



**Instructions for Teacher Examiners Conducting
Unit 3 A level WJEC Modern Foreign Languages
Non-Examination Assessments (NEA) Speaking
(from 2023)**

1. Administrative arrangements

The speaking assessments will take place during the specified window in April/May. The teacher examiner may open the assessment material package up to three working days in advance of the centre's first assessment date.

Tasks are set and marked by WJEC. The teacher examiner must ensure that each digital audio recording is uploaded within 48 hours of completion of the assessment. WJEC will give guidance to Examinations Officers as to which digital format should be used and how to upload.

Candidates will be allowed only **one** attempt at the assessment. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the teacher examiner's control which prevents the completion of the assessment. In any such event the teacher examiner must inform WJEC immediately.

2. Briefing the candidates

The teacher examiner must remind candidates of the following:

- (a) this assessment is the Independent Research Project (IRP). There is only **one** task for Unit 3, which is divided into two parts:
 - **Part A** – the presentation
 - **Part B** – the discussion
- (b) there is **no** preparation time before the start of the assessment
- (c) the assessment will start with the candidate's two minutes presentation
- (d) the discussion on the IRP lasting 9-10 minutes will follow.

3. Conducting the assessment

At the start of each recording, cite clearly the qualification, centre number and candidate name and number.

Part A (two minutes):

- The candidate may use a copy of their IRP pro-forma as a prompt during the assessment. The teacher examiner should check the pro-forma does not contain any words in the language of study before starting the task.
- The assessment will start with the candidate's two minutes presentation (the teacher examiner must stop the candidate if the presentation goes beyond two minutes).

Part B (9-10 minutes):

- The discussion on the content of the IRP (9-10 minutes) will then follow directly from the presentation and must be in the language of study.
- The teacher examiner must ask appropriate questions that provide the candidate opportunities to expand on the content of their IRP, demonstrating their skills and knowledge.
- Questions must allow the candidate to demonstrate the outcomes of their research and to refer in greater detail to research done both by themselves and others (AO2).

- Questions must allow the candidate to demonstrate the relevance of their topic of research to the country or countries/communities where the language is spoken (AO4).

Administering the assessment

Candidates will be allowed **one** attempt at the assessment. Once the recording begins it **cannot** be paused or stopped until the end of the assessment. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the teacher examiner's control which prevents the completion of the assessment. In any such event, the teacher examiner must inform WJEC immediately.

When labelling digital recordings, the following naming convention must be used:

Centre number / candidate number / candidate name / unit

Teacher examiners will also be required to complete and sign an MFL Centre Form listing candidates' details. The centre must ensure that on completion of the assessment, each candidate signs and dates the MFL Centre Form. Typing a name will be accepted as a signature. The MFL Centre Form can be downloaded from the subject page on the WJEC website. An electronic copy of the MFL Centre Form must be uploaded along with the candidate recordings and the candidate pro-forma.

Detailed instructions regarding the process for uploading the materials will be communicated to centres through the Examinations Officer.

4. Guidance for the teacher examiner on questioning

Through their questioning, teacher examiners need to provide opportunities for candidates to demonstrate the skills for the tested AOs.

AO1: Understand and respond in speech to spoken language including face-to face interaction.

In providing opportunities for AO1, the teacher examiner:

- asks appropriate questions
- listens and responds to candidate answers
- rephrases question if the candidate needs support
- brings the candidate back to the original question if their response drifts from the focus
- challenges further if appropriate to elicit more detail or development of an idea
- allows thinking time for candidates to reply
- allows candidates to rephrase to clarify what they are saying.

AO2: Understand and respond in speech to written language drawn from a variety of sources

The teacher examiner's questions must provide opportunities for the candidate to demonstrate their understanding of their research in the chosen topic.

AO3: Manipulate the language accurately in spoken forms, using a range of lexis and structure.

The teacher examiner should ask variety of question types (see below for suggestions), that would prompt the candidate to use different grammatical structures, wide and appropriate vocabulary, idioms and a variety of constructions.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of culture and society of the countries/communities where the language is spoken.

The teacher examiner should encourage the candidate to refer to the culture and society where the language is spoken to demonstrate their understanding.

What the candidate says must be relevant to the topic under discussion; fluency in itself is not sufficient.

Questioning Advice

In a discussion aiming to elicit further knowledge, details and opinions, questions should focus on what the candidate has learnt, understood or has further questions about. Questions should be open, limiting the candidate's opportunity for brief responses.

The teacher examiner knows the candidates well and should tailor the questioning to ensure that each candidate is given opportunity to demonstrate their skills and knowledge in the assessment. The teacher examiner, therefore, should not use a pre-prepared list of questions.

When listening to the IRP, the teacher examiner should make notes of interesting, unusual or controversial statements. If the candidate gives opinions or personal views, the discussion should offer opportunities to explore the opposing view.

Suggestions for the types of questions that may be asked:

- Why do you think that is true?
- Do you think others have a different opinion?
- What was the most interesting/startling/unusual information you found out?
- How do you think this reflects communities in France/Germany/Spanish countries?
- How did you feel about what you have learnt?
- What more about this topic would you like to know?
- Has your opinion on XXX changed during your research? If so, why?
- In your presentation, you mentioned xxx. Why do you think that is significant?
- Which sources did you research? Which were most helpful/why did you choose them?
- What is the most interesting cultural fact you have learnt?
- How does this society/culture/group of people differ from your community?