

MODERN FOREIGN LANGUAGES

Instructions for the Conduct of the Examinations June 2011 – V1.1

These instructions apply to the following examinations:

Advanced Subsidiary

**Unit FREN1
Unit FRE2T/V**

**Unit GERM1
Unit GER2T/V**

**Unit SPAN1
Unit SPA2T/V**

Advanced Level

**Unit FREN3
Unit FRE4T/V**

**Unit GERM3
Unit GER4T/V**

**Unit SPAN3
Unit SPA4T/V**

IT IS ESSENTIAL THAT STAFF CONDUCTING THE TESTS READ AND ARE FAMILIAR WITH BOTH THESE INSTRUCTIONS AND THE JOINT COUNCIL FOR QUALIFICATIONS (JCQ) *INSTRUCTIONS FOR CONDUCTING EXAMINATIONS* WELL IN ADVANCE OF THE EXAMINATION

One copy of these Instructions, together with a copy of the *Joint Council for Qualifications (JCQ) Instructions for conducting examinations*, must be available in each examination room (including, for the Speaking Tests, the preparation area and the room(s) used for the conduct of the Tests).

MFL/TN

- Full details of the papers and of the examinations available in each language are given in the appropriate specification.
- The dates and times of the examinations are given in the AQA GCE Timetable available on AQA's website.

FREN1, GERM1, SPAN1 - Listening, Reading & Writing Test

Requirements

- 1 Materials required
 - listening material on CD (one per candidate)
 - Question and Answer Booklets, including essay planning sheet and insert containing the essay questions for the Writing section (one per candidate)
 - a copy of these Instructions
 - individual listening facilities.

Preparation

- 2 The listening material will be provided on CD. **Centres must not make their own copies of the CD: only copies provided by AQA may be used.** The recording must not be played before the examination and must be kept in secure storage. Spare copies of the material will be provided, based on the number of candidates entered.

CDs and transcripts must be treated as confidential examination material. The CDs must not be checked prior to the examination. The content of the material must not be disclosed to candidates prior to the examination.

All centres will be supplied with two types of CD. One will be a single CD which will not be tracked. **One CD of this type will be supplied per centre.** The other CD will have individual tracks recorded so that candidates using individual CD players will be able to rewind and fast forward between tracks. Sufficient numbers of this tracked CD will be supplied for all candidates entered at the centre. Centres can then choose which type of CD best meets their own individual needs in terms of the equipment they will be using for the examination. If centres intend using a laptop to play the listening material, they must ensure with their technical staff that it is sufficiently powerful to run the required program.

For each question in the Listening section, both the duration of the heard material and the track numbers from the tracked CD which correspond to that material will be printed in the Question and Answer booklet and on the transcript, eg

Length of passage: 55 seconds
Tracks: 10-18

- 3 At least one spare CD player and batteries and one spare CD must be available for candidates taking the examination where CD players are used.
- 4 It should be noted that if a language laboratory is used, the seating arrangements must comply with the regulations contained in the *JCQ Instructions for conducting examinations*. It is also essential that candidates complete the whole test in the laboratory, including the Reading and Writing sections as they must have access to the listening material for the duration of the examination.
- 5 In accordance with the *JCQ Instructions for conducting examinations*, all notices should be posted and warnings given to candidates.

Information for Candidates

The following information must be brought to the attention of candidates before the examination.

- 6 All personal CD players must be of a size suitable for use on the desk at which the candidate will take the test. The equipment must be capable of operating independently of mains electricity.
- 7 The power supply and general working condition of the equipment are the responsibility of the candidate. AQA will not normally consider a fault in the operation of a personal CD player as justifying special consideration for its user.
- 8 Candidates are not permitted to borrow a CD player from another candidate while the test is in progress if a fault develops with their own equipment, or for any other reason. In such an event the invigilator may supply the candidate with a standby machine provided by the centre.
- 9 CD player cases, instruction leaflets and similar material must not be brought into the examination room. The following items are classed as unauthorised material and must not be brought into the examination room:
 - text books
 - research notes
 - pictures
 - music.

Use of MP3 players

- 10 The following instructions apply to the use of MP3 players
 - The Examinations Officer **must** sign for listening materials provided in CD format in accordance with section 1.10 of the *JCQ Instructions for conducting examinations*.
 - MP3 players **must** be provided by the centre. It is not acceptable for a candidate to provide their own MP3 player.
 - The downloading of listening materials onto centres' MP3 players from a CD **must** take place **no earlier than 1 working day before the examination**. Prior permission **does not** need to be sought from AQA.
 - Whenever possible, it is recommended that a member of staff from the centre's ICT department or the Examinations Officer undertakes this task. The material must be downloaded to the secure part of a centre's network, ie the part of the network which is only accessible to ICT staff and not to students.
 - Only the listening material for the June 2011 GCE MFL Listening examination may be stored on the MP3 players.
 - The confidential materials supplied by AQA for the purposes of the Listening examination **must** be returned to the centre's secure storage facilities as soon as the download to each of the MP3 players has been completed.
 - All MP3 players with confidential material stored on them prior to the examination **must** be returned to the centre's secure storage facilities and **must** be stored in accordance with section 1.3 of the *JCQ Instructions for conducting examinations*. The

MP3 players **must** be treated as confidential examination material until the examination has been sat.

- The Examinations Officer **must** keep a log of their actions at all times. Principally, the date when the confidential material was downloaded to each of the MP3 players, when the MP3 players with confidential material stored on them were placed in secure storage and when the MP3 players were cleared of the listening material.
- Centres **must** ensure that:
 - the MP3 players are of a suitable size and must be capable of operating independently;
 - each MP3 player is fully operational at the time the downloading of the listening material takes place. The general working condition of the equipment is the responsibility of the centre and AQA will not normally consider a fault in the operation of a MP3 player as sufficient grounds for an application for special consideration;
 - at least one spare MP3 player is available for candidates where MP3 players are being used in a MFL Listening examination.
- **Candidates must not borrow a MP3 player from another candidate whilst the examination is in progress for any reason.** The invigilator **must** supply the candidate with a replacement MP3 player provided by the centre. The candidate **must** remain under supervision at all times and **must** be allowed the full amount of time specified for the examination.
- After completion of the examination
 - the listening files **must** be removed from the MP3 players;
 - the files may be retained by the centre for their own internal use with future candidates;
 - the MP3 players **must** be cleared of files prior to the commencement of any future examination series.

Digitising listening material

11 Storing listening material on a centre's computer network or language laboratory.

- For the purposes of digitising the listening material on a centre's computer network, centres may have access to the confidential listening material **up to 1 working day before the examination**. Prior permission **does not** need to be sought from AQA. Appropriate measures must be in place to ensure that this material is kept totally secure until the time of the examination.
- Whenever possible, it is recommended that a member of staff from the centre's ICT department or the Examinations Officer undertakes this task. The material must be downloaded to the secure part of a centre's network, ie the part of the network which is only accessible to ICT staff and not to students.
- Once the listening material has been downloaded, the examination room/area **must not** be left unsupervised or unlocked. Access to the internet, data stored on the hard drive or any portable media such as floppy disks, CDs or memory sticks is **not** permitted during the examination.

Conduct of the Test

12 Before the test begins, candidates should be given the Question and Answer Booklet and asked to complete the details on the front cover.

- 13 Candidates' attention should be drawn to the instructions and information printed on the front cover of the Question and Answer Booklet. Candidates must not open the Question and Answer Booklet until they have read these instructions and the invigilator has answered any queries. Candidates' attention should be drawn to the weighting of the sections and the allocation of marks to each question. They should be reminded that they should allocate their time appropriately and that they may answer the questions/sections in any order. They should also be reminded that they must use black ink or black ballpoint pen to write their answers and that they must write their answers in the spaces provided. The Essay Planning Sheet must not be used to write answers as it will not be marked.
- 14 Candidates must be warned that, once permission has been given to begin the test, they will not be allowed to ask any further questions. Candidates should then be told to begin the test.
- 15 **A transcript is provided in a separate sealed packet. This packet must not be opened until after the examination. The transcript must not be read aloud to candidates during the examination.**

Problems

- 16 If the candidate's CD player breaks down, the candidate may be provided with a standby machine provided by the centre (see paragraphs 3 and 8). The candidate must remain under supervision throughout and must be allowed the full amount of time specified for the test. Candidate and Centre Support, Irregularities Section (AQA, Manchester) must be informed of the incident in writing as soon as possible after the test.
- 17 If the candidate's CD is faulty, the candidate must be provided with a replacement. The candidate must remain under supervision throughout and must be allowed the full amount of time specified for the test. Candidate and Centre Support, Irregularities Section (AQA, Manchester) must be informed of the incident in writing as soon as possible after the test.

After the Test

- 18 The Question and Answer Booklets should be collected in and arranged in the order of the candidates' names on the Attendance List(s). The Question and Answer Booklets and the Attendance List(s) should then be packaged together and despatched using the labels provided. If candidates have used the Essay Planning Sheet, this must be collected in by the invigilator and disposed of confidentially. **It must not be sent with the scripts for marking.** The insert containing the essay questions for the Writing section and inserts for any other questions must also not be sent with the scripts for marking.
- 19 After completion of the test, the CDs may be retained by the centre for use with future candidates.

FRE2T, GER2T, SPA2T – Speaking Tests

These tests will be conducted by the teacher and marked by AQA examiners.

Please note: AQA does **not** supply any media for centres to record their speaking tests.

AQA recommends centres use the free Audacity software to record their speaking tests. To download the software, please visit the Audacity website. Further information can be found on AQA's website. If Audacity is used, candidate recordings **must be saved as mp3 files** and not as aup. files. Centres must ensure that they check all recordings have been saved as mp3 files before despatching them for marking.

Centres must refer to the requirements below for file naming and for the information which must accompany speaking tests when they are despatched to AQA examiners for marking.

Recording Speaking Tests on Cassette Tapes/CDs/Memory Sticks

AQA will, for the immediate future, accept recordings of speaking tests on cassette tapes, CDs or memory sticks. AQA will **not** accept speaking tests recorded on any other medium.

If centres submit recordings of speaking tests on cassette tapes, CDs or memory sticks then the following **must** accompany the recordings when they are sent to AQA's examiners:

- completed Speaking Test Marking Schedule (STMS) forms for each candidate recorded, together with:

either: **cassette tapes** with an insert for **each tape** containing the following information:

- the number and name of each candidate on the cassette
- component code (eg GER2T)
- centre number
- teacher-examiner's name (written clearly)

or: **audio CDs** with a card insert for **each CD** containing the following information:

- the track number and name/number of each candidate on the CD (eg Track1 0041 Michael Stipe)
- component code (eg GER2T)
- centre number
- teacher-examiner's name (written clearly)

In addition, the centre number and component code should be written on the CD with an indelible pen. Do not use a sticky label.

or: **Data CD** with a card insert for **each CD** containing the following information:

- the number and name of each candidate on the CD
- component code (eg GER2T)
- centre number
- teacher-examiner's name (written clearly)

Individual candidate recordings should be saved as .mp3 files. The filename **must** contain the component code, centre number and candidate number, eg GER2_55217_0041.mp3

In addition, the centre number and component code should be written on the CD with an indelible pen. Do not use a sticky label.

or: **Memory sticks** with the following information securely attached to the memory stick on a tag (or attached on an additional sheet if it is not possible to write all of the required information on the tag) :

- the number and name of each candidate on the memory stick
- component code (eg GER2T)
- centre number
- teacher-examiner's name (written clearly)

Individual candidate recordings should be saved as .mp3 files. The filename **must** contain the component code, centre number and candidate number, eg GER2_55217_0041.mp3

It is suggested that if centres are using memory sticks and it is not possible to write all of the required information on a tag as required above, the memory sticks should be labelled 1 of 2 etc and confirmation of which memory stick each candidate is on should be written on the STMS form. This would be extremely helpful to the AQA examiner when there are a large number of candidates at a centre and several memory sticks are used.

Centres **must** use a separate cassette tape/CD/memory stick for each language submitted, as these will be despatched to different AQA examiners for marking. However, it is acceptable for one teaching group for a particular language to use one medium, eg CDs and another teaching group to use another medium, eg memory sticks.

Once tapes/CDs/memory sticks are submitted for marking, they become the property of AQA and will not be returned to centres. Centres can request a breakdown of the marks awarded for GCE French, German and Spanish. Any centre wishing to receive a breakdown of marks should request either Priority Access to Scripts (PATS) or Original Access to Scripts (OATS) for these STMS forms. These should be requested via e-AQA and will be chargeable at a cost of £4.00 per candidate.

Return of recordings 2011

From Summer 2011, centres will additionally be able to request the return of all their recordings along with the STMS's.

The recordings and breakdown of marks will be returned for the full cohort – individual recordings cannot be returned. To meet data protection legislation, any centre requiring recordings to be returned must obtain written permission from all the candidates before the request is submitted. A [return of speaking test order proforma](#) will be made available on the respective language pages of the AQA website, on which requests **must** be submitted.

Note: Recordings will be returned to centres no later than the end of November each year. Recordings will not be returned before the end of the Post Results period (20 September) under any circumstances.

Costs for this service will be:

£20 PER CENTRE for GCE Teacher conducted speaking tests
£30 PER CENTRE for GCE Visiting Examiner conducted speaking tests

Requirements

1 Materials required

- Recording device with microphone
- Candidate's and Examiner's Material
- Additional Answer Sheets

- a copy of these Instructions
- Marking Schedules (STMS) for Unit 2

Teachers may like to use a timing device to ensure adherence to the correct timing of each part.

- 2 The tests will be held within the **period** specified below:

7 March – 15 May 2011

- 3 AQA reserves the right to conduct additional Speaking Tests administered by external examiners, in cases where it might be considered necessary.

Preparation

- 4 In order that teachers have time to prepare for the tests, the examination material may be opened, if the teacher so wishes, up to two working days before the test period. Teachers may, therefore, have access to the material from **3 March 2011** onwards.

It is essential that the confidentiality of the examination material is strictly maintained prior to, and throughout, the period of the tests. Its content must not be disclosed to anyone not conducting the tests (especially candidates) and the material must be kept on the centre's premises, under secure storage. For a definition of 'secure storage' please refer to the *JCQ Instructions for conducting examinations*. The tests must not be photocopied.

The centre must ensure that Speaking Test material is checked in and out of secure storage both during the preparation period and during the period of the tests. It is essential that it remains on the premises at all times and is treated as confidential material until the end of the examining period, ie. 15 May 2011.

AQA relies on the professional integrity of teachers during this period. Teachers are reminded that if AQA is satisfied that a breach of confidentiality has occurred, it reserves the right to take such action as it deems necessary, in the circumstances, to protect the integrity of the examination.

- 5 The teacher should study the material for Part 1 of the test. It is most important to prepare suitable questions which can be adapted both to the ability of the candidate and to the candidate's utterances when necessary. This cannot be achieved by the rigid use of a list of prepared questions. The questions provided on the stimulus cards must be asked for the first part and then supplemented with appropriate follow-up questions to enable a meaningful discussion to take place in the second part.
- 6 When the room for conducting the tests has been set up, the equipment which will be used to record the tests should be checked to ensure a high quality of recording so that both candidate and teacher-examiner can be heard clearly. Examiners cannot mark what they cannot hear.
- 7 Checks should be made on rooms to find the most suitable for conducting the tests. The following points should be considered -
- the layout and arrangement of the rooms to be used for the preparation and conduct of the tests
 - adequate space to set out the materials for the test
 - use of a small room, with curtains and/or carpet, for a high quality recording
 - no outside noise
 - the positioning of the recording equipment to ensure maximum recording quality of both teacher and candidate.

The recording equipment should be set up and tested at least 30 minutes before the start of the tests.

- 8 **Extreme care needs to be taken in all technical aspects of the recording of the tests to ensure that candidates' performances are not wholly or partially inaudible. Poor quality recordings can result in candidates being disadvantaged.**
- 9 **Teachers should remind candidates that they must not have access to any unauthorised material such as notes not required in the test, books, papers, mobile phones or any electronic devices during the test. Teachers should refer to the *JCQ Instructions for conducting examinations* for further clarification.**
- 10 The teacher should indicate the examination series, the language being tested and complete boxes 1, 2, 3, 4 and 6 of the Marking Schedule (STMS) and should select two stimulus cards, according to the instructions given in paragraph 29. An exemplar completed STMS form is provided on page 19 of these Instructions. The 2011 STMS form is one sheet per candidate. A Topic Coverage Chart is provided on page 17 to assist you in ensuring the appropriate topics are covered for each candidate's test if you wish to use this during your preparation and during the test itself. The use of this chart is optional and must not be sent to the AQA examiner.
- 11 The candidate should be given the two stimulus cards and an Additional Answer Sheet and should then move, **under supervision**, to the preparation area to study the material and prepare his/her responses. The candidate may make notes on the Additional Answer Sheet provided. A preparation time of 20 minutes should be allowed.
- 12 During the preparation period, the candidate is under examination conditions. He/she:
- MAY**
- make notes on the Additional Answer Sheet
- MUST NOT**
- be unsupervised
 - have access to any material other than the two stimulus cards and Additional Answer Sheet for notes and his/her prompt card containing no more than five short headings for Part 2
 - write on the stimulus cards in the preparation area
 - be allowed to communicate with anyone
 - be in a position to hear the candidate being tested.
- 13 At the end of the test of the previous candidate, the candidate who has completed the preparation period should move to the examination room, **remaining under supervision** and retaining his/her chosen stimulus card and Additional Answer Sheet containing his/her notes and the prompt card for Part 2. The stimulus card **not** chosen by the candidate should be collected by the teacher-examiner before the test begins.

Format of the Test

- 14 **This test must cover aspects of all four AS topics.**

Part 1 – Discussion of a Stimulus Card

Each candidate should be given two stimulus cards from the set of six cards provided. The cards are based on the four topics prescribed for AS level. At least one card will be set on each of these topics and each card will cover one sub-topic. One card will be prescribed for each candidate (see paragraph 29) and teacher-examiners should select another card at

random from the remaining 5 cards, avoiding any overlap with the topic nominated by the candidate for discussion in Part 2.

Candidates should prepare **one** of these stimulus cards during the 20 minutes preparation period and make notes on an Additional Answer Sheet which he/she can refer to during this part of the test. The candidate will be expected to respond to the five questions printed on the stimulus card. It is essential that candidates use their preparation time effectively to develop as many relevant points to each of the questions and sustain a conversation lasting approximately 2½ minutes. Candidates will then take part in a discussion on broader issues within the **sub-topic area** on the stimulus card also lasting approximately 2½ minutes. Teacher-examiners must keep the discussion within the sub-topic area specified on the stimulus card.

This part of the test must last no more than five minutes.

At the end of Part 1, the candidate must hand his/her notes and the stimulus card to the teacher-examiner.

Part 2 – Conversation

The teacher-examiner will encourage a conversation on the other 3 topics studied during the AS course, avoiding the topic already covered in Part 1. The first topic for discussion, which is nominated by the candidate, must come from one of the prescribed AS topic areas and must cover one or more sub-topics of the chosen topic area. If more than one sub-topic is chosen, both must be drawn from the same topic (eg Media). The title of the sub-topic(s) must be entered on to the STMS form. Candidates will be permitted to take a prompt card into the examination room for use during this part of the test. The prompt card will consist of up to 5 short headings, no full sentences and without any conjugated verbs. No visual material is permitted. The teacher may, in advance of the test, assist and advise the candidate on the content and language of the prompt card. The teacher-examiner should ensure that he/she has a copy of the prompt card in advance of the test. A proforma of a prompt card is provided on page 21 of this booklet which centres may find helpful. The use of this proforma is optional.

The discussion will stay within the confines of the sub-topic(s) as listed on the STMS and the points made on the prompt card. However, the teacher-examiner is not obliged to cover all points on the prompt card or cover the points in the order listed. A prompt card containing too much detail will not, therefore, work to the candidate's advantage. The discussion must last for approximately 3 minutes.

The discussion will then focus on aspects of the remaining two topics. It is not necessary to cover all three sub-topics in each of the remaining two topics and the teacher-examiner will choose which aspects to cover. Candidates will not know in advance which aspects will be covered. Approximately 3 minutes should be spent on each topic. Candidates will not be permitted to refer to any notes for this part of the test.

To allow them to access the higher mark bands for Interaction, teacher-examiners must follow up candidates' responses and require them to develop ideas and show some spontaneity. Candidates should be advised that they will not be permitted to deliver lengthy sections of pre-learnt material and attempts to do so will have an adverse effect on their mark for Interaction.

This part of the test must last no more than 10 minutes.

Conduct of the Test

- 15 The teacher-examiner should record the introduction (candidate details, etc as specified in paragraph 30), make sure that the candidate is settled, check that the equipment is still on

'record' and then begin the test by stating the letter of the stimulus card the candidate has prepared.

16 **The recording equipment must not be stopped or paused during the recording of the test except in an emergency. Non-compliance with this instruction may result in investigation by AQA.**

17 The teacher-examiner should then ask the five printed questions on the chosen stimulus card, ensuring that the questions are answered in 2 to 2½ minutes. No supplementary questions should be asked in between the printed questions, except where candidates fail to answer Question 1 in sufficient detail. In this case, a supplementary question may be asked between Questions 1 and 2. If teacher-examiners ask supplementary questions in between the printed questions (except where candidates fail to answer Question 1 in sufficient detail), the candidate responses to the supplementary questions (ie those questions not printed on the stimulus card) do not attract any credit. The first mark out of 5 is awarded solely for the candidate responses to the printed questions. If a candidate is allowed to use the full 5 minutes on the printed questions, **no marks can be given for the discussion**. However, candidates who answer the printed questions in less than 2 – 2½ minutes may still have access to the higher mark bands as long as they meet the requirements of the criteria.

Candidates should be advised to make good use of their preparation time and prepare sufficient material in response to each question to show their ability to develop ideas and opinions, as required by the assessment criteria.

A meaningful discussion must take place after the five printed questions which should also last 2 to 2½ minutes. The teacher-examiner must ensure that the discussion develops logically within one or two aspects related to the stimulus card and does not simply invite the candidate to give pre-learnt responses to familiar questions on preferred aspects of the sub-topic. Such performances will be restricted to a maximum of 2 out of the 5 marks available.

This will mean that both parts together achieve a balanced allocation of 5 minutes. This part of the test must last **no more than five minutes**.

18 The teacher-examiner should then collect in the stimulus card and Additional Answer Sheet from the candidate. The Additional Answer Sheets should be kept securely until the end of the examining period (**15 May 2011**) when they should be destroyed.

19 The teacher-examiner should indicate the start of Part 2 by saying in the target language "Thank you. Now, the conversation".

20 During the conversation, the teacher-examiner should put questions and direct the conversation so as to encourage each candidate to demonstrate as wide a range of conversational and linguistic skills as possible within his/her capabilities. It is not, for example, in candidates' interests to restrict them to a simpler level than that at which they are capable of performing, nor to ask candidates questions which are too difficult for them. The conversation must last **no more than ten minutes**.

21 If the teacher-examiner feels that a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly without stopping the recording. At no time should any other communication, apart from that involved in the test itself, take place between the teacher-examiner and the candidate.

It is a requirement of the specification that all four topics at AS must be covered in the Unit 2 Speaking Test. Paragraph 14 above states that approximately 3 minutes must be allocated to each of the three topics to be covered in Part 2. Therefore, a candidate who spends less

than 2 minutes on any topic in Part 2 will have their mark for Interaction reduced by one band, eg a candidate who is judged at 8 marks would have the mark reduced to 6. A candidate judged at 9 marks would have their mark reduced to 7. This same ruling will apply to candidates if the teacher-examiner covers a topic in Part 2 which has already been covered in Part 1. Candidates who are affected twice by the above ruling will have their mark for Interaction reduced once only.

Throughout the test, teacher-examiners should avoid correcting language, completing candidates' answers, encouraging short replies and talking more than the candidate. **The complete speaking test for an individual candidate must not exceed 15 minutes. Marking will stop at 15 minutes.**

- 22 The teacher-examiner should then record 'End of Test' and, while the candidate is still in the room, check that it has been recorded.

Problems

- 23 If the candidate details have not been recorded and the omission is discovered during or immediately after the test, the teacher-examiner must record the candidate's details at the end of the test with the words 'That was the test of candidate number ... (name of candidate)'.
- 24 The recording must not be stopped, paused or interrupted until the end of the candidate's test, except in an emergency. If an emergency arises which makes it necessary to interrupt a test, a note of explanation must be sent to the examiner with the recordings.
- 25 If the test is interrupted by external factors, such as noise or someone entering the room, the teacher-examiner must continue with the test unless the interruption is likely to obscure the candidate's recording. Otherwise, the recording should be allowed to run but the test should not be continued until the interruption has ceased. The recording must not be stopped unless the interruption is lengthy or very disruptive.
- 26 If the candidate appears too upset to continue the test, he/she should nevertheless be encouraged to continue. The recording must not be stopped unless it is absolutely essential to do so, in which case a letter explaining the circumstances must be sent to the examiner with the recordings. If there are medical reasons for the candidate's inability to continue, an application for special consideration should be submitted in line with the instructions contained in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. Examinations Officers will be familiar with this procedure.
- 27 The **only** circumstances in which a candidate can be re-tested are if:
- the test has not been recorded or is inaudible
 - there is a technical malfunction during the test

The candidate concerned should be re-tested as soon after the end of the particular session as possible ensuring that different stimulus material and different aspects of the last two topics are used. A note stating the circumstances must be sent to the examiner. If the teacher feels that the candidate has been disadvantaged by these circumstances, an application for special consideration should be submitted for the candidate concerned submitted in line with the instructions contained in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. Examinations Officers will be familiar with this procedure.

AQA will not normally consider an error in the conduct of the test on the part of the teacher-examiner as justifying an application for special consideration.

After the Tests

- 28 As soon as all the tests are completed, the cassette tapes, CDs or memory sticks must be sent to the AQA examiner enclosing the completed Marking Schedules (STMS) for **all** candidates on the recordings and the attendance list, together with the information requested on pages 7-8 of these Instructions. The last date for sending tests to the examiner is **Monday 16 May 2011**.

Sequence of Stimulus Cards for Part 1

- 29 Candidates should be given two stimulus cards: one using the following sequence, and the second chosen by the teacher at random. Teacher-examiners must not give candidates two stimulus cards from the same topic area (as shown on each stimulus card), eg candidates must not be given two cards on the topic of Media. The teacher-examiner must also avoid overlap with the candidate's nominated topic for the Part 2 Conversation*. Centres with more than 18 candidates should begin the sequence again from number 1.

Candidate Number	Card
1	A
2	B
3	C
4	D
5	E
6	F
7	B
8	C
9	D
10	E
11	F
12	A
13	D
14	E
15	F
16	A
17	B
18	C

*If there is an overlap the teacher-examiner should move on to the next card specified in this sequence.

Apart from those centres with very small numbers it is expected that **all** cards will be used.

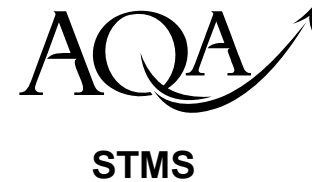
30 **Summary of procedures**

AT THIS POINT	RECORD THIS	DO THIS
At the start of each test	'AS Unit 2 Test in _____ (<i>language</i>) June 2011 Centre No. _____'	Complete the STMS form with the candidate details.
At the start of each candidate's test	'Candidate No. _____, _____ (name of candidate)' 'Stimulus card _____ (letter of card)'	On the STMS form, write the letter of the stimulus card chosen by the candidate and ensure the nominated topic for Part 2 is written in Box 6. Start the test. Do not stop or pause the recording at any time during the test.
At the end of each candidate's test	'End of test'	Check that the test has been recorded clearly and audibly. Prepare the equipment ready to record the next candidate.
After the last candidate for the centre		Centres must send their recordings, the Attendance List and the STMS forms to the appropriate examiner, ensuring that all the information listed on pages 7-8 of these Instructions is also included.

31 **Tester Performance Records**

All teacher-examiners at a centre will receive a Tester Performance Record completed by the examiner marking the tests. The feedback is intended to highlight any issues which may have affected candidate performance. A copy of the form used is provided on page 19 for information.

UNIT 2 MFL SPEAKING EXAMINATION
JANUARY/SUMMER* 20__
 (*Delete as applicable)



Marking Schedule for Centre Conducted/Visiting Examiner Speaking Test

Visiting Examiner option - Centre to complete boxes 1, 2, 3 and 6 only (SUMMER SERIES ONLY)

Centre Conducted option - Centre to complete boxes 1, 2, 3, 4 and 6 only and name of Teacher-Examiner (NO MARKS TO BE ENTERED BY CENTRE)

Centre No:		1. Language: (e.g. German)								
		Unit Code: (e.g. GER2T or GER2V)								
2.	3.	4. Part 1	5. Part 1 - Response		6.	7. Part 2 - Conversation			8.	9.
Candidate Number	Candidate Name	Stimulus Card Letter	Printed Questions Max. 5	Discussion Max. 5	First Topic for Conversation (nominated by candidate)	Fluency Max. 10	Interaction Max.10	Pronunciation/ Intonation Max. 5	Grammar overall Max. 15	Total Max. 50
For Office Use only										

Name of Teacher-Examiner (PLEASE PRINT) Name of AQA Examiner..... (PLEASE PRINT)

Partially completed form to be given to Visiting Examiner (Visiting Examiner option)

Partially completed form to be sent to AQA Examiner (Centre Conducted option)

**UNIT 2 MFL SPEAKING EXAMINATION
JANUARY/SUMMER* 2011**

(*Delete as applicable)



STMS

Marking Schedule for Centre Conducted/Visiting Examiner Speaking Test

Visiting Examiner option - Centre to complete boxes 1, 2, 3 and 6 only (SUMMER SERIES ONLY)

Centre Conducted option - Centre to complete boxes 1, 2, 3, 4 and 6 only and name of Teacher-Examiner (NO MARKS TO BE ENTERED BY CENTRE)

Centre No: 23479 1. Language: SPANISH (e.g. German) Unit Code: SPA2T (e.g. GER2T or GER2V)										
2.	3.	4. Part 1	5. Part 1 - Response		6.	7. Part 2 - Conversation			8.	9.
Candidate Number	Candidate Name	Stimulus Card Letter	Printed Questions Max. 5	Discussion Max. 5	First Topic for Conversation (nominated by candidate)	Fluency Max. 10	Interaction Max.10	Pronunciation/ Intonation Max. 5	Grammar overall Max. 15	Total Max. 50
001	CANDIDATE 1	F			HEALTHY LIVING - HOLIDAYS					
For Office Use only										

Name of Teacher-Examiner(please print)

Name of AQA Examiner(please print)

Partially completed form to be given to Visiting Examiner (Visiting Examiner option)¹⁹
Partially completed form to be sent to AQA Examiner (Centre Conducted option)⁸

Advanced Subsidiary Speaking Tests Unit 2

Modern Foreign Languages

Tester Performance Record (Centre Conducted)



CENTRE NUMBER					
---------------	--	--	--	--	--

Examination: *January/Summer 20__

Language: French / German / Spanish *

Teacher: _____ (PLEASE PRINT)

This report is provided with a view to assisting you in your preparation for future test sessions.

A. Administrative Procedures

<input type="checkbox"/>	Ensures that each recording is audible	<input type="checkbox"/>	Recording levels not checked sufficiently for audibility
<input type="checkbox"/>	Administration follows all the guidelines	<input type="checkbox"/>	Not undertaken in accordance with guidelines
<input type="checkbox"/>	Introduces the 2 different sections appropriately	<input type="checkbox"/>	Fails to introduce the 2 sections appropriately

B. Conduct of the Tests: Stimulus Cards

<input type="checkbox"/>	Is wholly familiar with the cards and questions	<input type="checkbox"/>	Lacks familiarity with the cards and questions
<input type="checkbox"/>	Achieves as balanced an allocation of time as possible between the questions and discussion	<input type="checkbox"/>	Misuses the time allocation in such a way that the candidate is disadvantaged
<input type="checkbox"/>	Allows all candidates to complete the task to the best of their ability	<input type="checkbox"/>	Does not give full opportunities to complete the task
<input type="checkbox"/>	Keeps to the sub-topic for the discussion	<input type="checkbox"/>	Goes beyond the sub-topic in the discussion

C. Conduct of the Tests: Conversation

<input type="checkbox"/>	Gives each candidate opportunities to develop views and opinions on their nominated topic	<input type="checkbox"/>	Fails to give candidates opportunities to develop views and opinions on their nominated topic
<input type="checkbox"/>	Adequately covers the 2 remaining topics	<input type="checkbox"/>	Fails to cover adequately the 2 remaining topics affecting the mark for Interaction
<input type="checkbox"/>	Steers each candidate away from rehearsed responses	<input type="checkbox"/>	Fails to discourage rehearsed responses throughout the conversation
<input type="checkbox"/>	Manages the exchanges to elicit the best possible linguistic performance	<input type="checkbox"/>	Allows candidates to set their own linguistic agenda
<input type="checkbox"/>	Allows candidates to respond fully	<input type="checkbox"/>	Interrupts candidates unnecessarily
<input type="checkbox"/>	Mostly uses clear, concise and open questions	<input type="checkbox"/>	Asks too many closed questions or unclear questions
<input type="checkbox"/>	Varies the questions with each candidate	<input type="checkbox"/>	Asks each candidate identical questions
<input type="checkbox"/>	Signals clearly the change from one topic to another	<input type="checkbox"/>	Makes an unclear transition between topics
<input type="checkbox"/>	Allows all candidates to do their best	<input type="checkbox"/>	Limits the scope of candidates' performances
<input type="checkbox"/>	Concludes the test in a way that is sensitive to the candidate	<input type="checkbox"/>	Ends the test abruptly and insensitively
<input type="checkbox"/>	Manages the timing for each topic as specified in the Instructions for the Conduct	<input type="checkbox"/>	Fails to allocate sufficient time to each topic affecting the mark for Interaction

Comments:

Unit 2 Prompt Card

January/Summer 20 ____

Language: FRENCH/GERMAN/SPANISH *

Candidate Name: _____

Nominated Topic: _____

1	
2	
3	
4	
5	

* delete as appropriate

Unit 2 Prompt Card

January/Summer 20 ____

Language: FRENCH/GERMAN/SPANISH *

Candidate Name: _____

Nominated Topic: _____

1	
2	
3	
4	
5	

* delete as appropriate

FRE2V, GER2V, SPA2V – Speaking Tests (Summer Series only)

- 1 These tests will be conducted, recorded as audio files **and** marked by the Visiting Examiner.

In Summer 2011, AQA Visiting Examiners will not be using the AQA Audio Recorder. Instead, they will be using hand-held digital voice recorders to record candidate speaking tests and then saving tests from the digital voice recorder onto AQA memory sticks. The centre may be asked by the Visiting Examiner to provide access to a centre computer or laptop to transfer the tests at the end of the session from the digital voice recorder onto AQA memory sticks. The Visiting Examiner may choose to bring a laptop with them to do this, but this is optional. If they are **not** bringing their own laptop, the centre must provide access to a computer or laptop as specified above. Where a Visiting Examiner is in a centre for one day only, he/she may transfer the tests from the digital voice recorder to AQA memory sticks at home.

The centre does not need to provide any other equipment.

The memory stick(s) will be retained by the Visiting Examiner. All AQA memory sticks are virus free and if a centre opts for a Visiting Examiner, it must be prepared to allow AQA memory sticks to be used on centre equipment.

The centre must provide technical assistance if the Visiting Examiner is using a centre computer or laptop to transfer the tests onto a memory stick.

The centre must provide an appropriate adult to be present in the test room for all candidates under the age of 18 to meet the requirements of AQA's Child Protection Policy. The appropriate adult must not be:

- the candidate's subject teacher
- a fellow student
- a relative of the candidate unless the candidate is entered as a Private Candidate.

Small entry centres

- 2 If candidates from a small entry centre are visiting a host centre to be tested by the Visiting Examiner alongside the host centre's candidates, the dates and arrangements for the tests should be made in conjunction with the host centre. Arrangements for provision of an invigilator and appropriate adult should be agreed between the small entry centre and the host centre. There are no separate requirements for small entry centres.

Dates and times of tests

- 3 Centres will be contacted by the Visiting Examiner appointed to conduct their speaking tests. They are requested to agree with the Visiting Examiner a suitable time for their visit(s) to the centre within the period 7 March – 15 May 2011. Centres are requested to reply promptly, direct to the Visiting Examiner appointed. Any delay in replying will make it difficult to finalise arrangements. Centres must then confirm, in writing, to the Visiting Examiner the arrangements which have been agreed. The Visiting Examiner will supply a letter for this purpose.

AQA is unable to accept requests from centres for specific dates for speaking tests. As Easter is very late in 2011, centres must be prepared to hold tests before the Easter break. Centres will be offered a maximum of three dates by their Visiting Examiner. If centres are unable to accept the date suggested by their Visiting Examiner, they will be asked to inform the Visiting Examiner of all possible alternative dates for the speaking tests within the stated period. Visiting Examiners are authorised not to accept requests from centres which completely exclude the whole sections of the speaking test period, e.g. the first three weeks. Centres should note that such exclusions may result in serious delays in arrangements being finalised.

A Visiting Examiner will only be allocated to centres with five or more candidates. These can come from across Unit 2 and Unit 4 for an individual language, eg 3 Unit 2 candidates and 2 Unit 4 candidates meet the requirement. Centres with fewer than five candidates will be advised to arrange for their candidates to travel to the nearest centre which has been allocated a Visiting Examiner or to conduct the tests themselves.

During the Autumn Term, AQA collects information relating to the expected number of candidates entering for Unit 2 and Unit 4. If this information indicates that a centre expects to have five or more candidates (which can come from Unit 2 and Unit 4 combined), yet final entry information collected in the Spring Term indicates fewer than five candidates, it will not be possible to allocate a Visiting Examiner.

It is essential that centres entering candidates for the Visiting Examiner option make the entry for this option by 21 March 2011, otherwise AQA cannot guarantee to provide a Visiting Examiner.

- 4 Morning sessions will normally start at 9.00 am and afternoon sessions at 1.30 pm (unless a specified time has been arranged), but the hours during which the tests are held may be modified in consultation with the Visiting Examiner; AQA need not be informed of any such modification. It should be assumed that Visiting Examiners will wish to start the first examination at 9.00 am which will require the first candidate to prepare at 8.40 am. To enable recording equipment to be reset, slots of 20 minutes per candidate are recommended and approximately 12-14 candidates to be examined in a day. However, Visiting Examiners will contact centres to arrange precise starting/finishing times. All candidates for a morning or afternoon session should be available at the beginning of that session for the introductory talk to enable the Visiting Examiner to introduce him/herself and put candidates at their ease.
- 5 As details are not given in the examination timetable, the centre should give internal candidates and private candidates formal notice of the day and time they will be required to attend for the tests. It should be noted that each test will last approximately 15 minutes. However, to allow time for the correct preparation, candidates should be scheduled at 20 minute intervals, as mentioned above.
- 6 When the copies of the STMS forms are received from the Visiting Examiner, the following boxes should be completed by the centre on the STMS form before it is returned to the Visiting Examiner:

Box 1 – centre number, language and unit code

Boxes 2 and 3 - candidate number and name

Box 6 – first topic for conversation (nominated by candidate)

- 7 All confidential materials for the speaking test will be sent to the Visiting Examiner, not to the centre.

Supervision of candidates preparing for the tests on the day

- 8 Candidates will be allowed 20 minutes to prepare for the test. During this time they will be allowed to make notes. Visiting Examiners will provide candidates at the beginning of the preparation time with their two stimulus cards and an Additional Answer Sheet to use for their notes for Part 1.
- 9 The Head of the Centre must provide supervision of the candidate preparing for the speaking test. Teachers should remind candidates that they must not have access to any unauthorised material such as notes not required in the test, books, papers, mobile phones or any electronic devices during the test. Please refer to the *JCQ Instructions for conducting examinations* for further clarification.

During the preparation period, the candidate is under examination conditions. He/she:

MAY

- make notes on the Additional Answer Sheet

MUST NOT

- be unsupervised
- have access to any material other than the two stimulus cards and Additional Answer Sheet for notes and his/her prompt card containing no more than five short headings for Part 2
- write on the stimulus cards in the preparation area
- be allowed to communicate with anyone
- be in a position to hear the candidate being tested.

- 10 At the end of the test of the previous candidate, the candidate who has completed the preparation period should move to the examination room, **remaining under supervision** and retaining his/her chosen stimulus card and Additional Answer Sheet containing his/her notes and the prompt card for Part 2. The stimulus card not chosen by the candidate should be collected by the Visiting Examiner before the test begins.

Centres are required in particular to make arrangements for candidates to arrive 20 minutes before the start of their speaking tests so that they may prepare themselves adequately.

Accommodation

- 11 Three rooms should be made available for the speaking tests: the first room (or corridor) for waiting candidates, the second for the candidates to prepare and the third for the tests. Teaching aids (e.g. posters, charts, vocabulary lists) which could assist candidates must be removed from the room used for preparation and from that used by the Visiting Examiner.
- 12 It is not necessary to segregate candidates who have taken the test from those who have yet to take it.

Recording of tests

- 13 All speaking tests will be recorded by the Visiting Examiner as outlined in paragraph 1 on page 22 of these Instructions.
- 14 If a laptop has been requested by the Visiting Examiner for transfer of speaking tests to a memory stick, arrangements should be made for this to be provided, together with technical assistance at the end of the session.
- 15 Checks should be made on rooms to find the most suitable for conducting the tests. The following points should be considered:
- the layout and arrangement of the rooms to be used for the preparation and conduct of the tests
 - adequate space to set out the materials for the test
 - using a small room, with curtains and/or carpet, for the recording
 - no outside noise

Absent candidates

- 16 Candidates who for sufficient reason are absent when the Visiting Examiner is testing other candidates at the centre may take the test at another centre which the same examiner is to visit later, provided that suitable arrangements can be made both with the Visiting Examiner and the Head of the other centre. If an arrangement of this nature cannot be made, a report on the candidate's absence may be submitted to AQA using an application for special

consideration. AQA cannot make special arrangements for candidates who are absent without good reason.

Candidates with speech problems or hearing impaired candidates

- 17 If a candidate has a speech problem or a hearing impairment which might affect his or her performance, a report should be submitted to AQA well before the test is held. The candidate may be informed that the Visiting Examiner will be notified of the candidate's disability. The Visiting Examiner will allow the candidate sufficient time in which to demonstrate his/her abilities. The Head of the centre should not communicate with the Visiting Examiner. Candidates suffering from a speech problem or hearing impairment may indicate that they wish to resign this part of the test before completing it.
- 18 Visiting Examiners have been instructed that they must on no account divulge their assessment of any candidate's performance in the speaking test to the centres they visit, nor may they make any criticism of or observation on, the work of an individual candidate, or of a group of candidates. Any queries in this connection must be addressed to AQA.

FREN3, GERM3, SPAN3 - Listening, Reading & Writing Test

Requirements

- 1 Materials required
 - listening material on CD (one per candidate)
 - Question and Answer Booklets, including essay planning sheet and insert containing the essay questions for the Writing section (one per candidate)
 - a copy of these Instructions
 - individual listening facilities.

Preparation

- 2 The listening material will be provided on CD. **Centres must not make their own copies of the CD: only copies provided by AQA may be used.** The recording must not be played before the examination and must be kept in secure storage. Spare copies of the material will be provided, based on the number of candidates entered.

CDs and transcripts must be treated as confidential examination material. The CDs must not be checked prior to the examination. The content of the material must not be disclosed to candidates prior to the examination.

All centres will be supplied with two types of CD. One will be a single CD which will not be tracked. **One CD of this type will be supplied per centre.** The other CD will have individual tracks recorded so that candidates using individual CD players will be able to rewind and fast forward between tracks. Sufficient numbers of this tracked CD will be supplied for all candidates entered at the centre. Centres can then choose which type of CD best meets their own individual needs in terms of the equipment they will be using for the examination. If centres intend using a laptop to play the listening material, they must ensure with their technical staff that it is sufficiently powerful to run the required program.

For each question in the Listening section, both the duration of the heard material and the track numbers from the tracked CD which correspond to that material will be printed in the Question and Answer booklet and on the transcript, eg

Length of passage: 55 seconds
Tracks: 10-18

- 3 At least one spare CD player and batteries and one spare CD must be available for candidates taking the examination where CD players are used.
- 4 It should be noted that if a language laboratory is used, the seating arrangements must comply with the regulations contained in the *JCQ Instructions for conducting examinations*. It is also essential that candidates complete the whole test in the laboratory, including the Reading and Writing sections as they must have access to the listening material for the duration of the examination.
- 5 In accordance with the *JCQ Instructions for conducting examinations*, all notices should be posted and warnings given to candidates.

Information for Candidates

The following information must be brought to the attention of candidates before the examination.

- 6 All personal CD players must be of a size suitable for use on the desk at which the candidate will take the test. The equipment must be capable of operating independently of mains electricity.
- 7 The power supply and general working condition of the equipment are the responsibility of the candidate. AQA will not normally consider a fault in the operation of a personal CD player as justifying special consideration for its user.
- 8 Candidates are not permitted to borrow a CD player from another candidate while the test is in progress if a fault develops with their own equipment, or for any other reason. In such an event the invigilator may supply the candidate with a standby machine provided by the centre.
- 9 CD player cases, instruction leaflets and similar material must not be brought into the examination room. The following items are classed as unauthorised material and must not be brought into the examination room:
 - text books
 - research notes
 - pictures
 - music.

Use of MP3 players

- 10 The following instructions apply to the use of MP3 players
 - The Examinations Officer **must** sign for listening materials provided in CD format in accordance with section 1.10 of the *JCQ Instructions for conducting examinations*.
 - MP3 players **must** be provided by the centre. It is not acceptable for a candidate to provide their own MP3 player.
 - The downloading of listening materials onto centres' MP3 players from a CD **must** take place **no earlier than 1 working day before the examination**. Prior permission **does not** need to be sought from AQA.
 - Whenever possible, it is recommended that a member of staff from the centre's ICT department or the Examinations Officer undertakes this task. The material must be downloaded to the secure part of a centre's network, ie the part of the network which is only accessible to ICT staff and not to students.
 - Only the listening material for the June 2011 GCE MFL Listening examination may be stored on the MP3 players.
 - The confidential materials supplied by AQA for the purposes of the Listening examination **must** be returned to the centre's secure storage facilities as soon as the download to each of the MP3 players has been completed.
 - All MP3 players with confidential material stored on them prior to the examination **must** be returned to the centre's secure storage facilities and **must** be stored in accordance with section 1.3 of the *JCQ Instructions for conducting examinations*.

The MP3 players **must** be treated as confidential examination material until the examination has been sat.

- The Examinations Officer **must** keep a log of their actions at all times. Principally, the date when the confidential material was downloaded to each of the MP3 players, when the MP3 players with confidential material stored on them were placed in secure storage and when the MP3 players were cleared of the listening material.
- Centres **must** ensure that:
 - the MP3 players are of a suitable size and must be capable of operating independently;
 - each MP3 player is fully operational at the time the downloading of the listening material takes place. The general working condition of the equipment is the responsibility of the centre and AQA will not normally consider a fault in the operation of a MP3 player as sufficient grounds for an application for special consideration;
 - at least one spare MP3 player is available for candidates where MP3 players are being used in a MFL Listening examination.
- **Candidates must not borrow a MP3 player from another candidate whilst the examination is in progress for any reason.** The invigilator **must** supply the candidate with a replacement MP3 player provided by the centre. The candidate **must** remain under supervision at all times and **must** be allowed the full amount of time specified for the examination.
- After completion of the examination
 - the listening files **must** be removed from the MP3 players;
 - the files may be retained by the centre for their own internal use with future candidates;
 - the MP3 players **must** be cleared of files prior to the commencement of any future examination series.

Digitising listening material

11 Storing listening material on a centre's computer network or language laboratory.

- For the purposes of digitising the listening material on a centre's computer network, centres may have access to the confidential listening material **up to 1 working day before the examination**. Prior permission **does not** need to be sought from AQA. Appropriate measures must be in place to ensure that the material is kept totally secure until the time of the examination.
- Whenever possible, it is recommended that a member of staff from the centre's ICT department or the Examinations Officer undertakes this task. The material must be downloaded to the secure part of a centre's network, ie the part of the network which is only accessible to ICT staff and not to students.
- Once the listening material has been downloaded, the examination room/area **must not** be left unsupervised or unlocked. Access to the internet, data stored on the hard drive or any portable media such as floppy disks, CDs or memory sticks is **not** permitted during the examination.

Conduct of the Test

- 12 Before the test begins, candidates should be given the Question and Answer Booklet and asked to complete the details on the front cover.
- 13 Candidates' attention should be drawn to the instructions and information printed on the front cover of the Question and Answer Booklet. Candidates must not open the Question and Answer Booklet until they have read these instructions and the invigilator has answered any queries. Candidates' attention should be drawn to the weighting of the sections and the allocation of marks to each question. They should be reminded that they should allocate their time appropriately and that they may answer the questions/sections in any order. They should also be reminded that they must use black ink or black ballpoint pen to write their answers and that they must write their answers in the spaces provided. The Essay Planning Sheet must not be used to write answers as it will not be marked.
- 14 Candidates must be warned that, once permission has been given to begin the test, they will not be allowed to ask any further questions. Candidates should then be told to begin the test.
- 15 **A transcript is provided in a separate sealed packet. This packet must not be opened until after the examination. The transcript must not be read aloud to candidates during the examination.**

Problems

- 16 If the candidate's CD player breaks down, the candidate may be provided with a standby machine provided by the centre (see paragraphs 3 and 8). The candidate must remain under supervision throughout and must be allowed the full amount of time specified for the test. Candidate and Centre Support, Irregularities Section (AQA, Manchester) must be informed of the incident in writing as soon as possible after the test.
- 17 If the candidate's CD is faulty, the candidate must be provided with a replacement. The candidate must remain under supervision throughout and must be allowed the full amount of time specified for the test. Candidate and Centre Support, Irregularities Section (AQA, Manchester) must be informed of the incident in writing as soon as possible after the test.

After the Test

- 18 The Question and Answer Booklets should be collected in and arranged in the order of the candidates' names on the Attendance List(s). The Question and Answer Booklets and the Attendance List(s) should then be packaged together and despatched using the labels provided. If candidates have used the essay planning sheet, this must be collected in by the invigilator and disposed of confidentially. **It must not be sent with the scripts for marking.** The insert containing the essay questions for the Writing section and inserts for any other questions must also not be sent with the scripts for marking.
- 19 After completion of the test, the CDs may be retained by the centre for use with future candidates.

FRE4T, GER4T, SPA4T – Speaking Tests

These tests will be conducted by the teacher and marked by AQA examiners.

Please note: AQA does **not** supply any media for centres to record their speaking tests.

AQA recommends centres use the free Audacity software to record their speaking tests. To download the software, please visit the Audacity website. Further information can be found on AQA's website. If Audacity is used, candidate recordings **must be saved as mp3 files** and not as .aup. files. Centres must ensure that they check all recordings have been saved as mp3 files before despatching them for marking.

Centres must refer to the requirements below for file naming and for the information which must accompany speaking tests when they are despatched to AQA examiners for marking.

Recording Speaking Tests on Cassette Tapes/CDs/Memory Sticks

AQA will, for the immediate future, accept recordings of speaking tests on cassette tapes, CDs or memory sticks. AQA **cannot** accept speaking tests recorded on any other medium.

If centres submit recordings of speaking tests on cassette tapes, CDs or memory sticks then the following **must** accompany the recordings when they are sent to AQA's examiners:

- completed Speaking Test Marking Schedule (STMS) forms for each candidate recorded, together with:

either: **cassette tapes** with an insert for **each tape** containing the following information:

- the number and name of each candidate on the cassette
- component code (eg GER4T)
- centre number
- teacher-examiner's name (written clearly)

or: **audio CDs** with a card insert for **each CD** containing the following information:

- the track number and name/number of each candidate on the CD (eg Track1 0041 Michael Stipe)
- component code (eg GER4T)
- centre number
- teacher-examiner's name (written clearly)

In addition, the centre number and component code should be written on the CD with an indelible pen. Do not use a sticky label.

or: **Data CD** with a card insert for **each CD** containing the following information:

- the number and name of each candidate on the CD
- component code (eg GER4T)
- centre number
- teacher-examiner's name (written clearly)

Individual candidate recordings should be saved as .mp3 files. The filename **must** contain the component code, centre number and candidate number, eg GER4_55217_0041.mp3

In addition, the centre number and component code should be written on the CD with an indelible pen. Do not use a sticky label.

or: **Memory sticks** with the following information securely attached to the memory stick on a tag (or attached on an additional sheet if it is not possible to write all of the required information on the tag) :

- the number and name of each candidate on the memory stick
- component code (eg GER4T)
- centre number
- teacher-examiner's name (written clearly)

Individual candidate recordings should be saved as .mp3 files. The filename **must** contain the component code, centre number and candidate number, eg GER4_55217_0041.mp3

It is suggested that if centres are using memory sticks and it is not possible to write all of the required information on a tag as required above, the memory sticks should be labelled 1 of 2 etc and confirmation of which memory stick each candidate is on should be written on the STMS form. This would be extremely helpful to the AQA examiner when there are a large number of candidates at a centre and several memory sticks are used.

Centres **must** use a separate cassette tape/CD/memory stick for each language submitted, as these will be despatched to different AQA examiners for marking. However, it is acceptable for one teaching group for a particular language to use one medium, eg CDs and another teaching group to use another medium, eg memory sticks.

Once tapes/CDs/memory sticks are submitted for marking, they become the property of AQA and will not be returned to centres. Centres can request a breakdown of the marks awarded for GCE French, German and Spanish. Any centre wishing to receive a breakdown of marks should request either Priority Access to Scripts (PATS) or Original Access to Scripts (OATS) for these STMS forms. These should be requested via e-AQA and will be chargeable at a cost of £4.00 per candidate.

Return of recordings 2011

From Summer 2011, centres will additionally be able to request the return of all their recordings along with the STMS's.

The recordings and breakdown of marks will be returned for the full cohort – individual recordings cannot be returned. To meet data protection legislation, any centre requiring recordings to be returned must obtain written permission from all the candidates before the request is submitted. A [return of speaking test order proforma](#) will be made available on the respective language pages of the AQA website, on which requests **must** be submitted.

Note: Recordings will be returned to centres no later than the end of November each year. Recordings will not be returned before the end of the Post Results period (20 September) under any circumstances.

Costs for this service will be:

£20 PER CENTRE for GCE Teacher conducted speaking tests
£30 PER CENTRE for GCE Visiting Examiner conducted speaking tests

Requirements

1 Materials required

- Recording device with microphone
- Candidate's and Examiner's Material
- Additional Answer Sheets

- a copy of these Instructions
- Marking Schedules (STMS) for Unit 4

Teachers may like to use a timing device to ensure adherence to the correct timing of each part.

2 The tests will be held within the **period** specified below:

7 March – 15 May 2011

3 AQA reserves the right to conduct additional Speaking Tests administered by external examiners, in cases where it might be considered necessary.

Preparation

4 In order that teachers have time to prepare for the tests, the examination material may be opened, if the teacher so wishes, up to two working days before the test period. Teachers may, therefore, have access to the material from **3 March 2011** onwards.

It is essential that the confidentiality of the examination material is strictly maintained prior to, and throughout, the period of the tests. Its content must not be disclosed to anyone not conducting the tests (especially candidates) and the material must be kept on the centre's premises, under secure storage. For a definition of 'secure storage' please refer to the *JCQ Instructions for conducting examinations*. The tests must not be photocopied.

The centre must ensure that Speaking Test material is checked in and out of secure storage both during the preparation period and during the period of the tests. It is essential that it remains on the premises at all times and is treated as confidential material until the end of the examining period, ie. 15 May 2011.

AQA relies on the professional integrity of teachers during this period. Teachers are reminded that if AQA is satisfied that a breach of confidentiality has occurred, it reserves the right to take such action as it deems necessary, in the circumstances, to protect the integrity of the examination.

5 The teacher should study the material for Part 1 of the test. It is most important to prepare suitable questions using the Notes for Examiners provided in the Examiner's Material which can be adapted both to the ability of the candidate and to the candidate's utterances when necessary. This cannot be achieved by the rigid use of a list of prepared questions.

6 When the room for conducting the tests has been set up, the equipment which will be used to record the tests should be checked to ensure a high quality of recording so that both candidate and teacher-examiner can be heard clearly. Examiners cannot mark what they cannot hear.

7 Checks should be made on rooms to find the most suitable for conducting the tests. The following points should be considered -

- the layout and arrangement of the rooms to be used for the preparation and conduct of the tests
- adequate space to set out the materials for the test
- use of a small room, with curtains and/or carpet, for a high quality recording
- no outside noise
- the positioning of the recording equipment to ensure maximum recording quality of both teacher and candidate.

The recording equipment should be set up and tested at least 30 minutes before the start of the tests.

- 8 **Extreme care needs to be taken in all technical aspects of the recording of the tests to ensure that candidates' performances are not wholly or partially inaudible. Poor quality recordings can result in candidates being disadvantaged.**
- 9 **Teachers should remind candidates that they must not have access to any unauthorised material such as notes not required in the test, books, papers, mobile phones or any electronic devices during the test. Teachers should refer to the *JCQ Instructions for conducting examinations* for further clarification.**
- 10 The teacher should indicate the examination series, the language being tested and complete boxes 1, 2, 3, 4 and 6 of the Marking Schedule (STMS) and should select two stimulus cards, according to the instructions given in paragraph 28. An exemplar completed STMS form is provided on page 40 of these Instructions. The 2011 STMS form is one sheet per candidate.
- 11 The candidate should be given the two stimulus cards and an Additional Answer Sheet and should then move, **under supervision**, to the preparation area to study the material and prepare his/her responses. The candidate may make notes on the Additional Answer Sheet provided. A preparation time of 20 minutes should be allowed.
- 12 During the preparation period, the candidate is under examination conditions. He/she:
- MAY**
- make notes on the Additional Answer Sheet
- MUST NOT**
- be unsupervised
 - have access to any material other than the two stimulus cards and Additional Answer Sheet for notes for Part 1
 - write on the stimulus cards in the preparation area
 - be allowed to communicate with anyone
 - be in a position to hear the candidate being tested.
- 13 At the end of the test of the previous candidate, the candidate who has completed the preparation period should move to the examination room, **remaining under supervision** and retaining his/her chosen stimulus card and Additional Answer Sheet containing his/her notes. The stimulus card **not** chosen by the candidate should be collected by the teacher-examiner before the test begins.

Format of the Test

14 *Part 1 – Discussion of a Stimulus Card*

Each candidate should be given two stimulus cards from a set of six cards according to the sequence list provided in paragraph 28. All cards are based on aspects of the three topics prescribed for A2, ie Environment, the Multicultural Society and Contemporary Issues. Two cards will be set on each topic, each card covering a different sub-topic.

Candidates should prepare **one** of these stimulus cards during the 20 minutes preparation period, choosing one of the two opinions expressed on their chosen card. They will be required to present this opinion for no more than one minute and then justify and defend it. Candidates can make notes on an Additional Answer Sheet during their preparation time which can be taken into the examination room and referred to during this part of the test. The *Examiner's Material* supplied by AQA will contain a number of suggested points in the target language which may be used by the teacher-examiner during the discussion. These

points are suggestions to assist the teacher-examiner in his/her preparation. They are not prescriptive and teacher-examiners may wish to add their own points to those provided.

This part of the test must last no more than five minutes.

At the end of Part 1, the candidate must hand the stimulus card and his/her notes to the teacher-examiner.

Part 2 – Conversation

The teacher-examiner will encourage a conversation on the two Cultural Topics studied by the candidate during the A2 course. Approximately five minutes should be spent discussing each Cultural Topic. Candidates will not be permitted to use any notes or visual material during this part of the test. They are not permitted to have a prompt card.

Teacher-examiners will follow up candidates' responses, giving them the opportunity to develop ideas and respond spontaneously. This will allow them to access the higher mark bands for Interaction. Candidates should be advised that they will not be permitted to deliver lengthy sections of pre-learnt material and attempts to do so will have an adverse effect on their marks for Interaction.

Teacher-examiners should react to what the candidate says, rather than relying on a pre-prepared list of questions. There may be some overlap of starter questions from one candidate to another but following these with attentive and responsive questioning will avoid the same conversation being repeated from one candidate to the next.

This part of the test should last no more than 10 minutes.

Conduct of the Test

- 15 The teacher-examiner should record the introduction (candidate details, etc as specified in paragraph 29), make sure that the candidate is settled, check that the equipment is still on 'record' and then begin the test by stating the letter of the stimulus card the candidate has prepared for Part 1.
- 16 **The recording equipment must not be stopped or paused during the recording of the test except in an emergency. Non-compliance with this instruction may result in investigation by AQA.**

The candidate should then be invited to say which opinion they have chosen, by the teacher-examiner asking in the target language 'Have you chosen Opinion 1 or Opinion 2?' When the candidate confirms which opinion they have chosen, the teacher-examiner should say in the target language 'You now have one minute to outline your point of view'. At this point the candidate should speak for about one minute, uninterrupted, to set out 4 or 5 points, if possible, with some limited justification or exemplification for each one as this gives them access to the 5 marks for 'response to the stimulus material'.

It is important that the teacher-examiner then reacts to what the candidate says to enable a meaningful and productive discussion of both points of view. During the discussion, the teacher-examiner and candidate can include any points which support the view they are defending. These points/arguments may be drawn from outside the sub-topic printed at the top of the card, provided they are relevant to the issue being discussed. The issue is summarised in the heading immediately above Opinion 1 and Opinion 2 on the card. Whilst the teacher-examiner is required to challenge the candidate's view, this should be done in a sensitive and non-aggressive way. It is important during the preparation of candidates to ensure that they are familiar with this type of activity and use their preparation time productively to formulate their arguments and views and develop the points they have made in the first minute. It should also be made clear to candidates that they are required to

defend and justify the opinion they have chosen for the duration of this part of the test. Candidates must not change their opinion during the discussion nor must they support both opinions. The discussion must last 4 minutes. **Part 1 must last no more than 5 minutes in total.**

- 17 The teacher-examiner should then collect in the stimulus card and Additional Answer Sheet from the candidate. The Additional Answer Sheets should be kept securely until the end of the examining period (**15 May 2011**) when they should be destroyed.
- 18 The teacher-examiner should then indicate the start of Part 2 by saying in the target language "Thank you. Now, the conversation". It is not necessary to ask what the candidate has chosen to study, as these topics will be indicated on the STMS (eg author and name of book studied, name of painter and painting(s) studied). An exemplar completed STMS form is provided on page 40 of these Instructions.
- 19 Approximately 5 minutes should be spent on each Cultural Topic. Rather than concentrating only on factual knowledge, the teacher-examiner should be encouraging the candidate to express opinions about and reactions to what she/he has studied. As specified in the assessment criteria, the candidate who gives only factual knowledge will be limiting his/her Interaction mark to a maximum of 6. A small number of suggested 'starter questions' on each Cultural Topic are available in the Teacher Resource Bank on AQA's website to offer guidance on the types of questions which should be used. However, teacher-examiners will need to prepare some questions which relate to what individual candidates have studied.

During the conversation, the teacher-examiner should put questions and direct the conversation so as to encourage each candidate to demonstrate as wide a range of conversational and linguistic skills as possible within his/her capabilities. It is not, for example, in candidates' interests to restrict them to a simpler level than that at which they are capable of performing, nor to ask candidates questions which are too difficult for them.

The candidate's ability to deal with unpredicted areas of questioning should be tested and teacher-examiners need therefore to intervene sensitively to avoid candidates operating in 'prepared speech' mode. Not only is it entirely appropriate at A2 for the teacher-examiner to challenge a point of view or ask for further clarification of an opinion, but this is a practice to be encouraged as it will provide opportunities for candidates to access the top band marks for Interaction. If teacher-examiners remain within fairly 'safe' and predictable areas of questioning and give candidates the opportunity to deliver 'rehearsed' responses, there will be little evidence to justify the higher mark bands being awarded for Interaction.

The conversation must last **no more than ten minutes.**

- 20 If the teacher-examiner feels that a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly without stopping the recording. At no time should any other communication, apart from that involved in the test itself, take place between the teacher-examiner and the candidate.

It is a requirement of the specification that both Cultural Topics are discussed in the Unit 4 Speaking Test. Paragraph 14 above states that approximately 5 minutes should be spent on each Cultural Topic. Therefore, a candidate who spends less than 4 minutes on one of their Cultural Topics will have their mark for Interaction reduced by one band, eg a candidate who is judged at 8 marks would have the mark reduced to 6. If a candidate discusses only one Cultural Topic in Part 2, the marks for Fluency, Interaction and Pronunciation and Intonation will be limited to a maximum of band 3 of the assessment criteria. The mark for Knowledge of Grammar based on Part 1 and the discussion of one Cultural Topic will be reduced by one band to take into account the fact that only one Cultural Topic has been discussed.

Throughout the test, teacher-examiners should avoid correcting language, completing candidates' answers, encouraging short replies and talking more than the candidate. **The complete speaking test for an individual candidate must not exceed 15 minutes. Marking will stop at 15 minutes.**

- 21 The teacher-examiner should then record 'End of Test' and, while the candidate is still in the room, check that it has been recorded.

Problems

- 22 If the candidate details have not been recorded and the omission is discovered during or immediately after the test, the teacher-examiner must record the candidate's details at the end of the test with the words 'That was the test of candidate number ... (name of candidate)'.
- 23 The recording must not be stopped, paused or interrupted until the end of the candidate's test, except in an emergency. If an emergency arises which makes it necessary to interrupt a test, a note of explanation must be sent to the examiner with the recordings.
- 24 If the test is interrupted by external factors, such as noise or someone entering the room, the teacher-examiner must continue with the test unless the interruption is likely to obscure the candidate's recording. Otherwise, the recording should be allowed to run but the test should not be continued until the interruption has ceased. The recording must not be stopped unless the interruption is lengthy or very disruptive.
- 25 If the candidate appears too upset to continue the test, he/she should nevertheless be encouraged to continue. The recording must not be stopped unless it is absolutely essential to do so, in which case a letter explaining the circumstances must be sent to the examiner with the recordings. If there are medical reasons for the candidate's inability to continue, an application for special consideration should be submitted in line with the instructions contained in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. Examinations Officers will be familiar with this procedure.
- 26 The **only** circumstances in which a candidate can be re-tested are if:
- the test has not been recorded or is inaudible
 - there is a technical malfunction during the test

The candidate concerned should be re-tested as soon after the end of the particular session as possible ensuring that different stimulus material and different aspects of the last two topics are used. A note stating the circumstances must be sent to the examiner. If the teacher feels that the candidate has been disadvantaged by these circumstances, an application for special consideration should be submitted for the candidate concerned in line with the instructions contained in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. Your Examinations Officer will be familiar with this procedure.

AQA will not normally consider an error in the conduct of the test on the part of the teacher-examiner as justifying an application for special consideration.

After the Tests

- 27 As soon as all the tests are completed, the cassette tapes, CDs or memory sticks must be sent to the AQA examiner enclosing the completed Marking Schedules (STMS) for **all** candidates on the recordings and the attendance list, together with the information requested on pages 30 & 31 of these Instructions. The last date for sending tests to the AQA examiner is **Monday 16 May 2011**.

Sequence of Stimulus Cards for Part 1

- 28 Candidates must be given two stimulus cards using the following sequence. The teacher-examiner must avoid any overlap with either of the candidate's Cultural Topics for the Part 2 Conversation. It is not possible to give a blanket ruling on the issue of overlap of topics. Part of the teacher-examiner's preparation is to look at the scope of the individual cards and make a judgement as to whether there is the possibility of overlap of material in terms of what their candidates have studied. If so, then the next suitable combination of cards in the sequence should be offered to the candidate. Centres with more than 12 candidates should begin the sequence again from number 1.

Candidate Number	Cards
1	B & D
2	E & F
3	A & C
4	B & F
5	C & D
6	A & E
7	B & C
8	C & E
9	D & F
10	A & F
11	D & E
12	A & B

Apart from those centres with very small numbers it is expected that **all** cards will be used.

29 **Summary of procedures**

AT THIS POINT	RECORD THIS	DO THIS
At the start of each test	'A2 Unit 4 Test in _____ (<i>language</i>) June 2011 Centre No. _____'	Complete the STMS form with the candidate details.
At the start of each candidate's test	'Candidate No. _____, _____ (name of candidate)' 'Stimulus card _____ (letter of card)'	On the STMS form, write the letter of the stimulus card chosen by the candidate and ensure the two Cultural Topics for Part 2 are written in Box 6. Start the test. Do not stop or pause the recording at any time during the test.
At the end of each candidate's test	'End of test'	Check that the test has been recorded clearly and audibly. Prepare the equipment ready to record the next candidate.
After the last candidate for the centre		Centres must send their recordings, the Attendance List and the STMS forms to the appropriate examiner, ensuring that all the information listed on pages 29 & 30 of these Instructions is also included.

30 **Tester Performance Records**

All teacher-examiners at a centre will receive a Tester Performance Record completed by the examiner marking the tests. The feedback is intended to highlight any issues which may have affected candidate performance. A copy of the form used is provided on page 40 for information.

UNIT 4 MFL SPEAKING EXAMINATION SUMMER 20____



STMS

Marking Schedule for Centre Conducted/Visiting Examiner Speaking Test

Visiting Examiner option - Centre to complete boxes 1, 2, 3 & 6 only

Centre Conducted option - Centre to complete boxes 1, 2, 3, 4 and 6 only and name of Teacher-Examiner (NO MARKS TO BE ENTERED BY CENTRE)

Centre No:		1. Language: (e.g. Spanish)								
		Unit Code: (e.g. SPA4T or SPA4V)								
2.	3.	4. Part 1	5. Part 1		6.	7. Part 2 - Conversation			8.	9.
Candidate Number	Candidate Name	Stimulus Card Letter	Response to Material	Response to Challenges	Part 2 – Cultural Topics studied	Fluency	Interaction	Pronunciation/ Intonation	Grammar overall	Total
			Max. 5	Max. 10		Max. 5	Max.10	Max. 5	Max. 15	Max. 50
					Topic 1:					
For Office use only					Topic 2:					

Name of Teacher-Examiner.....(please print) Name of AQA Examiner.....(please print)

Partially completed form to be given to Visiting Examiner (Visiting Examiner option)

Partially completed form to be sent to AQA Examiner (Centre Conducted option)

UNIT 4 MFL SPEAKING EXAMINATION SUMMER 20 10



STMS

Marking Schedule for Centre Conducted/Visiting Examiner Speaking Test

Visiting Examiner option - Centre to complete boxes 1, 2, 3 & 6 only

Centre Conducted option - Centre to complete boxes 1, 2, 3, 4 and 6 only and name of Teacher-Examiner (NO MARKS TO BE ENTERED BY CENTRE)

Centre No:		1. Language: (e.g. Spanish) French								
		Unit Code: (e.g. SPA4T or SPA4V) FR2LV								
2.	3.	4. Part 1	5. Part 1		6.	7. Part 2 - Conversation			8.	9.
Candidate Number	Candidate Name	Stimulus Card Letter	Response to Material Max. 5	Response to Challenges Max. 10	Part 2 – Cultural Topics studied	Fluency Max. 5	Interaction Max.10	Pronunciation/ Intonation Max. 5	Grammar overall Max. 15	Total Max. 50
15	CANDIDATE B	F			Topic 1: The work of an Author LA GLOIRE DE MON PÈRE MARCEL REGNOL					
For Office use only					Topic 2: The work of a Director LA HEINE MATHIEU KASSOVITZ					

Name of Teacher-Examiner.....(please print) Name of AQA Examiner.....(please print)

Advanced Level Speaking Tests Unit 4
Modern Foreign Languages
Tester Performance Record (Centre Conducted)



CENTRE NUMBER					
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Examination: Summer 20__

Language: French / German / Spanish *

Teacher: _____
 (PLEASE PRINT)

This report is provided with a view to assisting you in your preparation for future test sessions.

A. Administrative Procedures

<input type="checkbox"/>	Ensures that each recording is audible	<input type="checkbox"/>	Recording levels not checked sufficiently for audibility
<input type="checkbox"/>	Administration follows all the guidelines	<input type="checkbox"/>	Not undertaken in accordance with guidelines
<input type="checkbox"/>	Introduces the 2 different sections appropriately	<input type="checkbox"/>	Fails to introduce the 2 sections appropriately

B. Conduct of the Tests: Stimulus Cards

<input type="checkbox"/>	Is familiar with the issues raised on the cards	<input type="checkbox"/>	Lacks familiarity with the cards
<input type="checkbox"/>	Allows the candidate one minute to outline her/his arguments in defence of the chosen opinion	<input type="checkbox"/>	Interrupts the candidate before s/he has had chance to outline her/his arguments in defence of the chosen opinion
<input type="checkbox"/>	Challenges the candidate to develop points made in the initial outline of arguments	<input type="checkbox"/>	Fails to challenge the candidate to develop points made in the initial outline of arguments
<input type="checkbox"/>	Conducts part 1 of the test in a way that allows the candidate to complete the task to the best of his/her ability	<input type="checkbox"/>	Limits the candidate's opportunities to complete the task to the best of his/her ability

C. Conduct of the Tests: Conversation

<input type="checkbox"/>	Achieves a balanced allocation of time across the 2 Cultural Topics discussed	<input type="checkbox"/>	Allocation of time across the 2 Cultural Topics discussed lacks balance
<input type="checkbox"/>	Steers each candidate away from rehearsed responses	<input type="checkbox"/>	Fails to discourage rehearsed responses throughout the conversation
<input type="checkbox"/>	Manages the exchanges to elicit the best possible linguistic performance	<input type="checkbox"/>	Allows candidates to set their own linguistic agenda
<input type="checkbox"/>	Allows candidates to respond fully	<input type="checkbox"/>	Interrupts candidates unnecessarily
<input type="checkbox"/>	Mostly uses clear, concise and open questions	<input type="checkbox"/>	Asks too many closed questions or unclear questions
<input type="checkbox"/>	Varies the questions with each candidate	<input type="checkbox"/>	Asks each candidate identical questions
<input type="checkbox"/>	Asks questions which allow candidates to develop ideas and points of view	<input type="checkbox"/>	Asks mainly factual questions
<input type="checkbox"/>	Challenges candidates' views and opinions	<input type="checkbox"/>	Does not challenge candidates' views and opinions
<input type="checkbox"/>	Follows up candidate responses to allow development of ideas	<input type="checkbox"/>	Tends to work through a list of questions without following up candidate responses
<input type="checkbox"/>	Signals clearly the change from one topic to another	<input type="checkbox"/>	Makes an unclear transition between topics
<input type="checkbox"/>	Allows all candidates to do their best	<input type="checkbox"/>	Limits the scope of candidates' performances
<input type="checkbox"/>	Concludes the test in a way that is sensitive to the candidate	<input type="checkbox"/>	Ends the test abruptly and insensitively

Comments:

* Delete as appropriate

FRE4V, GER4V, SPA4V – Speaking Tests

1. These tests will be conducted, recorded as audio files **and** marked by the Visiting Examiner.

In Summer 2011, AQA Visiting Examiners will not be using the AQA Audio Recorder. Instead, they will be using hand-held digital voice recorders to record candidate speaking tests and then saving tests from the digital voice recorder onto AQA memory sticks. The centre may be asked by the Visiting Examiner to provide access to a centre computer or laptop to transfer the tests at the end of the session from the digital voice recorder onto AQA memory sticks. The Visiting Examiner may choose to bring a laptop with them to do this, but this is optional. If they are **not** bringing their own laptop, the centre must provide access to a computer or laptop as specified above. Where a Visiting Examiner is in a centre for one day only, he/she may transfer the tests from the digital voice recorder to AQA memory sticks at home.

The centre does not need to provide any other equipment.

The memory stick(s) will be retained by the Visiting Examiner. All AQA memory sticks are virus free and if a centre opts for a Visiting Examiner, it must be prepared to allow AQA memory sticks to be used on centre equipment.

The centre must provide technical assistance if the Visiting Examiner is using a centre computer or laptop to transfer the tests onto a memory stick.

The centre must provide an appropriate adult to be present in the test room for all candidates under the age of 18 to meet the requirements of AQA's Child Protection Policy. The appropriate adult must not be:

- the candidate's subject teacher
- a fellow student
- a relative of the candidate unless the candidate is entered as a Private Candidate.

Small entry centres

2. If candidates from a small entry centre are visiting a host centre to be tested by the Visiting Examiner alongside the host centre's candidates, the dates and arrangements for the tests should be made in conjunction with the host centre. Arrangements for provision of an invigilator and appropriate adult should be agreed between the small entry centre and the host centre. There are no separate requirements for small entry centres.

Dates and times of tests

3. Centres will be contacted by the Visiting Examiner appointed to conduct their speaking tests. They are requested to agree with the Visiting Examiner a suitable time for their visit(s) to the centre within the period 7 March – 15 May 2011. Centres are requested to reply promptly, direct to the Visiting Examiner appointed. Any delay in replying will make it difficult to finalise arrangements. Centres must then confirm, in writing, to the Visiting Examiner the arrangements which have been agreed. The Visiting Examiner will supply a letter for this purpose.

AQA is unable to accept requests from centres for specific dates for speaking tests. As Easter is very late in 2011, centres must be prepared to hold tests before the Easter break. Centres will be offered a maximum of three dates by their Visiting Examiner. If centres are unable to accept the date suggested by their Visiting Examiner, they will be asked to inform the Visiting Examiner of all possible alternative dates for the speaking tests within the stated period. Visiting Examiners are authorised not to accept requests from centres which completely exclude the whole sections of the speaking test period, e.g. the first three weeks. Centres should note that such exclusions may result in serious delays in arrangements being finalised.

A Visiting Examiner will only be allocated to centres with five or more candidates. These can come from across Unit 2 and Unit 4 for an individual language, eg 3 Unit 2 candidates and 2 Unit 4 candidates meet the requirement. Centres with fewer than five candidates will be advised to arrange for their candidates to travel to the nearest centre which has been allocated a Visiting Examiner or to conduct the tests themselves.

During the Autumn Term, AQA collects information relating to the expected number of candidates entering for Unit 2 and Unit 4. If this information indicates that a centre expects to have five or more candidates (which can come from Unit 2 and Unit 4 combined), yet final entry information collected in the Spring Term indicates fewer than five candidates, it will not be possible to allocate a Visiting Examiner.

It is essential that centres entering candidates for the Visiting Examiner option make the entry for this option by 21 March 2011, otherwise AQA cannot guarantee to provide a Visiting Examiner.

- 4 Morning sessions will normally start at 9.00 am and afternoon sessions at 1.30 pm (unless a specified time has been arranged), but the hours during which the tests are held may be modified in consultation with the Visiting Examiner; AQA need not be informed of any such modification. It should be assumed that Visiting Examiners will wish to start the first examination at 9.00 am which will require the first candidate to prepare at 8.40 am. To enable recording equipment to be reset, slots of 20 minutes per candidate are recommended and approximately 12-14 candidates to be examined in a day. However, Visiting Examiners will contact centres to arrange precise starting/finishing times. All candidates for a morning or afternoon session should be available at the beginning of that session for the introductory talk to enable the Visiting Examiner to introduce him/herself and put candidates at their ease.
- 5 As details are not given in the examination timetable, the centre should give internal candidates and private candidates formal notice of the day and time they will be required to attend for the tests. It should be noted that each test will last approximately 15 minutes. However, to allow time for the correct preparation, candidates should be scheduled at 20 minute intervals, as mentioned above.
- 6 When the copies of the STMS forms are received from the Visiting Examiner, the following boxes should be completed by the centre on the STMS form before it is returned to the Visiting Examiner:

Box 1 – centre number, language and unit code

Boxes 2 and 3 - candidate number and name

Box 6 – the two Cultural Topics studied by the candidate

- 7 All confidential materials for the speaking test will be sent to the Visiting Examiner, not to the centre.

Supervision of candidates preparing for the tests on the day

- 8 Candidates will be allowed 20 minutes to prepare for the test. During this time they will be allowed to make notes. Visiting Examiners will provide candidates at the beginning of the preparation time with their two stimulus cards and an Additional Answer Sheet to use for their notes for Part 1.
- 9 The Head of the Centre must provide supervision of the candidate preparing for the speaking test. Teachers should remind candidates that they must not have access to any unauthorised material such as notes not required in the test, books, papers, mobile phones or any electronic devices during the test. Please refer to the *JCQ Instructions for conducting examinations* for further clarification.

During the preparation period, the candidate is under examination conditions. He/she:

MAY

- make notes on the Additional Answer Sheet

MUST NOT

- be unsupervised
- have access to any material other than the two stimulus cards and Additional Answer Sheet for notes for Part 1
- write on the stimulus cards in the preparation area
- be allowed to communicate with anyone
- be in a position to hear the candidate being tested.

- 10 At the end of the test of the previous candidate, the candidate who has completed the preparation period should move to the examination room, **remaining under supervision** and retaining his/her chosen stimulus card and Additional Answer Sheet containing his/her notes for Part 1. The stimulus card not chosen by the candidate should be collected by the Visiting Examiner before the test begins.

Centres are required in particular to make arrangements for candidates to arrive 20 minutes before the start of their speaking tests so that they may prepare themselves adequately.

Accommodation

- 11 Three rooms should be made available for the speaking tests: the first room (or corridor) for waiting candidates, the second for the candidates to prepare and the third for the tests. Teaching aids (e.g. posters, charts, vocabulary lists) which could assist candidates must be removed from the room used for preparation and from that used by the Visiting Examiner.
- 12 It is not necessary to segregate candidates who have taken the test from those who have yet to take it.

Recording of tests

- 13 All speaking tests will be recorded by the Visiting Examiner as outlined in paragraph 1 on page 42 of these Instructions.
- 14 If a laptop has been requested by the Visiting Examiner for transfer of speaking tests to a memory stick, arrangements should be made for this to be provided, together with technical assistance at the end of the session.
- 15 Checks should be made on rooms to find the most suitable for conducting the tests. The following points should be considered:
- the layout and arrangement of the rooms to be used for the preparation and conduct of the tests
 - adequate space to set out the materials for the test
 - using a small room, with curtains and/or carpet, for the recording
 - no outside noise

Absent candidates

- 16 Candidates who for sufficient reason are absent when the Visiting Examiner is testing other candidates at the centre may take the test at another centre which the same examiner is to visit later, provided that suitable arrangements can be made both with the Visiting Examiner and the Head of the other centre. If an arrangement of this nature cannot be made, a report on the candidate's absence may be submitted to AQA using an Application for special

consideration. AQA cannot make special arrangements for candidates who are absent without good reason.

Candidates with speech problems or hearing impaired candidates

- 17 If a candidate has a speech problem or a hearing impairment which might affect his or her performance, a report should be submitted to AQA well before the test is held. The candidate may be informed that the Visiting Examiner will be notified of the candidate's disability. The Visiting Examiner will allow the candidate sufficient time in which to demonstrate his/her abilities. The Head of the centre should not communicate with the Visiting Examiner. Candidates suffering from a speech problem or hearing impairment may indicate that they wish to resign this part of the test before completing it.
- 18 Visiting Examiners have been instructed that they must on no account divulge their assessment of any candidate's performance in the speaking test to the centres they visit, nor may they make any criticism of or observation on, the work of an individual candidate, or of a group of candidates. Any queries in this connection must be addressed to AQA.