

WJEC Wales
A level French/German/Spanish

Unit 3 – Speaking non-exam assessment

Guidance for teachers preparing candidates

Teachers will want to ensure that candidates are fully equipped and prepared, and candidates will want to feel confident to undertake the Speaking non-exam assessment at A level. To enable teachers and candidates to achieve this and ensure that they remain within the parameters of what the specification allows, the following guidance is given:

Independent Research Project

As part of the A level course, teachers will want to ensure that learners develop all skills required for the Independent Research Project (IRP) and feel confident delivering a short presentation and taking part in the ensuing discussion. To this end:

- Teachers may conduct a mock oral (and give feedback) based on a topic area covered as a part of a class study during the A level course
- Teachers may conduct a mock oral (and give feedback) based on a topic chosen by individual learners from an aspect of their A level course
- Teachers may conduct a mock oral (and give feedback) based on a broad topic area chosen by individual learners.

In **all** cases teachers **must** ensure that the topic, title (question/statement/hypothesis etc.) and sources used by the candidate are **completely different** to those that will be used in the **live** IRP.

Important: Teachers are **not** permitted to conduct a mock oral (and/or give feedback) on the **live** IRP that will be undertaken by the candidate as part of their Unit 3 Speaking non-exam assessment. There must be no collaboration between candidates or between candidates and foreign language assistants when preparing the **live** IRP. The authentication form includes an assurance by the teacher that **no** mock oral has been conducted and/or feedback given on the **live** IRP.

Below is the limit to the guidance teachers can give learners in terms of the Independent Research Project as stated in the WJEC French/German/Spanish Specification (page 25).

'Guidance that may be given by teachers in the preparation of the independent research project is limited to:

- *suitability of the topic chosen in relation to the achievement of assessment objectives*
- *verification that the independent research project is not replicated in content, approach and presentation by more than one candidate*
- *direction of candidates to the skills required to successfully present and discuss their independent research project (pages 14-16 of this specification)*
- *direction on how to source and reference appropriate information.'*

Therefore it is important to note that teachers **must not:**

- Provide the learner with specific material or related extracts

- Give feedback or guidance orally or in writing on any drafts produced in preparation for the discussion and/or preparation
- Give feedback or guidance orally or in writing on a practice presentation and/or discussion on the **live** IRP.

Only the learner will undertake the work for the IRP, no other party is allowed to undertake the work on the learner's behalf.

Examiner's questions for the IRP

The examiner's questions will be based on the candidate's presentation and subsequent responses given during the ensuing discussion. The examiner will seek to explore the candidate's knowledge and understanding of the chosen subject matter. The examiner will seek to draw out information and develop further discussion in order to provide the candidate full access to the mark scheme. During preparation for Unit 3 the candidate will want to consider questions the examiner might ask based on their live IRP.

As guidance for teachers and candidates the following generic questions might be considered:

- "What made you choose...?"
- "Give an example of..."
- "What are your reasons for...?"
- "What are your feelings about...?"
- "I take a different point of view... "
- "Tell me more about... "
- "What are the differences/similarities between... "

These questions are **neither** prescriptive **nor** exhaustive.

For further information and guidance see pages 23-25 of the AS/A level specification and pages 29-31 of the A level Guidance for Teaching.