INSTRUCTIONS FOR TEACHER EXAMINERS CONDUCTING WJEC AS SPEAKING ASSESSMENT

Task setting and format of the assessment

Tasks are set and marked by WJEC. In the case of a teacher conducting the examination, each digital audio recording will be uploaded within 48 hours of completion of the assessment.

The stimulus cards are labelled A1 to A6 and B1 to B3. All Card As contain the information for the argument task and all Card Bs contain the information for the discussion task.

On the day of the assessment, prior to the preparation time beginning, the candidate will inform the teacher examiner of their pre-chosen sub-theme from the theme 'Understanding the French/German/Spanish-speaking world'. The teacher examiner will choose two cards out of a possible three from Set A (argument) on the candidate's chosen sub-theme to show to the candidate. The candidate will select one card from the two shown face up so that the candidate can see the arguments on both cards. The teacher examiner will place the three cards from Set B face down so that the stimulus material remains unseen at this point. The candidate will select one card from the three to start their preparation. **It is the teacher examiner's responsibility to ensure that the candidate has selected one A card and one B card before the preparation time.**

Task taking

Each candidate will have a preparation time of **fifteen minutes** which **must** be supervised by a non-subject specialist.

Candidates are not permitted to use dictionaries in any part of the assessment.

During the preparation time the candidate may make notes in the language of study or in English on a separate piece of paper, **not** on the cards. The candidate may refer to these notes during the assessment. The notes are an aid to memory and **must not** constitute complete and continuous sentences. The candidate will hand the notes to the teacher examiner at the end of the assessment.

After the preparation period of 15 minutes, the candidate may choose which card they wish to start the assessment, either Set A (argument) on 'Understanding the French/German/Spanish-speaking world' or Set B (discussion) on 'Being a young person in French/German/Spanish-speaking society'. They must tell the teacher examiner of their choice before beginning the assessment. The teacher examiner must ensure that the candidate spends 5–6 minutes on Card A and 7–9 minutes on Card B.

Timings for each stimulus card **must** be adhered to. Any speaking evidence which exceeds these timings will **not** be credited.

Card A (argument):

The candidate is required to argue a point of view based on a written stimulus card. The card will contain a stimulus in French/German/Spanish with two opposing views based on one of the two sub-themes from the theme 'Understanding the French/German/Spanish-speaking world':

- Regional culture and heritage in France/Germany/Spain, French/German/Spanish-speaking countries and communities
- Literature, art, film and music in the French/German/Spanish-speaking world.

Before they begin, the candidate must tell the teacher examiner which standpoint they have chosen to argue. The teacher examiner will argue the opposing standpoint as outlined on the card and will do so to elicit the best response possible from the candidate.

For the purpose of the assessment, there is no right or wrong standpoint.

Card B (discussion):

This card contains a short text and three questions in the language of study which the candidate will prepare answers for. The teacher examiner will ask the candidate the three questions in order. The questions structure a discussion on the theme presented. After the candidate's response to the three unseen questions, the candidate will continue the discussion with the teacher examiner, responding to further questions related to the theme.

The information on the candidate card is replicated on the teacher examiner copy of the card in this booklet. The teacher examiner booklet contains indicative content that may support in conducting the assessment, however, the points are suggestions only and are not exhaustive.

Candidates' performance depends not only on their ability but also on the nature of the questions that the teacher examiner asks. Therefore, the teacher examiner is advised to familiarise themself with the descriptors in the assessment grid provided for these two tasks. This will ensure that the questions asked stretch and challenge candidates, give them the opportunity to achieve their potential and access the full range of marks.

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 the MFL Centre Form listing candidates' details and the order in which assessments were conducted. They will also be required to state the stimulus cards that were used in each assessment. 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.

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