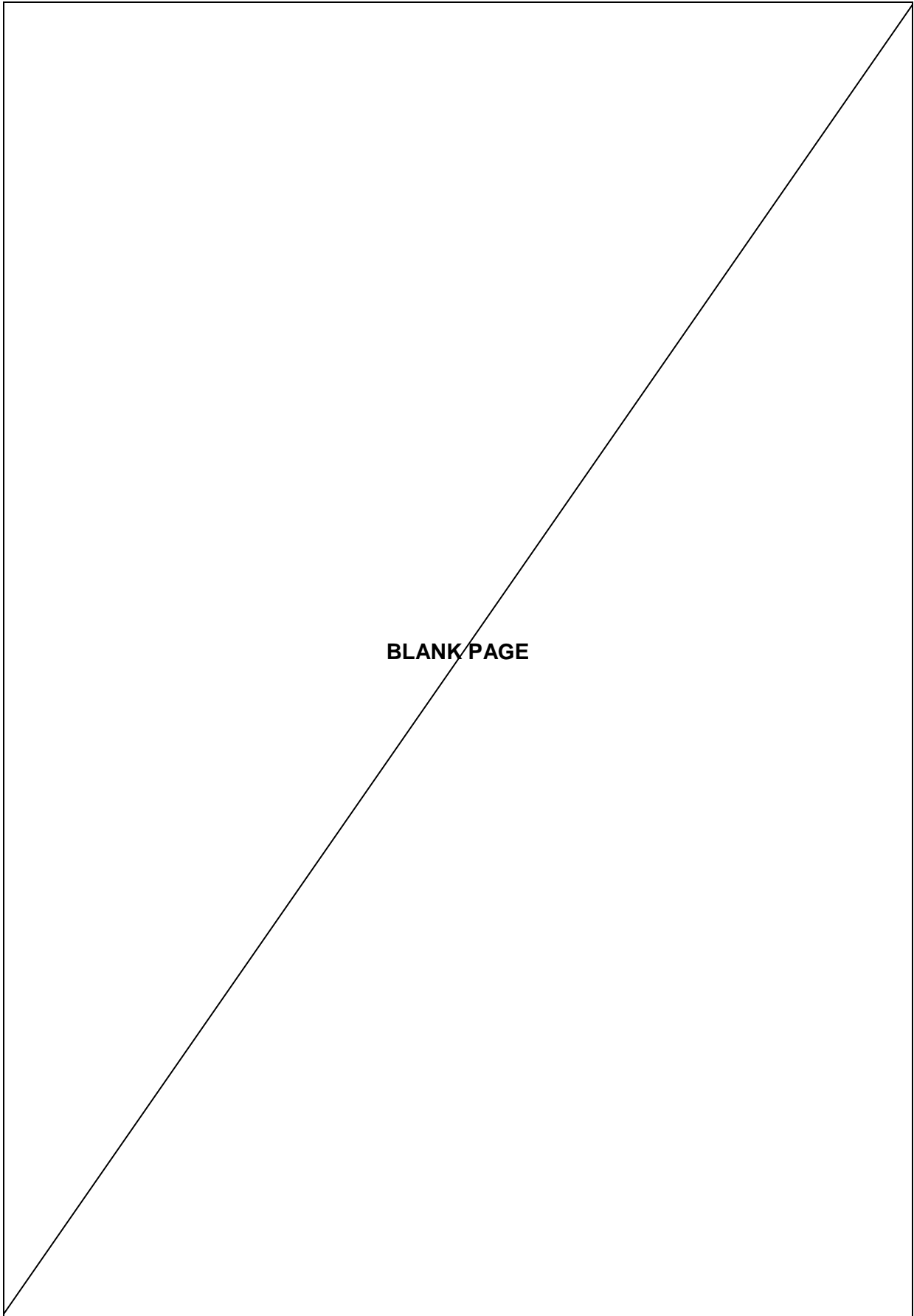
Role-plays (Foundation Tier) (1-6)
Role-plays (Higher Tier) (7-12)

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 your Israeli friend and will speak first.

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.

אתלה מדברת עם החברה על לימודים ובית ספר

- בית-ספר [פרט אחד]
- **!**
- אומנות – דעה
- חופשת הקיץ – [פרט אחד]
- מקצוע **?**

ROLE-PLAY 1 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. אני החברה שלך.

- 1 Ask the candidate to give **one** detail about his/her school.
תן/תני לי פרט אחד על בית הספר שלך, בבקשה.
- 2 Allow the candidate to give **one** detail about his/her school.
! Ask the candidate what he/she does at lunchtime. (Elicit **one** activity).
מה את/ה עושה בהפסקת הצהריים?
- 3 Allow the candidate to say **one** activity he/she does at lunchtime.
Ask the candidate what he/she thinks about studying art and why. (Give **one** reason).
מה דעתך על לימודי המקצוע 'אומנות'? מדוע?
- 4 Allow the candidate to say what he/she thinks about studying art and give **one** reason.
Ask the candidate what he/she does for the summer break. (Elicit **one** detail).
מה את/ה עושה בחופשת הקיץ?
- 5 Allow the candidate to give **one** detail about what he/she does for the summer break.
יפה.
- ? Allow the candidate to ask you about your favourite subject.
Give an appropriate answer.

ROLE-PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

את/ה מדבר/ת עם חבר/ה על טכנולוגיה

- אינטרנט
- **!**
- רשתות חברתיות – פרט אחד
- משחקי מחשב
- טלפון נייד

ROLE-PLAY 2 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. אני החברה שלך

- 1 Ask the candidate to tell you how many hours a day he/she spends on the internet.
כמה שעות ביום, אתה עובד/ת במחשב?
 - 2 **!** Allow the candidate to tell you how many hours a day he/she spends on the internet.
Ask the candidate to give **one** detail about his/her mobile phone.
תן/תני לי, בבקשה, פרט אחד לגבי הטלפון הנייד שלך.
 - 3 Allow the candidate to give **one** detail about his/her mobile phone.
Ask the candidate what he/she uses social media for. (Elicit **one** activity).
למה את/ה משתמשת ברשתות החברתיות?
 - 4 Allow the candidate to give **one** activity he/she uses social media for.
Ask the candidate what he/she thinks about computer games. (Elicit **one** opinion).
מה דעתך על משחקי-מחשב?
 - 5 Allow the candidate to give **one** opinion about computer games.
יפה.
- ?** Allow the candidate to ask you a question about your phone.
Give an appropriate answer.

ROLE-PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

Your teacher will play the part of an Israeli employer and will speak first.

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.

את/ה בראיון עבודה בישראל ומדבר עם המראיין/המראיינת

- בקשת עבודה
- מגורים [פרט אחד]
- **!**
- שעות עבודה [פרט אחד]
- משכורת **?**

ROLE-PLAY 3 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. את/ה בראיון עבודה ואני המעסיקה שלך

- 1 Ask the candidate how you may help.
איך אני יכול/ה לעזור לך?
- 2 Allow the candidate to say how you may help.
Ask the candidate where he/she lives.
איפה את/ה גר/ה?
- 3 Allow the candidate to tell you where he/she lives (Elicit **one** detail).
! Ask the candidate which **two** school subjects he/she likes.
אילו שני מקצועות את/ה אוהב/ת ללמוד בבית הספר?
- 4 Allow the candidate to tell you which **two** school subjects he/she likes.
Ask the candidate when he/she can work. (Elicit **one** detail).
מתי את/ה יכול/ה לעבוד? [פרט אחד]
- 5 Allow the candidate to give you one detail about when he/she can work.
יפה.
- ?** Allow the candidate to ask you a question about the salary.
Give an appropriate answer.

ROLE-PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

את/ה במסעדה ואני המלצר/ית שלך

- שולחן – מספר סועדים
- שולחן – מקום
- **!**
- אוכל ישראלי – דעה [פרט אחד]
- **?** Wi-Fi

ROLE-PLAY 4 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. את/ה במסעדה באילת ואני המלצר/ית שלך

- 1 Ask the candidate how many people are in the group.
כמה אתם?
 - 2 Allow the candidate to say how many people are in the group.
Ask the candidate where they would like to sit.
איפה אתם רוצים לשבת?
 - 3 Allow the candidate to say where they would like to sit.
! Ask the candidate what he/she wants to order. (Elicit **one** thing).
מה את/ה רוצה להזמין, בבקשה?
 - 4 Allow the candidate to give **one** thing he/she wants to eat.
Ask the candidate what he/she thinks about Israeli food. (Elicit **one** opinion).
מה דעתך על אוכל ישראלי? [פרט אחד]
 - 5 Allow the candidate to give **one** opinion about Israeli food.
נכון.
- ?** Allow the candidate to ask you a question about Wifi.
Give an appropriate answer.

ROLE-PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

אנחנו מדברים על 'חיים בריאים'

- מכון כושר - מספר פעמים
- סוג הפעילות [פרט אחד]
- **!**
- אוכל בריא - דעה
- עישון **?**

ROLE-PLAY 5 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום, אנחנו מדברים על 'חיים בריאים'.

- 1 Ask the candidate how often he/she goes to the gym.
כמה פעמים אתה הולך/הולכת למכון-כושר?
 - 2 Allow the candidate to say how often he/she goes to the gym.
Ask the candidate what he/she does there. (Elicit **one** activity).
מה אתה עושה שם? [פרט אחד]
 - 3 Allow the candidate to give **one** activity he/she does in the gym.
! Ask the candidate what his/her favourite sport is.
איזה ספורט אתה מעדיף?
 - 4 Allow the candidate to say what his/her favourite sport is.
Ask the candidate what he/she thinks makes a healthy diet.
מהו לדעתך, אוכל בריא?
 - 5 Allow the candidate to say what he/she thinks makes a healthy diet.
יפה.
- ?** Allow the candidate to ask you a question about smoking.
Give an appropriate answer.

ROLE-PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

אנחנו מדברים על חופשות

- חופשה - איפה
- **!**
- פעילות – [פרט אחד]
- האוכל – [פרט אחד]
- מלון – דעה ?

ROLE-PLAY 6 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. אנחנו מדברים על חופשות. אני החברה שלך.

- 1 Ask the candidate where he/she likes to go on holiday.
לאן אתה אוהבת לצאת לחופשה?
- 2 Allow the candidate to say where he/she likes to go on holiday.
! Ask the candidate with whom he/she likes to go on holiday.
עם מי אתה אוהבת לצאת לחופשה?
- 3 Allow the candidate to say with whom he/she likes to go on holiday.
Ask the candidate what his/her favourite activity is. (Elicit **one** activity).
מה אתה אוהבת לעשות בחופשה [פרט אחד]
- 4 Allow the candidate to say what his/her favourite activity is.
Ask the candidate about food on holiday. (Elicit **one** detail).
מה אתה אוהבת לאכול בחופשה?
- 5 Allow the candidate to give **one** detail about food on holiday.
יפה.
- ? Allow the candidate to ask for your opinion about hotels.
Give an appropriate answer.

ROLE-PLAY 7 (HIGHER TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

אנחנו משוחחים על מוסיקה

- סוג - דעה וסיבה
- מקום
- קונצרט?
- קונצרט בעבר? [שני פרטים]
- **!**

ROLE-PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. אני החברה שלך ואנחנו מדברים על מוסיקה.

- 1 Ask the candidate what music he/she prefers to listen to and why.
איזו מוסיקה אתה מעדיף\מעדיפה לשמוע ומדוע?
- 2 Allow the candidate to say what music he/she prefers to listen to and why.
Ask the candidate where he/she buys music.
איפה אתה קונה את המוסיקה לה אתה מאזין\מאזינה?
- 3 Allow the candidate to say where he/she buys music.
מעניין.
- ? Allow the candidate to ask you a question about a concert.
(Give an appropriate answer).
- 4 Ask the candidate to give **two** details about a concert he/she went to recently.
ספרי לי על קונצרט בו היית לאחרונה. [שני פרטים]
- 5 Allow the candidate to give **two** details about a concert he/she went recently.
- ! Ask the candidate what he/she thinks of the music lessons at school.
מה דעתך על שיעורי המוסיקה בבית הספר?
Allow the candidate to say what he/she thinks of the music lessons at school.
אני מבין\מבינה.

ROLE-PLAY 8 (HIGHER TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

אנחנו במסעדה ואני המלצר/ית

- הזמנת מקום - למתי
- **!**
- איחור - דעה וסיבה
- בעיה - שולחן
- אוכל צימחוני **?**

ROLE-PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום וברוכים הבאים. אנחנו במסעדה ואני המלצר/ית שלך

- 1 Ask the candidate how you may help.
איך אני יכולה לעזור לך?
- 2 ! Allow the candidate to say that he/she has reserved a table and for what time.
Ask the candidate under what name the reservation is and for how many people.
על שם מי ההזמנה?
כמה אנשים אתם?
- 3 Allow the candidate to tell you under what name the reservation is and for how many people.
Ask the candidate why they have arrived so late.
מדוע הגעתם כל כך מאוחר?
- 4 Allow the candidate to say why they arrived so late.
Say that is not a problem and show the candidate to his/her table.
אין בעיות. בבקשה, הנה השולחן שלכם.
- 5 Allow the candidate to say what the problem with the table is.
Say that there is another table available.
בבקשה. יש שולחן אחר, כאן.
- ? Allow the candidate to ask you a question about the vegetarian options.
Give an appropriate answer.

ROLE-PLAY 9 (HIGHER TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

אנחנו במרכז-מידע לתיירים בצפון-ישראל. אני הפקיד/ה

- העיר צפת – דעה וסיבה
- לינה [אתמול]
- **!**
- חופשה בעיר – דעה [פרט אחד]
- מסעדה **?**

ROLE-PLAY 9 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. אנחנו במרכז-מידע לתיירים בצפון-ישראל. אני הפקיד/ה.

- 1 Ask the candidate why he/she is in Safed.

שלום וברוכים לעיר צפת.
מדוע הגעת דווקא לצפת?

- 2 Allow the candidate to say why he/she is in Safed.
Ask the candidate where he/she slept last night.

איפה ישנת אתמול בלילה?

- 3 Allow the candidate to say where he/she slept last night.
! Ask the candidate where he/she comes from and what it is like there.

מאין הגעת לכאן?
מה אתה אוהבת שם?
(city/country/place name given by candidate)?

- 4 Allow the candidate to say where he/she comes from and give **one** detail about what it is like there.
Ask the candidate what he/she thinks of a city break. (Elicit **one** opinion).

מה דעתך על חופשה בעיר?

- 5 Allow the candidate to give **one** opinion about a city break.

מעניין.
יש לך עוד שאלות?

- ? Allow the candidate to ask you a question about a good place to eat.

Give an appropriate answer.

ROLE-PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

אנחנו מדברים על איכות הסביבה. אני החבר/ה שלך.

- בעיר – בעיה [פרט אחד]
- מיחזור [פרט אחד]
- **!**
- חיסכון באנרגיה – עבר [פרט אחד]
- שיפור איכות הסביבה **?**

ROLE-PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. אנחנו מדברים על איכות הסביבה. אני החברה/ה שלך.

- 1 Ask the candidate about one environmental problem that his/her city faces.
ציין/צייני בבקשה בעיה אחת הנוגעת לאיכות הסיבה, בעיר שלך?
- 2 Allow the candidate to give **one** environmental problem that his/her city faces.
Ask the candidate what he/she recycles at home. (Elicit **one** detail).
מה אתה ממחזרת בבית שלך? [פרט אחד]
- 3 Allow the candidate to give **one** detail about what he/she recycles at home.
! Ask the candidate if he/she prefers to travel by bus or car and the reason why.
האם אתה מעדיף/מעדיפה לנסוע באוטובוס או ברכב פרטי?
מדוע?
- 4 Allow the candidate to say if he/she prefers to travel by bus or car and the reason why.
Ask the candidate what he/she done at home recently to save energy. (Elicit **one** detail).
מה עשית בביתך, לאחרונה, כדי לחסוך באנרגיה?
- 5 Allow the candidate to give **one** detail about what he/she has done at home recently to save energy.
יפה.
יש לך שאלה בשבילי?
- ?** Allow the candidate to ask you a question about improving the environment.
Give an appropriate answer.

ROLE-PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

אנחנו מדברים על בית הספר. אני החבר/ה שלך.

- טיול בעבר [פרט אחד]
- **!**
- מורה אהוב/ה – דעה וסיבה
- בעיה [פרט אחד]
- שנת חופשה **?**

ROLE-PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. אנחנו מדברים על בית הספר. אני החבר/ה שלך.

- 1 Ask the candidate about a recent school trip. (Elicit one detail)

שלום, ספרי לי בבקשה על טיול אחרון שהיה לך מטעם בית הספר?

- 2 Allow the candidate to tell you about a recent school trip.

! Ask the candidate what he/she likes about school.

מה את/ה אוהב/ת בבית הספר?

- 3 Allow the candidate to say what he/she likes about school.
Ask the candidate who is his/her favourite teacher and why.

מי המורה האהובה עלייך ביותר? מדוע?

- 4 Allow the candidate to say who is his/her favourite teacher and why.
Ask the candidate what problem he/she has with school. (Elicit one detail)

מה הבעיה שלך עם בית הספר? [פרט אחד]

- 5 Allow the candidate to give **one** detail about a problem he/she has with school.

אני מבין\מבינה.

- ? Allow the candidate to ask you a question about your opinion on taking a gap-year.

Give an appropriate answer.

ROLE-PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

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

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.

אנחנו מדברים על לימודים ועבודה בעתיד. אני החבר/ה שלך.

- תוכנית לספטמבר הבא [פרט אחד]
- **!**
- לימודים בחוץ לארץ – דעה וסיבה
- חשיבות של כסף
- עבודה בישראל **?**

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- 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: שלום. אנחנו מדברים על לימודים ועבודה בעתיד. אני החברה שלך.

- 1 Ask the candidate what he/she intends to do next September. [Elicit one detail]
מה אתה מתכוון/מתכוונת לעשות בחודש ספטמבר הבא? [פרט אחד]
- 2 Allow the candidate to tell you what he/she intends to do next September.
- ! Ask the candidate why he/she thinks exams are important.
מדוע, לדעתך, בחינות חשובות?
- 3 Allow the candidate to say why he/she thinks exams are important.
Ask the candidate if he/she would like to study abroad and why.
האם תרצה/תרצי ללמוד בחוץ לארץ?
מדוע?
- 4 Allow the candidate to say if he/she would like to study abroad and why.
Ask the candidate if money is important or not and why.
הסבר לי האם לדעתך כסף חשוב?
- 5 Allow the candidate to say if money is important or not and to give **one** reason.
אני מבין/מבינה.
- ? Allow the candidate to ask you about employment in Israel.
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 **travel and tourism**.



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

- תאר לי מה אתה רואה בתמונה?
- לאן אתה אוהבת לצאת לחופשה? מדוע?
- עם מי נסעת לחופשת הקיץ האחרונה?

Card A Teacher's Notes

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

Topic: Travel and tourism

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

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

You begin the conversation by asking the candidate the first question 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- לאן את/ה אוהבת לצאת לחופשה? מדוע?
- עם מי נסעת לחופשת הקיץ האחרונה?
- מה את/ה ממליץ לצעירים לעשות בחופשה?
- מה עדיף: חופשה עם חברים או עם משפחה? מדוע?

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

FOUNDATION TIER

Part 2

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 **jobs, career choices and ambitions.**



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

- תאר'י מה אתלה רואה בתמונה?
- מה דעתך על עבודה במשרד?
- באיזה מקצוע תרצה לתרצי לעסוק בעתיד ומדוע?

Card B 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 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- מה דעתך על עבודה במשרד?
- באיזה מקצוע תרצה/תרצי לעסוק בעתיד ומדוע?
- במה עוסקים החברים שלך?
- איך אפשר למצוא עבודה?

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

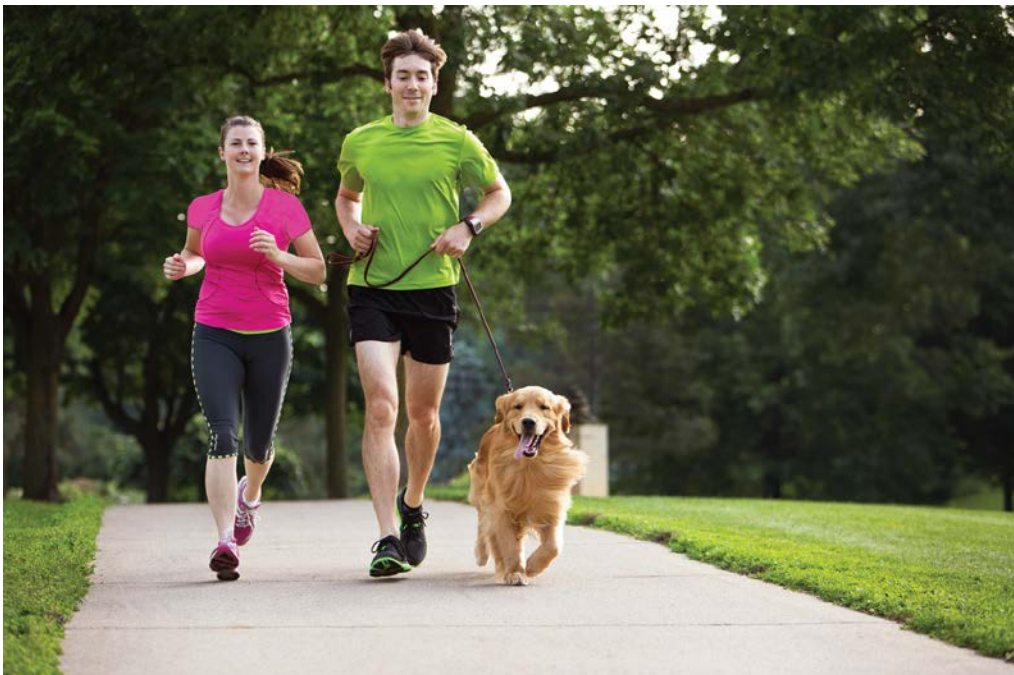
It is requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate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

FOUNDATION TIER

Part 2

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 **social issues**.



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

- תאר'י מה אתלה רואה בתמונה?
- האם אתלה אוהבת לרוץ? מדוע?
- כיצד אתלה מתכוון\מתכוונת לשמור על כושר בשבוע הבא?

Card C Teacher's Notes

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

Topic: Social 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 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- האם את/ה אוהבת לרוץ? מדוע?
- כיצד את/ה מתכוון/מתכוונת לשמור על כושר בשבוע הבא?
- מה את/ה עושה כדי לשמור על חיים בריאים?
- איך החברים שלך שומרים על כושר?

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

FOUNDATION TIER

Part 2

Card D Candidate's Photo card

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



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

- תאר לי מה אתה רואה בתמונה?
- האם אתה אוהבת ללכת למסיבות יום הולדת? מדוע?
- מתי חגגת את יום הולדתך האחרון?

Card D Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

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

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

You begin the conversation by asking the candidate the first question 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- האם את/ה אוהבת ללכת למסיבות יום הולדת? מדוע?
- מתי חגגת את יום הולדתך האחרון?
- איך את/ה אוהבת לבלות עם החברים שלך?
- תאר/י את החברה הכי טובה שלך

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

FOUNDATION TIER

Part 2

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 **free time activities**.



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

- תאר'י מה אתלה רואה בתמונה?
- מהו הספורט שאתלה הכי אוהבת? מדוע?
- איזו פעילות ספורטיבית עשית בשבוע שעבר?

Card E Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

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

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

You begin the conversation by asking the candidate the first question 'תארי/י מה את/ה רואה בתמונה?' 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.

- תארי/י מה את/ה רואה בתמונה?
- מהו הספורט שאת/ה הכי אוהב/ת? מדוע?
- איזו פעילות ספורטיבית עשית בשבוע שעבר?
- כיצד עדיף לצפות במשחק כדורגל: בטלוויזיה או במגרש?
- מה החברים שלך עושים בזמן החופשי שלהם?

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

FOUNDATION TIER

Part 2

Card F Candidate's Photo card

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



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

- תאר'י מה אתלה רואה בתמונה?
- כמה פעמים ביום אתלה הולך'הולכת לחדר-האוכל בבית הספר?
- מה אכלת אתמול לארוחת צהריים?

Card F Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

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

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

You begin the conversation by asking the candidate the first question 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- כמה פעמים ביום את/ה הולך/הולכת לחדר-האוכל בבית הספר?
- מה אכלת אתמול לארוחת צהריים?
- מה דעתך על האוכל בבית-הספר שלך?
- אילו חוקים של בית-הספר שלך, את/ה לא אוהב/ת?

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

HIGHER TIER**Part 2****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 **travel and tourism**.



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

- תאר'י מה אתה רואה בתמונה?
- לאן לדעתך, מומלץ לצאת לחופשה?
- איך בילית את חופשת הקיץ האחרונה שלך?

Card G Teacher's Notes

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

Topic: Travel and tourism

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

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

You begin the conversation by asking the candidate the first question 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- לאן לדעתך, מומלץ לצאת לחופשה?
- איך ביילית את חופשת הקיץ האחרונה שלך?
- מדוע, לדעתך, חשוב לצאת לחופשה?
- מה הן התוכניות שלך לקיץ הקרוב?

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

HIGHER TIER**Part 2****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 **jobs, career choices and ambitions.**



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

- תאר'י מה אתלה רואה בתמונה?
- האם תרצה לתרצי לעבוד במשרד? מדוע?
- מה עדיף: עבודה או לימודים? מדוע?

Card H 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 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- האם תרצה/ת רצי לעבוד במשרד? מדוע?
- מה עדיף: עבודה או לימודים? מדוע?
- מה עשית לאחרונה כדי להרוויח כסף?
- מה חשוב בעיניך: משכורת טובה או עבודה מעניינת?

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

HIGHER TIER

Part 2

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 **social issues**.



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

- תאר'י מה את'ה רואה בתמונה?
- האם חשוב לשמור על כושר? מדוע?
- האם אכלת אוכל בריא אתמול? הסבר'י

Card I Teacher's Notes

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

Topic: Social 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 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- האם חשוב לשמור על כושר? מדוע?
- האם אכלת אוכל בריא אתמול? הסבר/י
- מדוע, לדעתך, הרבה בני-נוער מעשנים?
- כיצד, בעתיד, תשמור/תשמרי על כושר?

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

HIGHER TIER**Part 2****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 **me, my family and friends**.



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

- תאר לי מה אתה רואה בתמונה?
- איך חגגת את יום הולדתך האחרון?
- מה אתה מעדיף/מעדיפה: חבר אחד/חברה אחת או הרבה חברים/חברות?

Card J 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 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- איך חגגת את יום הולדתך האחרון?
- מה את/ה מעדיף/מעדיפה: חבר אחד/חברה אחת או הרבה חברים/חברות?
- מה הן התוכניות שלך עם חברים, לסוף השבוע הבא?
- מה עדיף: לבלות עם משפחה או עם חברים? הסבר/י

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

HIGHER TIER

Part 2

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 **free time activities**.



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

- תאר'י מה את'לה רואה בתמונה?
- מה עדיף: לעשות ספורט או לצפות בספורט? הסבר'י
- תאר'י אירוע ספורט בו היית.

Card K Teacher's Notes**Theme: Identity and culture****Topic: Free time activities**

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

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

You begin the conversation by asking the candidate the first question 'תארי/י מה את/ה רואה בתמונה?' 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.

- תארי/י מה את/ה רואה בתמונה?
- מה עדיף: לעשות ספורט או לצפות בספורט? הסברי/י
- תארי/י אירוע ספורט בו היית.
- באיזה סוג ספורט תרצה/תרצי לעסוק בעתיד? מדוע?
- מה יש במרכז הספורט בעיר שלך?

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

HIGHER TIER**Part 2****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 **life at school/college**.



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

- תאר לי מה אתה רואה בתמונה?
- תאר לי יום לימודים בבית ספרך.
- מה תרצה לתרצי לשפר בבית הספר שלך?

Card L Teacher's Notes**Theme: Current and future study and employment****Topic: Life at school/college**

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

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

You begin the conversation by asking the candidate the first question 'תאר/י מה את/ה רואה בתמונה?' 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.

- תאר/י מה את/ה רואה בתמונה?
- תאר/י יום לימודים בבית ספרך.
- מה תרצה/תרצי לשפר בבית הספר שלך?
- איך הגעת אתמול לבית הספר?
- מה דעתך על תלבושת-אחידה בבית הספר? הסבר/י

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 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 Modern Hebrew, 'Is there anything you want to ask me?'

SUGGESTED QUESTIONS FOR GENERAL CONVERSATION

Part 3

The General Conversation is based on two out of the three Themes (i.e. the remaining two Themes which have not been covered in the Photo card) and you may use any of the suggested questions listed below.

Theme 1

Identity and culture

מה הם, לדעתך, היתרונות של משפחה גדולה?
 האם תרצה/תרצי להתחתן בעתיד? מדוע?
 מה אתלה עושה בזמן החופשי?
 מה עשית בשבת האחרונה?
 היכן אתלה אוכלת בריא יותר? במסעדה או בבית? הסבר!
 מה אתלה אוהבת לראות בטלוויזיה? מדוע?
 מה אתלה מעדיף יותר: פייסבוק או אינסטגרם? מדוע?
 מה המיוחד בחתונה ישראלית?
 [האם יש לך שאלה בשבילי?]

Theme 2

Local, national, international and global areas of interest

מה יש לצעירים בני גילך לעשות בעיר שלך?
 מה דעתך על מזג האוויר באנגליה?
 מה עשית בחופשת-החורף שלך?
 להיכן תרצה לצאת לחופשת הקיץ שלך? מדוע?
 מה משפחתך עושה כדי לשמור על איכות הסביבה?
 מה אתלה עושה כדי לשמור על הבריאות?
 מה דעתך על חסרי-הבית בעיר מגוריך? הסבר!
 איפה ואיך בני נוער יכולים להתנדב?
 [האם יש לך שאלה בשבילי?]

Theme 3

Current and future study and employment

תאר לי את בית הספר שלך
 מה דעתך על האוכל המוגש בבית הספר? פרטי!
 כיצד לדעתך, בית ספר מטפל בבעיות של ביריונות בין תלמידים? מה היית מציעה לעשות?
 האם בעתיד תרצה/תרצי לעבוד עם ילדים? הסבר!
 האם תרצה/תרצי לעבוד בחו"ל? מדוע?
 אילו מקצועות, לדעתך, חובה ללמוד בבית הספר? הסבר!
 מיהו לדעתך, מורה טוב \ מורה טובה?
 מדוע החלטת ללמוד עברית לבחינה הזאת?
 [האם יש לך שאלה בשבילי?]

GCSE Modern Hebrew 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, eg 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	B (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
2	3	Theme 1	F (Theme 3)	Theme 2
		Theme 2	E (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
3	2	Theme 1	C (Theme 2)	Theme 3
		Theme 2	B (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
4	1	Theme 1	A (Theme 2)	Theme 3
		Theme 2	B (Theme 3)	Theme 1
		Theme 3	E (Theme 1)	Theme 2
5	5	Theme 1	F (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
6	4	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	E (Theme 1)	Theme 2
7	2	Theme 1	B (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
8	5	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1

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

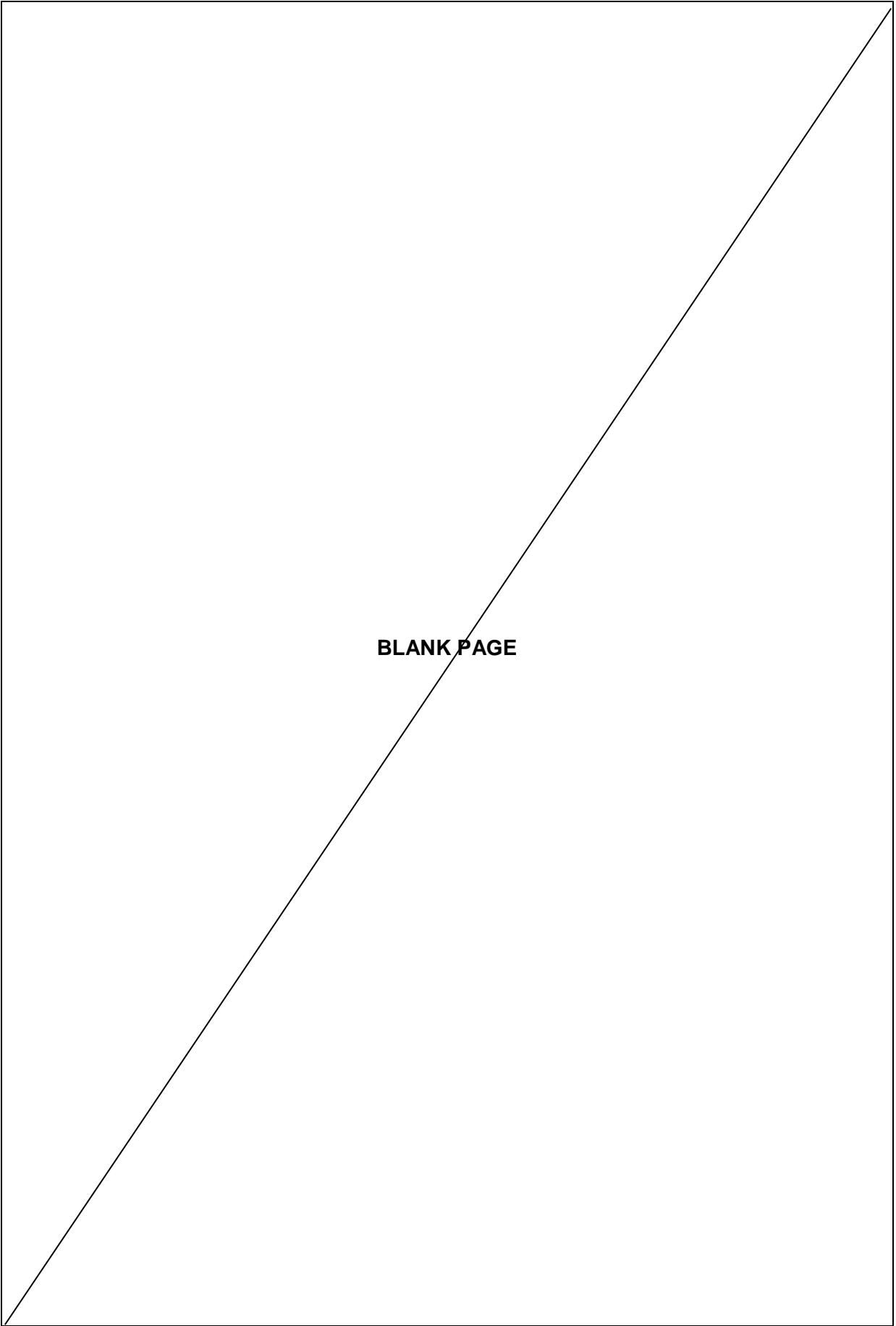
Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 10, Photo card L and his second Conversation Theme will be Theme 1.

After a break in testing, eg 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	H (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	G (Theme 2)	Theme 1
2	9	Theme 1	L (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
3	8	Theme 1	G (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
4	7	Theme 1	I (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	11	Theme 1	H (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	G (Theme 2)	Theme 1
6	10	Theme 1	I (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	8	Theme 1	H (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	G (Theme 2)	Theme 1
8	11	Theme 1	H (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1

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

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



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