

# Instructions for the Conduct of the Examinations

## GCSE Modern Foreign Languages Summer 2010

Arabic (1606/1607)  
Chinese (1666/1667)  
Japanese (1752/1753)  
Modern Greek (1776)  
Russian (1241)

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Please pass one copy of this booklet to the teacher responsible for the subject as soon as possible.

Teachers are advised to study the instructions and advice given, since failure to follow the details is likely to disadvantage candidates preparing for the examination.

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All queries and correspondence relating to languages covered by this document should be referred to the Customer Response Centre on 0870 240 9800.

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## TIMETABLE SUMMER 2010

Specification Number	Paper	Date
1606 Arabic 1666 Chinese 1752 Japanese 1776 Modern Greek 1241 Russian	Paper 2 Speaking Tests	between 08 <sup>th</sup> March and 15 <sup>th</sup> May
1606/1607 Arabic	Paper 1 (50 minutes) Paper 3 (55 minutes) Paper 4 (1 hour 15 minutes)	17 May am 17 May am 19 May pm
1666/1667 Chinese	Paper 1 (50 minutes) Paper 3 (55 minutes) Paper 4 (1 hour 15 minutes)	18 June am 18 June am 22 June pm
1752/1753 Japanese	Paper 1 (50 minutes) Paper 3 (55 minutes) Paper 4 (1 hour 15 minutes)	18 June am 18 June am 22 June pm
1776 Modern Greek	Paper 1 (50 minutes) Paper 3 (55 minutes) Paper 4 (1 hour 15 minutes)	18 June am 18 June am 22 June pm

1241 Russian	Paper 1 (50 minutes) Paper 3 (55 minutes) Paper 4 (1 hour 15 minutes)	18 June am 18 June am 22 June pm
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Centres are reminded that the Paper 2 Speaking Tests are conducted by a teacher and externally marked by Edexcel. These tests take place between 8 March and 15 May 2010.

## 1. GENERAL INFORMATION

### 1.1 PAPERS

The following five specifications have **four** papers:

Arabic 1606, Chinese 1666, Japanese 1752, Modern Greek 1776, Russian 1241

Paper 1	<b>Listening and Responding</b> Candidates listen to a recording supplied by Edexcel
Paper 2	<b>Speaking</b> Conducted by a teacher and recorded. All Speaking Tests are externally marked by Edexcel
Paper 3	<b>Reading and Responding</b>
Paper 4	<b>Writing</b>

The following three specifications have **three** papers:

Arabic 1607, Chinese 1667, Japanese 1753.

Paper 1	<b>Listening and Responding</b> Candidates listen to a recording supplied by Edexcel
Paper 3	<b>Reading and Responding</b>
Paper 4	<b>Writing</b>

Papers 1 and 3 are taken in one session, paper 4 in another session.

Paper 2, the Speaking Test, is taken at a time decided by the centre within the period **8 March to 15 May**. The dates chosen must be notified to Edexcel, along with the names of teachers expected to be involved, using form L1 (see paragraph 2.1 below and Appendices).

### 1.2 ATTENDANCE REGISTERS

There is one attendance register for each paper.

It is essential that each candidate is accounted for on the attendance register either by indicating Absent or Present.

## 2. SPEAKING EXAMINATION - GENERAL

### 2.1 SPEAKING EXAMINING PERIOD

#### Timetabling

Centres must conduct the tests during the period specified. For Summer 2010 the period designated is between **08 March and 15 May**.

Centres are expected to timetable all Speaking Tests in any one language on the same day or where numbers are large on consecutive days.

#### L1 Form

One L1 form per language (photocopiable from Appendices and available from the website) should be completed and returned to Edexcel by **15 February 2010**, indicating when the Speaking Examinations will take place and the name(s) of the teachers. Any subsequent changes to the examination dates given must be communicated immediately to Edexcel using a new L1 form.

Centres may from time to time be visited by a senior examiner or a member of the Edexcel staff. Prior notice of such visits will not usually be given.

#### The Teacher-Examiner's Handbook

The Teacher-Examiner's Handbook may be opened by teachers for preparation 3 working days before the examination begins. Security and confidentiality of all materials must be maintained.

Under no circumstances may the materials be removed from the centre.

## 2.2 SUMMARY OF TIMETABLE

Return of L1s to Edexcel	15 February 2010
Handbooks received in school	Beginning of March 2010
Handbooks may be opened	3 working days before examination
Speaking Tests may begin	08 March 2010
Last date for Speaking Tests	15 May 2010
Last date for despatch of cassettes and attendance registers to examiner	15 May 2010

## 2.3 METHOD OF ASSESSMENT

The Speaking Tests will be conducted by a Teacher-Examiner in the candidate's own centre, please note that if a Teacher-Examiner is not available candidates should be entered for the three-skill specification ie. Arabic 1607, Chinese 1667 and Japanese 1753.

For Modern Greek and Russian the Speaking Test is compulsory. If a Teacher-Examiner is not available centres should arrange for the candidate to take the test at a host centre. A list of host centres will be sent in March to centres who request this on the L1 form.

All tests must be recorded on cassettes or cds and cassettes forwarded for marking to the designated examiner. A label with the examiner's name and address will be detachable from the attendance register.



## 2.4 STRUCTURE AND TIMING OF TESTS

### NB

The timing of the conversation elements of the Speaking Tests must be respected. A stopwatch is useful (although split-second timing is **not** expected). **Excessively long or short tests may adversely affect the marks awarded.**

<b>All 3 conversations</b>	<p>The duration of the three conversations together should be <b>8-12 minutes in total</b>. The 8-12 minutes should be <b>evenly split</b> between the three conversations.</p> <p>Teacher-Examiners should aim for each topic to last at least 3-4 minutes. <b>Tests must not last more than 12 minutes.</b></p> <p>The teacher provides questions for all three conversations. Questions for guidance are given in handbook. These are suggestions only.</p>
<b>Conversation 1</b>	<p>Topic for Conversation 1 chosen by the candidate.</p> <p>Duration - up to 4 minutes.</p>
<b>Conversations 2 and 3</b>	<p>Topics for Conversations 2 and 3 chosen by teacher from 3 alternatives prescribed by Edexcel. See paragraph 3.3.1 for more information on selecting the topics for <b>Arabic, Chinese, Japanese, Modern Greek and Russian.</b></p> <p>Duration - up to 4 minutes for each topic.</p>

### 3. PREPARATION FOR THE SPEAKING EXAMINATION

#### 3.1 ACCOMMODATION

As quiet a room as possible is required for the tests.

Only one candidate is to be examined at a time. Normally, no other person other than the teacher conducting the test and the candidate should be present in the examination room.

To prevent candidates being distracted by trying to read the examiners handbook it is desirable to separate Teacher-Examiner and candidate by a pair of desks or tables and place a book or other object between the candidate and these documents.

#### 3.2 MATERIALS REQUIRED FOR SPEAKING TESTS

It is essential that all the items listed in the following tables are available for use by the teacher at the time of testing.

Please note that centres must supply the cassettes/cds for the Speaking Tests. Edexcel will return cassettes to centres after the deadline for receipt of Enquiries About Results.

The following items are supplied by Edexcel	
Teacher-Examiner's Handbook	A confidential document, containing guidelines for conduct and suggested conversation questions.
An Attendance Register pre-printed with names and numbers of all candidates in the centre.	It is essential that each candidate is accounted for on the attendance register either as Absent or Present.
Address labels for examiners (to be detached from the attendance register)	<b>Do not use labels from other attendance registers as there will be a different examiner for each component.</b>

Supplied by Centre	
Cassette /cd recorder and microphone	Test equipment before use.
C60 / C90 Cassettes CDs	All cassettes and boxes to be numbered and labelled with centre / candidate names and numbers.
One Candidate Mark Sheet (LT3) (photocopiable from Appendices and available from website)	Preferably to be prepared in advance of the examination (see paragraph 3.4).
Cassette inserts (photocopiable from Appendices)	One cassette insert to be put in each box to be completed with centre and candidate details.

### 3.3 TOPICS FOR THE CONVERSATIONS

Candidates must undertake three conversations and will be assessed globally on the basis of their overall performance across the three topics.

#### 3.3.1 ARABIC, CHINESE, JAPANESE, MODERN GREEK & RUSSIAN

##### Conversation 1:

Candidates will have a free choice of first conversation topic. This is agreed with the teacher in advance of the Speaking Test and must relate to one of the five main topic areas prescribed in the specification.

##### Conversations 2 and 3:

The second and third conversation topics must each relate to a **different** one of the five main topic areas prescribed in the specification. Teachers will choose the second and third conversation topics from **three** alternatives prescribed by Edexcel and printed in a sequence sheet in the handbook. These alternatives are for the eyes of the teacher conducting the test only and are confidential. They must not be communicated to the candidate prior to the completion of Conversation 1.

**A DIFFERENT COMBINATION OF TOPICS IS AVAILABLE TO EACH CANDIDATE IN THE SEQUENCE. TEACHER-EXAMINERS MUST FOLLOW THE SEQUENCE PRESCRIBED IN HANDBOOK.**

Teachers may choose **any two** of these alternatives, **unless the candidate has already used one of them for Conversation 1.**

If the candidate has already used one of the alternatives for Conversation 1, it is not permissible for the teacher to choose the same main topic area and to focus on a different aspect of that topic. The remaining two alternatives are the only valid choices for Conversations 2 and 3.

##### For example:

The candidate has spoken about 'Information about Self, Family and Friends' for Conversation 1, this falls under the main topic area heading 'House, Home and Daily Routine'.

The three alternatives prescribed for Conversations 2 and 3 for this candidate's position on the sequence

- 'House, Home and Daily Routine'
- 'Media, Entertainment and Youth Culture'
- 'Social Activities, Fitness and Health'

The teacher must in this case select 'Social Activities, Fitness and Health' and 'Media, Entertainment and Youth Culture' for Conversations 2 and 3.

It is not permissible to select 'House, Home and Daily Routine' and to focus on a different sub-topic, such as 'Food and Drink'.

The teacher announces the chosen topic for Conversation 1, Conversation 2 and for Conversation 3 at the beginning of each conversation in **English**. The candidate will not know the topics for Conversations 2 and 3 until this announcement.

A form L2 (see Appendices) has been provided for teachers to record the topics candidates have chosen for the conversations from the list of 5 main topic areas in the specification. Teachers are advised to do this in advance of the examination. The form can be photocopied as necessary and is not required by the examiner.

For this specification, the teacher chooses the second and third topics from the sequence prescribed by Edexcel and printed in the Teacher's Handbook.

### **3.4 FORM LT3**

In the three days before the test teachers should fill in an LT3 form for each candidate (photocopiable from Appendices and available from website). The centre name and number, candidate name and number, teaching group (letter or number) and topics for the three conversations (in accordance with the sequence printed in the Handbook) to be used should be inserted in advance of the test wherever possible. **The topics for conversations 2 and 3 must not be revealed to candidates and candidates must not see the LT3 forms once the topics have been added.**

## 4. CONDUCT OF THE SPEAKING EXAMINATION

### 4.1 SUMMARY OF PROCEDURES

- (a) Fill in on the Candidate's LT3 form the topics used for Conversation 1 and for Conversations 2 and 3, according to the sequence in the Teacher's Handbook (in English).
- (b) The cassette-recorder should be switched on, the candidate name and number announced.
- (c) **After a maximum of 4 minutes**, Conversation 1 should be brought naturally to a close. The time for the Speaking Test should be evenly split between the three conversations.
- (d) At the end of the third conversation the cassette-recorder should be stopped and the teacher should check that the test has been recorded. Where necessary, the cassette should be turned over or changed, ready for the next candidate.

### 4.2 CANDIDATES' PREPARATION

No preparation time is necessary for the Speaking Test, though centres may wish to provide a waiting room for candidates.

### 4.3 CONVERSATIONS

- (a) Candidates may choose, if they wish, to give a brief introduction to their chosen topic for Conversation 1 in order to make a confident start. **However candidates must demonstrate the ability to interact with the examiner and should not merely deliver a pre-learnt monologue.** The length of the introduction will depend on the ability of the students. However, in no circumstances should it exceed a minute. Candidates may bring into the examination room brief notes (maximum half a side of A4 and **not continuous prose**) or a visual stimulus related to their topic. Any notes are a prompt only and should not be read out.
- (b) Although candidates can choose the topic for Conversation 1, encouraging candidates to prepare in advance lists of question and answers in a predetermined order is not acceptable practice. Such cases are usually obvious to the examiner and may result in adverse marking.
- (c) Specimen questions are given in the Handbook for guidance on level and topic coverage which teachers may use as appropriate. Preparing sequences of questions may be helpful to the teacher but **the candidate should not be able to predict exactly what will be asked or in what order.**
- (d) The choice of topics for Conversations 2 and 3 in is determined according to the sequence prescribed in the Examiner's Handbook.

- (e) The total time for the Speaking Test should be evenly split between the three conversations. At the beginning of each conversation, the teacher should announce the topic in English.
- (f) If a question is not understood after one repetition/rephrasing move on to another question - further attempts may just confuse or discourage the candidate. Try to link questions. Listen carefully to the candidate's answers and relate subsequent questions to the information acquired.
- (g) Do comment and respond naturally but briefly to what the candidate says.
- (h) Avoid yes/no questions except as a lead-in to something more challenging. Ensure that questions allow candidates to achieve their maximum potential e.g. by covering a range of tenses/time reference and opinion as appropriate within the prescribed time for the conversation.
- (i) Encourage candidates to expand beyond a simple reply to each question - aim at a natural conversation.
- (j) Never correct a candidate's language, however inaccurate, during a test.
- (k) Do not interrupt candidates except when they are trying to deliver a prepared monologue.
- (l) Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

#### 4.4 RECORDING OF CANDIDATES

All candidates must be recorded.

Where recordings fail or are unsatisfactory, re-examining may be required as soon as possible.

In all situations where there is doubt over the adequacy of recordings Edexcel must be consulted immediately.

**It is essential to check the following carefully:**

- (a) the microphone and recorder are correctly connected and that recording is taking place. The cassette-recorder is best placed out of sight of the candidate and, if possible, should be well away from the microphone;
- (b) the position of the microphone should favour the candidate;
- (c) extraneous noise is kept to a minimum;
- (d) the recorder is switched on at the start of the test and off at the end;
- (e) the language, cassette number, centre name and number and teacher's name are announced at the start of every cassette;
- (f) the candidate's name and number are announced at the start of each test;
- (g) the topic area is announced at the beginning of each conversation
- (h) recordings of previous candidates are not accidentally erased;

- (i) the tape remaining on the side of the cassette in use is sufficient to complete the next test without turning over;
- (j) the cassette is returned to the correct box after use;
- (k) all cassettes are rewound to the beginning before despatch to the examiner.

**IMPORTANT**

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The cassette should on no account be stopped during a test. If an emergency makes this unavoidable, a letter should be written immediately to Exam Management (for the relevant language), 5<sup>th</sup> Floor, One90 High Holborn, London, WC1V 7BH with a copy to the examiner, explaining the circumstances and any subsequent action taken.

Edexcel will return cassettes to centres after the deadline for receipt of Enquiries About Results.

Centres considering lodging an Enquiry About Result may request a copy of the LT3 for the candidate concerned via Edexcel's Access to Scripts service. It is suggested that cassettes be retained by the centre for use as part of the internal preparation at future sessions.



#### 4.5 CHECKLIST FOR CONDUCT

WHEN CONDUCTING SPEAKING EXAMINATIONS:		
AT THIS POINT	RECORD THIS	DO THIS
At the start of each new cassette	"GCSE Examination in _____, 2010 Paper 2, Teacher _____ Centre Name _____ Centre Number _____"	<ul style="list-style-type: none"> <li>On the cassette label, write your centre name and number, the language, specification number and teacher examiner name.</li> </ul>
At the start of each candidate's test	"Candidate Number _____, _____ " (Name of candidate)	<ul style="list-style-type: none"> <li>On the photocopiable cassette insert, write the candidate's name and number.</li> <li>Make sure LT3 form is complete with relevant details.</li> <li>Start the test.</li> <li>Do not stop or pause the cassette during the recording.</li> </ul>
At the start of each of the three conversations	"Conversation (1, 2, 3), Topic _____"	<ul style="list-style-type: none"> <li>Do not stop or pause the cassette during the recording.</li> </ul>
At the end of each candidate's test	"End of test"	<ul style="list-style-type: none"> <li>Check that the test has been recorded clearly and audibly.</li> <li>Reset the controls ready to record the next candidate.</li> </ul>
After the last candidate on side A	"End of Side A"	
After the last candidate on side B of each cassette	"End of Side B. The tests continue on cassette number _____"	<ul style="list-style-type: none"> <li>Wind to the start of side A.</li> <li>Check that all the details on the cassette label are filled in.</li> <li>Place the cassette back in the cassette-box <b>before you take the next cassette out of its box.</b></li> </ul>

## 5. ACTION AFTER COMPLETION OF THE SPEAKING EXAMINATION

### 5.1 PREPARATION OF MATERIALS TO DESPATCH TO THE EXAMINER

- (a) **Tapes should be sent to the examiner as soon as all oral examinations have been carried out.**
- (b) Centres should send **all** cassettes to the appropriate examiner.
- (c) All LT3 forms must contain all the appropriate centre and candidate details - correct candidate numbers are essential.
- (d) All LT3 forms must include the conversation topic chosen by the candidate (Conversation 1) and Conversations 2 and 3.
- (e) All the LT3 forms should be arranged **in candidate number order**.
- (f) Each cassette must be numbered and the number indicated in the appropriate box on the form LT3.
- (g) Every cassette and cassette box must be numbered and clearly labelled with centre name and number and the language being examined. Photocopiable cassette inserts are provided (see Appendices).
- (h) Each side of each cassette must indicate the candidate numbers of candidates recorded on it.

### 5.2 DESPATCH OF MATERIALS TO THE EXAMINER

Computer printed address labels will be supplied on the attendance registers, showing the name of the examiner and the specification and paper numbers. As soon as all materials are ready and within 48 hours of the completion of examining within the language concerned, material should be despatched to the examiner. This should include the **TOP TWO COPIES** of the Attendance Register (bottom copy to be retained by the centre), all cassettes and LT3 form for **all** candidates.

Where the size of the candidature makes it necessary to split parcels, they should be numbered clearly on the outside (eg package 1 of 2).

Centres are reminded that all candidates must be recorded and the recordings despatched to the examiner for marking.

### 5.3 FEEDBACK ON THE CONDUCT OF THE SPEAKING TEST

Prior to the deadline for EARS the record sheet LT3 (see Appendices) will be available via the Access to Scripts service for a charge. After the deadline has passed, the LT3 form and tapes will be returned automatically to centres.

## 6. LISTENING AND RESPONDING

### 6.1 CHECKING OF CASSETTES or CDs

One cassette/CD per 20 candidates will be supplied.

Immediately upon receipt the cassettes or CDs should be locked away until required for the examination. The cassettes or CDs should be checked **one hour** before the exam in secure conditions to ensure they are not defective. Under no circumstances should any cassettes or CDs be removed from the centre. The packaging in which the listening cassettes/CDs are placed will display a clear message to this effect. We have introduced additional quality controls into both the production, and checking, of the cassettes/CDs produced for MFL listening examinations so that there is now no need for any centre to check significantly in advance of an examination the quality of the recorded material sent to them.

### 6.2 EQUIPMENT AND CONDITIONS FOR LISTENING TESTS

- (a) As the listening tests are based on recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.
- (b) The organisation of examining rooms is a matter for individual centres. It is however recommended that candidates are examined in groups no larger than the size of their normal language class. The use of large rooms (particularly where only modest equipment is available) is to be avoided wherever possible.
- (c) The volume should be set at a level which is comfortably within the capabilities of the equipment and the tone controls (where available) adjusted to give clear undistorted sound.
- (d) Invigilators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

### 6.3 READING TIME BEFORE THE START OF THE EXAMINATION

Candidates will have 5 minutes to read through the examination paper for the Listening examination, prior to the playing of the cassette or CD. This is **included** in the published time of 50 minutes on the timetable.

### 6.4 ADVICE TO CANDIDATES

Candidates should not use pencil. They should use **black** or **blue** ink.

Some questions may be answered with a cross in a box. If a candidate changes their mind about an answer they should put a line through the box and then mark the new answer with a cross.

### 6.5 PLAYING THE CASSETTE

After the 5 minutes reading time invigilators must start the cassette or CD.

Time for candidates to read individual questions is built into the recording.

The text is played once.

After a single beep the text is repeated.

After the double beep on the cassette the teacher must pause the cassette or CD to give candidates time to write their answers to the questions.

When the teacher is satisfied that candidates are ready to continue, the pause button should be released for the next question.

**Failure to pause the cassette or CD will disadvantage candidates.**

### 6.6 LATE ARRIVAL - LISTENING

Candidates arriving late should not be permitted to enter the examination room once the paper has begun, since this will inevitably affect the performance of other candidates. If candidates arrive late through no fault of their own, they should be supervised until the end of the examination and arrangements made for them to sit the paper after the other candidates have finished. In these circumstances, standard Edexcel procedures should be followed, including the completion of a Late Arrival Form.

### 6.7 PAPER DETAILS AND MATERIALS REQUIRED

**Paper 1**            One cassette or CD and stereo per room.  
                         One Question Paper for Paper 1 per candidate.

**No dictionaries are allowed in the Listening examination.**

If you plan to use more than two rooms please ensure you have enough cassettes or CDs and remember to request extra cassettes or CDs in good time.

## 7. READING AND RESPONDING

### 7.1 PAPER DETAILS AND MATERIALS REQUIRED

**Paper 3**      One Question Paper for Paper 3 per candidate.

### 7.2 ADVICE TO CANDIDATES

Candidates should not use pencil. They should use **black** or **blue** ink.

Some questions may be answered with a cross in a box. If a candidate changes their mind about an answer they should put a line through the box and then mark the new answer with a cross.

## 8. WRITING

### 8.1 PAPER DETAILS AND MATERIALS REQUIRED

Paper 4      One Question Paper for Paper 4 per candidate.

**No dictionaries are allowed in the Writing examination.**

Additional answer sheets must be made available as required.

Candidates should not use pencil. They should use **black** or **blue** ink.

#### **For Modern Greek and Russian only**

For the final question candidates have to answer either 4a or 4b, they should indicate which question they are answering by marking the box with a cross. If they change their mind about which question they will answer they should put a line through the box and indicate the new question with a cross.

## APPENDICES

Form	Purpose	When to send	Copies required
Form L1	To notify Edexcel of Speaking Test dates.	To Edexcel by 15 February 2010.	Please photocopy 1 per language.
Form L2	Optional form to list candidates' conversation topics.	Retain in centre.	Please photocopy as required.
Form LT3	Candidate mark sheet.	Send to Examiner.	Please photocopy as required.
Cassette inserts	Recording order of candidates.	Include in cassette boxes.	Please photocopy 1 or 2 per cassette as required.

**ORAL DATES: Monday 8th March - Saturday 15<sup>th</sup> May 2010**

A separate L1 form is to be completed for each language offered (please photocopy as necessary).

The completion of this form is a requirement for all languages with an oral component (including the Short Courses). Please complete your Centre details and either section (a), (b), or (c).

Contact Name	Centre Number
Please delete as appropriate: Examinations Officer / Head of MFL / Head of _____	Language
Centre Name	Specification Number
Centre Tel No	

**Either (a) Oral Examining at the Candidate's own Centre**

Please give the name of each Teacher at your centre conducting Speaking Tests, the date(s) on which he/she will conduct the test and the number of candidates he/she will be examining. Please note: **the orals in any one language must be conducted on the same day or, where numbers are large, on consecutive days.**

Teacher Examiner	Number of candidates	Exam date(s)

If you are willing for your name to be given to centres that require a Host Centre, please tick this box

**Or (b) Oral Examining at a Host Centre (if already arranged)**

I do not have a Teacher Examiner in my own centre, but I have arranged for my candidate(s) to be examined at:

Centre Name/Number	No. of candidates	Exam Date(s)

**Or (c) Oral Examining at a Host Centre (Host Centre required)**

I do not have a Teacher Examiner in my own centre. Please send me a list of host centres for this specification.

Tick box

This form must be returned by **15 February 2010**, to:

Languages L1, 5<sup>th</sup> Floor, One90 High Holborn, London, WC1V 7BH





Arabic, Chinese, Japanese, Modern Greek, Russian

**Candidate Mark Sheet for Paper 2: Speaking**

Candidate Details <i>(Centres please complete this section)</i>							
Candidate Name				Candidate N°			
Centre Name				Centre N°			
Language		Spec. N°		Tape N°		Side (A/B)	
Name of teacher conducting test (Block capitals please)							
Topic for Conversation 1		.....					
Topic for Conversation 2		.....					
Topic for Conversation 3		.....					

Edexcel Examiner's use only	
Recording sufficiently clear?	Yes / No* *Please delete as appropriate
Total timing correct?	Yes / No*
Timing balanced across topics?	Yes / No*
Combination of topics conforms to handbook prescription?	Yes / No*
Open-ended questions asked?	Yes / No*
General comment, if any: ..... .....	
Examiner Name .....	AA No. ....
Signature .....	Date .....

Marks for the Conversations (assessed globally over the three conversations)			
Communication & Content (Max = 10)	Application of Language (Max=5)	Accuracy (Max=5)	Total (Max=20)
Senior Examiner's use only			Total (Max=20)

## CASSETTE INSERTS

<b>TAPE RECORD FORM    LANGUAGE &amp; SPECIFICATION NO.</b>			
GCSE MFL .....			
Centre Name .....			Centre No. .....
	Candidate Name		Cand. No.
1.			
2.			
3.			
4.			
5.			
6.			
<b>SUMMER 2010    PAPER 2.....</b> <input type="checkbox"/> Tape No. Side A / B			

<b>TAPE RECORD FORM    LANGUAGE &amp; SPECIFICATION NO.</b>			
GCSE MFL .....			
Centre Name .....			Centre No. .....
	Candidate Name		Cand. No.
1.			
2.			
3.			
4.			
5.			
6.			
<b>SUMMER 2010    PAPER 2.....</b> <input type="checkbox"/> Tape No. Side A / B			

<b>TAPE RECORD FORM    LANGUAGE &amp; SPECIFICATION NO.</b>			
GCSE MFL .....			
Centre Name .....			Centre No. .....
	Candidate Name		Cand. No.
1.			
2.			
3.			
4.			
5.			
6.			
<b>SUMMER 2010    PAPER 2.....</b> <input type="checkbox"/> Tape No. Side A / B			