

# Instructions for the conduct of the exams (2021)

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## GCSE Modern foreign languages

These instructions apply to GCSE MFL exams in:

- Bengali 8638
- Chinese (Spoken Mandarin) 8673
- French 8658
- German 8668
- Italian 8633
- Modern Hebrew 8678
- Panjabi 8683
- Polish 8688
- Spanish 8698
- Urdu 8648

Staff conducting the tests must read and be familiar with both these instructions and the Joint Council for Qualifications (JCQ) [Instructions for Conducting Examinations](#) in advance of the exam.

One copy of these instructions, together with a copy of JCQ's instructions, must be available in each exam room.

Yellow highlighting indicates a change or addition to the 2019 version of the *Instructions for the conduct of the exams*

Version 1.1

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## General instructions

These instructions must be read in conjunction with the JCQ document *Instructions for Conducting Examinations* which apply to all AQA exams.

- In 2021 three tests, one at each tier, will be available in each of the skill areas of listening, reading and writing. All tests will be set and marked by AQA examiners.
- The writing tests are timetabled in a separate session from the listening and reading tests. It is intended that, in accordance with the published timetable:
  - the Foundation and Higher Listening Tests should be conducted simultaneously
  - the Foundation and Higher Reading Tests should be conducted simultaneously
  - the Foundation and Higher Writing Tests should be conducted simultaneously.
- As the listening and reading tests are conducted in one single session, the listening question papers must be collected in before the reading test papers are distributed. Under no circumstances may candidates have access to both question papers at once. If a school or college decides that all or some candidates will do the reading exam first, then the reading papers must be collected in before the listening papers are issued.

The 2021 timetable is confirmed and available on our website.

- Candidates who take an exam later than the published starting time shown on the timetable must be kept under the direct supervision of school staff from 30 minutes after the published starting time for the paper concerned until the time when those candidates begin their exam.
- The timing given for the duration of the listening tests is approximate.
- Full details of the tests and entry requirements are given in the specifications.
- Unforeseen problems may occur during the conduct of the listening tests in particular. These instructions incorporate references to the most common problems which can occur and what action should be taken. The underlying principles throughout are:
  - be familiar with the instructions for the conduct of the tests
  - take prompt and appropriate action calmly
  - where directed to do so, inform AQA immediately after the tests, in writing, of the action which has been taken.

- Where students wish to use a laptop or PC to complete an MFL exam, they may have a card in the exam with a list of keyboard shortcuts for accents and special characters etc. The school or college must ensure that no other information is printed or written on the card and that the student has no access to any network or to the internet via the laptop/PC. Alternatively students can add accents/special characters in pen to their printed response once they have completed the exam. We recommend the first option, since adding the accents/special character after printing (rather than at the time of writing, using keyboard shortcuts) tends to lead to more errors and omissions. If students do choose to add the accents in pen after printing this must be done **within the time limit of the exam** and not after the time allowed for the exam has passed.

## Invigilation rules

- A teacher who teaches the subject being examined cannot act as an invigilator during any of the written exams in this subject. For example, a French teacher cannot invigilate any written French exams (written exams include listening and reading, as well as writing papers).
- A senior member of the teaching staff who has had overall responsibility for the candidates' preparation for the exam (eg the Head of MFL) cannot act as an invigilator for any written MFL exams.
- Teachers can act as an invigilator for another subject. For example, a French teacher who has no responsibility for preparation of candidates for Spanish could act as an invigilator for Spanish (as long as they are not Head of MFL).
- A subject teacher cannot be present in the exam room for any written exams for the subject they teach. For example, a Spanish teacher cannot be present in the exam room for any written Spanish exams (written exams include listening and reading, as well as writing paper).

Failure to comply with the above requirements constitutes malpractice.

## Listening tests – Foundation and Higher

### Requirements

- 1 Materials required:
  - CD and CD player
  - candidate question and answer booklets
  - transcript of the recording
  - a copy of these instructions
  - a copy of the JCQ document *Instructions for Conducting Examinations*.
- 2 The tests will be provided on CD with the pauses built into the recording. The Foundation and Higher recordings will be on separate CDs.

### Preparation

- 3 Each school or college will be supplied with three copies of the recordings per 75 candidates entered, ie:

Number of candidates	Number of copies
1–75	3 copies
76–150	6 copies
151–225	9 copies
	(and so on).

If further copies of CDs are required please contact [dispatches@qa.org.uk](mailto:dispatches@qa.org.uk). Schools and colleges must not make their own copies of the CDs – only copies provided by AQA may be used.

- 4 The listening test CDs and transcripts must be treated as confidential exam materials and should be stored in accordance with the JCQ document *Instructions for Conducting Examinations*. The recordings must not be checked prior to the exam. The content of the material must not be disclosed to candidates prior to the exam.
- 5 In order to ensure that the quality of playback is not impaired, schools and colleges should ensure that CDs are kept:
  - out of direct sunlight
  - away from magnetic sources
  - away from sources of direct heat.
- 6 The machine(s) which will be used to play the CDs for the tests should be checked and serviced. Particular attention should be given to ensure clear sound reproduction.

It is important that the CD should be played on a dedicated CD player or on an uncluttered PC due to the amount of memory and RAM needed to play a CD on a PC.

- 7 Checks should be made on rooms to find those most suitable for listening tests. The following points should be considered:
  - external speakers for the CD player (or headphones if the test will be played in a language laboratory)

- curtains or carpets to reduce echo
  - no outside noise.
- 8 Spare CD players/PCs should be available in case of emergency.
- 9 The equipment should be set up and tested at least 30 minutes before the start of the tests.

## Digitising listening tests

- 10 Storing Listening Tests on a school or college's computer network or language laboratory.

For the purposes of digitising the listening tests on a school or college's computer network, schools and colleges may have access to the confidential Listening material **up to one working day** before the exam. If a listening test is on a Monday, this can be done on the previous Friday. Prior permission does not need to be sought from AQA.

You may download listening materials from our secure extranet site (Secure Key Materials), or from a CD, onto a secure area of the school/college network, no earlier than one working day before the exam. If an MFL listening exam is scheduled for a Monday, we will make the files available for download on the Friday prior to the exam. For any exams scheduled for the Monday immediately after the half-term holiday, we will make the files available for downloading on the Friday immediately before the holiday.

Wherever possible, we recommend that a member of staff from the school or college's ICT department or the Exams Officer undertakes this task. The material must be downloaded to the secure part of a school or college's network, ie the part of the network which is only accessible to ICT staff and not to students, until the permitted time.

**Languages teachers are not allowed to check the recordings after the confidential material has been downloaded onto the secure network.**

The confidential materials we supply for the purposes of the listening exam must be returned to the school or college's secure storage facilities as soon as the download to the secure network has been completed.

Appropriate measures must be in place to ensure that this material is kept totally secure until the time of the exam. Once the listening material has been downloaded, the exam 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 exam.

The use of headphones is permissible in situations where the listening material has been downloaded onto a school or college's computer network and is controlled directly by the invigilator who will be listening to the recording during the test, for example in a language laboratory. Candidates must not under any circumstances have individual control of the recording and invigilators must ensure that this regulation is met.

## Use of wireless headphones

It is essential that any headphones used in Listening examinations enable the candidate to have access only to the recorded assessment material and nothing else. Any wireless headphones/earpods etc must therefore be point-to-point and not multipoint. It is the responsibility of the centre, if it allows candidates to use wireless headphones of any kind, to ensure that students cannot access anything other than the recorded Listening test via the headphones.

## Conduct of the tests

- 11 A transcript of the recording is provided for the information of the invigilator and may be opened not more than 30 minutes before the start of the test.
- 12 Because all candidates are answering the same questions at the same time, there is a particular need for close invigilation in this exam. Schools and colleges are reminded of the following regulation which can be found in the JCQ document *Instructions for Conducting Examinations*: 'The seating arrangements must be such as to prevent candidates from overlooking, intentionally or otherwise, the work of others; in particular, the minimum distance in all directions from school to school of student's chairs must be 1.25 metres.'
- 13 Invigilators should note that the time taken to conduct the Listening Tests will vary. It is expected that the Foundation test will be completed in approximately 35 minutes and the Higher test in approximately 45 minutes.
- 14 At the start of the test, candidates should be asked to complete the details on the front cover of their question and answer booklet. They should 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.
- 15 When all candidates have completed the details on the front cover of the question and answer booklet, they should be told that they may not open their question and answer booklet until instructed to do so on the recording. The CD should then be started. The instructions on the front cover of the question and answer booklet form the recorded introduction to the CD. Candidates should be given the opportunity to ask any questions before the five minutes' reading time is played and warned that once the test begins, they will not be allowed to ask any further questions.
- 16 The five minutes' reading time is pre-recorded on the CD, in common with all other pauses. There should be no reason for the CD to be stopped at any time during the test, except in an emergency. A tone on the CD will indicate the end of each item.
- 17 No part of the recording should be replayed. Any problems with the conduct of the test should be reported in writing immediately after the test to [irregularities-n@qa.org.uk](mailto:irregularities-n@qa.org.uk)
- 18 A version of the recording, with 25% extra time incorporated, will be available for students entitled to 25% extra time. This version can be downloaded from e-AQA and is available for all GCSE listening tests (CDs with 25% extra time are not available). A standard version of the recording (without the 25% extra time built in) will also be available on e-AQA one working day before the exam for centres who prefer to use an mp3 version of the recording rather than the CD – see paragraph 10 above.  
  
The length of all pauses is extended by 25% in this version of the recording. If schools and colleges use a CD or download of the standard recording for students entitled to 25% extra time, the invigilator should pause the recording manually on hearing the bleep, to give candidates extra time to write their answer. The invigilator should allocate extra time across the whole test, up to the maximum extra time, according to the needs of the student(s).

## Problems

- 19 If the test is interrupted, for example by external noise or by the illness of a student, the test should be allowed to continue in accordance with the instructions unless the circumstances are exceptional. No part of the recording should be replayed. If it is considered that candidates have been disadvantaged, an application for special consideration should be submitted via the Exams Officer. If there is no disadvantage to candidates but the recording has been stopped, AQA must be informed immediately of the incident in writing and this should be sent to [irregularities-n@qa.org.uk](mailto:irregularities-n@qa.org.uk).

- 20 If the CD player/PC breaks down during the test, candidates must be supervised in silence and must not be allowed to write. The CD should be transferred to the standby machine and the test continued. Notify [irregularities-n@qa.org.uk](mailto:irregularities-n@qa.org.uk) in writing immediately after completion of the test.

### After the tests

- 21 The question and answer booklets should be collected, arranged in the order shown on the attendance lists and dispatched, with the attendance lists, using the label(s) provided.
- 22 After completion of the tests, the CDs and transcripts may be retained by the school or college for use with future candidates.

### Note: Listening and reading tests

Schools and colleges should note that the listening and reading tests are conducted in one single session. The listening question papers must be collected in before the reading test papers are distributed. Under no circumstances may candidates have access to both question papers at once. If a school or college decides that all or some candidates will do the reading exam first, then the reading papers must be collected in before the listening papers are issued.



## 2021 Speaking endorsement – Foundation and Higher

To reduce pressures on teaching time, the Ofqual consultation outcome in August 2020 confirmed that the spoken language assessment in summer 2021 will be an endorsement reported on a 3-point scale (pass, merit and distinction) against common assessment criteria. **The speaking endorsement applies only to the summer 2021 series.**

Students' speaking skills are to be assessed by teachers during the course of study and the endorsement level of not classified, pass, merit or distinction will be reported alongside the 9-1 grade.

Following a public consultation, Ofqual published (5 November 2020) the confirmed requirements and assessment criteria for the 2021 GCSE MFL speaking endorsement on their website:

### Ofqual decisions

Common assessment criteria (see p 17-21 of Ofqual common assessment criteria for the speaking endorsement details - this applies to all exam boards).

- AQA has also published further language-specific guidance on range of language (see the Assess tab on the web page for each [GCSE language](#)) when applying the Ofqual criteria. Online training is also available for teachers in the Spring term 2021 and this will also be available via our [website](#) for any teacher unable to attend.
- The Ofqual consultation decisions documents confirm that independent learners studying a language outside of school will be able to enter the summer 2021 series and achieve a speaking endorsement - Further guidance on this is available on page 10 and in Appendix A (p.15).
- There will be no moderation or verification of endorsed grades by exam boards. There is no requirement for centres to record/keep evidence for speaking work.
- Candidates must be informed of the endorsement level awarded by their centre prior to submission to AQA. This is to enable candidates who wish to do so to request a review through the centre's internal NEA appeals process.

### Deadlines

- The deadline to submit GCSE speaking levels through e-AQA centre mark submissions (e-Subs) or EDI (electronic data interchange) is **7 May 2021**.
- In 2021 a [Centre Declaration Form](#) (CDF) is required from each centre to confirm that it has taken reasonable steps to secure that each candidate has had the opportunity to take a spoken language assessment. If you are entering candidates for any of the GCSE MFL subjects listed on the form in June 2021 then your head of centre must sign the declaration on this form.

The completed [form](#) (one form per centre, covering all GCSE languages) must be emailed to [NEAdeclaration@aqa.org.uk](mailto:NEAdeclaration@aqa.org.uk) by **15 May 2021** at the latest. Failure to complete the declaration may lead to a malpractice investigation.

## 2021 GCSE Speaking endorsement: guidance on private candidates and non-taught candidates

Appendix A (see p15) covers cases where a school/college has private candidate entries or entries for languages not taught at the school/college. It includes the process to be followed in such cases, including which forms need to be completed.

As the assessment of spoken language may be based on a one-off performance rather than during normal teaching and learning where necessary (eg in the case of private candidates), we have provided details of the minimum requirements in terms of the range of contexts, themes, activities and purposes.

The guidance has been agreed at inter-board level with Ofqual, the regulator and it applies to all exam boards.

## Reading tests – Foundation and Higher

### Requirements

- 1 Materials required:
  - one question and answer booklet for each candidate for the correct tier of entry
  - a copy of these *Instructions*
  - a copy of the JCQ document *Instructions for Conducting Examinations*.

### Conduct of the tests

- 2 Candidates should be asked to complete the details on the cover of their question and answer booklet before starting the test. They should 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.
- 3 At the conclusion of each test, the scripts should be arranged in attendance list order and dispatched with the attendance list, using the label(s) provided.

### Note: Listening and reading tests

Schools and colleges should note that the listening and reading tests are conducted in one single session. The listening question papers must be collected in before the reading test papers are distributed. Under no circumstances may candidates have access to both question papers at once. If a school or college decides that all or some candidates will do the reading exam first, then the reading papers must be collected in before the listening papers are issued.

## Writing tests – Foundation and Higher

### Requirements

- 1 One question and answer booklet for each candidate at the correct tier.
- 2 Candidates may do rough work in the question and answer booklet. All rough work/planning notes must be crossed out.

### Conduct of the tests

- 3 Candidates should be asked to complete the details on the cover of their question and answer booklet before starting the test. They should 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.

- 4 **GCSE Writing (for 2021 only)**

In the Foundation tier writing test, candidates must answer:

- Question 1
  - Question 2
  - Question 3
- and **either**
- Question 4.1 or Question 4.2 or Question 4.3.

- 5 In the Higher tier writing test, candidate must answer:

**either**

- Question 1.1 or Question 1.2 or Question 1.3
- and **either**
- Question 2.1 or Question 2.2 or Question 2.3
- and**
- Question 3.

In the 2021 Higher Writing exam students are permitted to answer Question 1 and Question 2 at Higher tier on the same theme if they wish. There is no restriction on this.

- 6 At the conclusion of each test, the scripts should be arranged in attendance list order and dispatched, with the attendance list, using the label(s) provided.

### Important information relating to GCSE Chinese (Spoken Mandarin)

The tasks assessed in Paper 4 (Writing) (8673/WF and 8673/WH) of our current GCSE Chinese specification all require students to demonstrate an ability to produce Chinese characters by hand. This

is a special skill that calls upon their capacity to use different strokes to form the characters. The production of Chinese writing on a word processor is a different activity that is not at all comparable in nature or demand.

Consequently, GCSE Chinese language students **must not use Chinese language word processing** in the exam or as their default way of working in the classroom when preparing for this exam.

If any of your GCSE Chinese students have special requirements that prevent them from producing Chinese characters by hand, please contact our special requirements team [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

Only students entitled to a scribe are permitted to use a word processor in the GCSE Chinese Writing Test. This guidance relates only to the Writing Test.

**The following has been agreed in consultation with other awarding bodies and our senior associates to ensure a consistent approach:**

*'The production of Chinese writing on a word processor is a distinctly different activity from producing characters by hand that is not at all comparable in nature or demand. This is because word-processing Chinese involves writing the simple 'Romanised' Pinyin equivalent of how a Chinese word sounds using the English letters of a keyboard and then reading and selecting the correct option from the list of word(s) presented with the same pronunciation.*

*At GCSE level, almost always it will be one of the first 'auto conversion' options in the list because these are the most frequent words. Furthermore, if you type a short sentence, usually there will only be one option presented. Writing with a word processor is, therefore, more a test of reading and is far less cognitively demanding than recalling the exact representation of each character in a word and then writing them on a piece of paper with a pen.'*

## Enhanced results analysis service (ERA) and raw/scaled marks

A detailed breakdown of individual candidate component marks and overall results is available via the AQA Enhanced results analysis service (ERA).

The ERA service is accessed by logging in to [eAQA](#). ERA is provided free of charge and allows you to create and customise as many different reports for comparison as you like. The service enables you to see how individual candidates perform on specific topics, take a snapshot of the range of grades across your whole school or college, see results by qualification, by exam, by class, by component and even by individual question, compare results and performance year-on-year, compare results against other AQA schools around the country, and see exactly where candidates have lost marks and highlight areas where individuals might be struggling.

Further details are available at [aqa.org.uk/era](http://aqa.org.uk/era)

For guidance on how raw marks are converted to scaled marks, please refer to the Assessment weightings section 4.3 in the specification.

## Appendix A

### 2021 GCSE Speaking endorsement

#### Private and non-taught candidates – your questions answered

##### Which candidates are covered by the guidance below?

- (a) Private candidates
- (b) Candidates being entered by their school/college for a qualification in a language for which the school/college does not have a teacher (non-taught learners).

##### Can private candidates get a Speaking endorsement?

Yes, if they get the agreement of a school/college to submit endorsement levels and authenticate them by signing the Centre declaration form. The candidate must meet the other requirements explained below.

##### Can a school/college give a Speaking endorsement to its students in a language it doesn't offer, ie a language for which it has no teacher (non-taught learners)?

Yes, provided a Centre declaration form is submitted along with the endorsement levels and provided the school/college meets the other requirements explained below.

##### Do schools/colleges need to let exam boards know in advance if they are going to be sending Speaking endorsements for private candidates and/or for their own students in a language for which they have no teacher?

Yes. Schools/colleges should use the *Centre notification form* which can be obtained by emailing [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk) or it can be located on the NEA pages of our website at this [link](#):

<https://www.aqa.org.uk/exams-administration/coursework-controlled-assessment-nea/202021-record-forms/centre-declaration-sheets>

##### Who will provide the endorsement level for private candidates and for students where the school/college they attend has no teacher in the language in question?

The endorsement level can be provided by a supplementary school or community school, by a private tutor or by a speaker of the language **who is not a relative or friend of the student** who will act as Assessor.

##### Does the school/college need to arrange to get an endorsement for any private candidates and any of its own students being entered in a language for which it has no teacher?

Yes. It is the responsibility of the school/college to liaise with the supplementary/community school or private tutor or find a speaker of the language who is not a relative or friend of the student. Ofqual has stated that awarding organisations must require each centre to provide them with a, 'spoken language statement', confirming that it has taken reasonable steps to ensure there is an opportunity for an assessment of spoken language for every learner.

If a centre fails to provide a spoken language statement to the awarding organisation, this will be considered as malpractice. A learner who is not granted the opportunity for an assessment of spoken language will receive a result of 'not classified.'

### **How can the school/college get the endorsement level from the supplementary/ community school, private tutor or Assessor – what is the process?**

The school/college must obtain from the Assessor a completed Assessor Declaration Form which lists the endorsement levels recommended for each student. The Assessor must sign the form, confirming that he/she is fully familiar with the common assessment criteria published by Ofqual and has assessed the student(s) against these common criteria. The school/college must complete their sections of the Assessor Declaration Form and keep the Assessor Declaration Form securely until results day. The centre must also complete the Centre Declaration Form and send it to the exam board along with the endorsement levels. Full details of how centres submit the endorsement levels will follow in due course

### **Where can schools/colleges or Assessors find a blank Assessor form?**

It is available from [mfl@aga.org.uk](mailto:mfl@aga.org.uk) or to download from the AQA website at this link:

<https://www.aqa.org.uk/exams-administration/coursework-controlled-assessment-nea/202021-record-forms/centre-declaration-sheets>

### **How and where are students' speaking skills assessed?**

Students' speaking skills can be assessed in person eg in a registered centre or supplementary/community school or with a private tutor, or remotely via online technology if required.

### **Can students be assessed via a one-off performance?**

Yes, the endorsement does allow for assessment via a one-off performance where this is deemed to be the most appropriate, including via remote assessment by centres. In this circumstance, teachers must ensure that any one-off assessment covers all of the requirements of the assessment criteria (see the next FAQ for suggestions on how this can be achieved). In addition, teachers should make themselves familiar with the requirements in relation to spoken language assessments, included on pages 17 to 21 of *Ofqual's GCSE Subject Level Conditions and Requirements for Modern Foreign Languages and Certificate Requirements (2021)*.

### **How much speaking would need to be assessed in a one-off performance?**

It is important to say that there are no formal requirements or arrangements set down by Ofqual or awarding organisations. The Assessor can choose how they assess students' speaking, as long as students are given the opportunity to meet all the assessment criteria for speaking. However, we recognise that teachers have been seeking guidance on the amount of evidence needed if the endorsement is to be awarded based on a one-off performance. We therefore set out below some guidance which will help centres in this respect. **Please note that this is guidance only and that the suggestions given are neither prescriptive nor exhaustive.**

Ofqual's requirements state that to be awarded a Pass, Merit or Distinction, learners must take part in **different tasks** across a **variety of themes** and that the assessment criteria are designed to be used across a **range of ... purposes ...**. Whilst this will be easier to achieve within a classroom situation where teachers can assess their learners on an ongoing basis (the speaking endorsement was introduced to allow for students to be assessed during normal classroom activities, in order to maximise time for teaching and learning which has been disrupted because of Covid 19), we have set out below some guidance for teachers on some of the terms used and what would constitute the minimum to satisfy the criteria:

- **different tasks**: our guidance is that *different* constitutes at least **two** different tasks (see below for further guidance on tasks)



- **variety of themes:** our guidance is that a *variety* constitutes aspects of at least **two** different topics each based on a different theme.  
**Note:** themes and topics must be taken from those within the AQA specification.
- a **range of ... purposes ...** : our guidance is that a *range* constitutes at least **two** of the *purposes* suggested by Ofqual ie conversations, presentations, transactions, formal and informal settings, descriptions and narrations (again, the suggestions given are neither prescriptive nor exhaustive).

**Possible one-off assessments could be as follows:**

- A description/interview/narration based on a picture, photo\* or object, (possibly even brought in by the student themselves), based on one theme plus a conversation covering at least another different theme. The requirement to ask questions could be covered in the picture/photo/object task or in the conversation. Teachers could decide to give their students some preparation time if using stimulus materials for this task.
- Role play task\* on one theme plus a conversation covering at least another different theme. The requirement to ask questions could be covered in the role-play or the conversation. Teachers could decide to give their students some preparation time if using stimulus materials for the role-play.
- Presentation and discussion on one theme plus a conversation on at least another different theme. The requirement to ask questions could be covered in the presentation and discussion task or in the conversation. Teachers could allow students to prepare a presentation in advance.
- A description/interview/narration based on a book or a film of the student's choice (based on one of the themes) plus a conversation on at least another different theme. The requirement to ask questions could be covered in the book/film task or the conversation.
- A mixture of any of these tasks **or any other task** the teacher feels is appropriate, as long as the assessment covers as a minimum two different themes, two different tasks, and two different purposes.

\*The photo/role-play tasks could be based on materials that have formed part of previous formal assessments produced by the awarding organisation or any other kinds of materials.

**Will any details of the assessment occasions(s) (eg dates, recordings, standardisation etc) be required by the school/college or by the exam board?**

No. The school/college is not required to provide to the exam board any information to accompany the endorsement levels beyond that required on the Centre Declaration Form.