

Instructions for the conduct of the exams (2019)

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 – including, for the speaking tests, the preparation area and the room(s) used for the conduct of the tests.

Version 1.0

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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.

- Two tests, one at each tier, will be available in each of the four skill areas: listening, speaking, reading, 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 2019 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 and speaking 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.
- Candidates are not allowed to use a dictionary in any of these tests. This includes the 12 minutes' preparation time for speaking.

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@aqa.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)

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- 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. Appropriate measures must be in place to ensure that this material is kept totally secure until the time of the exam.
 - 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 candidates, until the permitted time.
 - 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.

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
- 18 Please note that AQA will not be producing separate CDs with extended pauses for candidates granted additional time under access arrangements. For candidates granted additional time under access arrangements, the invigilator must manually pause the standard CD on hearing the bleep, to give candidates extra time to write their answer. The invigilator should allocate the extra time across the test as a whole, according to the needs of the student(s), up to the maximum extra time for the test.

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.
- 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 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.

Speaking tests – Foundation and Higher

These tests will be conducted by the teacher-examiner and marked by AQA examiners. Candidates must have only one attempt at the speaking test before certification.

Please note: AQA does not supply any media for schools or colleges to record their speaking tests. Schools and colleges submitting memory sticks must ensure that the memory stick is virus free.

Recording speaking tests on CDs/memory sticks

All speaking tests must be recorded and a complete and unedited audio recording for each student must be made available to AQA's examiners. AQA will accept recordings of speaking tests on CDs or memory sticks. AQA will not accept speaking tests recorded on any other medium.

Schools and colleges may wish to use one of the free audio recording applications available commercially to record their speaking tests. If such applications are used, student recordings must be saved as mp3 files. No other format will be accepted. Schools and colleges must ensure that they check all recordings have been saved as mp3 files before dispatching them for marking.

Schools and colleges may also like to consider using digital voice recorders which automatically record in .mp3 format, produce very clear recordings and do not need an external microphone.

The following must accompany the recordings when they are sent to AQA examiners:

either:

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 John Smith)
- component code (eg 8698SF)
- centre number
- names of all teacher-examiners who have conducted tests on this CD (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 8698SF)
- centre number
- names of all teacher-examiners who have conducted tests on this CD (written clearly).

Individual candidate recordings should be saved as .mp3 files. The filename must contain the component code, centre number and candidate number, eg 8698SF_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 8698SF)
- centre number
- names of all teacher-examiners who have conducted tests on this memory stick (written clearly).

Individual candidate recordings should be saved as .mp3 files. The filename must contain the component code, centre number and candidate number, eg 8698SF_55217_0041.mp3.

If a school or college is using memory sticks and it is not possible to write all of the required information on a tag as required above, we recommend labelling the memory sticks 1 of 2 etc. This would be extremely helpful to the AQA examiner when there are a large number of candidates at a school or college and several memory sticks are used.

Schools and colleges must use a separate CD/memory stick for Foundation tier and Higher tier as the tests for each tier will be sent to different examiners for marking.

A separate CD/memory stick must also be used 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 for the same language to use another medium, eg memory sticks.

All recordings must be submitted to AQA as mp3 files. Care must be taken during the process of transferring individual recordings to a CD/memory stick that the mp3 file format is maintained. Cda format recordings must not be sent.

Please ensure that CDs or memory sticks are carefully packaged using bubble wrap or similar protective material to avoid damage in the post.

Once CDs/memory sticks are submitted to AQA for marking, they become the property of AQA and are not returned to schools and colleges unless requested via Access to Scripts services.

Please keep a copy of the recordings in case of loss in post or damage during transit.

Requirements

1 Materials required for each test:

- recording device
- MFL additional answer sheets (for notes on role-plays and photo cards)
- Teacher's booklet
- two sets of role-play and photo cards (for each of Foundation and Higher tiers)
- a copy of these Instructions
- a copy of the JCQ *Instructions for Conducting Examinations*.

Where schools or colleges require more than the standard set of two speaking test packs, because more than one teacher is timetabled to conduct speaking tests at the same time, they can either:

-
- request additional packs from dispatches@aqa.org.uk no later than **Friday 15 March 2019**

or

- download additional materials from eAQA Secure Key Materials (SKM). Exams officer access only – teacher passwords do not provide access to these materials until after end of the confidential speaking test window.

Photocopying or other duplication of the confidential speaking test material is strongly discouraged because of the need to ensure consistent quality of printing and because of the requirement to ensure that the confidentiality of the materials is maintained. The exams officer for the school or college can download the material directly from SKM during the confidential speaking test window and it is his/her responsibility to ensure that the materials are printed under secure conditions and treated in exactly the same way as the hard copy confidential speaking test packs supplied by AQA in advance of the exam period.

There is no requirement to produce multiple packs of materials for the speaking tests – as well as their own copy of the Teacher’s booklet containing all the materials, each teacher conducting the tests only needs two sets of student cards, one set for use in the exam room by the student being tested and the other set by the student preparing for their test. Only where teachers are conducting tests in the same language and the same tier will any additional sets of materials be required.

- 2 The speaking tests will be conducted by the teacher. Speaking tests cannot be conducted by a relative of a student unless the relative is a member of the teaching staff at the school. If a member of staff is a relative of a student entered for the test, the school or college must notify AQA of this potential conflict of interest by emailing irregularities-n@aqa.org.uk. Failure to comply with these requirements constitutes malpractice.

If a speaking test is to be conducted by someone who is not a member of the school or college’s teaching staff, permission to do this must be requested from AQA in advance. Examples of potential teacher-examiners are private tutors or teachers from community schools/organisations. Responsibility for the arrangements for a speaking test to be conducted by someone who is not a member of the school or college’s teaching staff lies with the Head of Centre at the school or college making the entry for the student, and the Head of Centre will be required to agree to a number of conditions. To request this permission, schools and colleges must contact mfl@aqa.org.uk. On requesting this permission, information will be provided regarding the arrangements for preparation of the confidential exam material and how this must be managed.

- 3 The speaking tests must be conducted in the period timetabled to run in April and May in each exam series. All tests must be recorded and a complete and unedited audio recording for each student dispatched to the AQA examiner.
- 4 AQA reserves the right to conduct additional speaking tests administered by external examiners, in cases where it might be considered necessary.

In order that teachers have time to prepare for the tests, the exam material, which will be provided in hard copy by AQA, may be opened, if the teacher so wishes, up to three working days before the test period starts.

Speaking test period in 2019 – important information

As Easter is late in 2019, the speaking test window has been extended to a period of seven weeks, rather than five weeks, to allow for Easter school holidays when it will not be possible for speaking tests to take place. However, all schools/colleges must use only five weeks of the seven week period for conducting tests to comply with regulatory requirements (a speaking test period of up to five weeks in each exam series). It is the responsibility of the school/college to ensure that this regulatory requirement is met. Any breaches of this requirement will be investigated.

The speaking test period for summer 2019 is **Monday 01 April to Friday 17 May 2019**.

Teachers conducting the speaking tests may open the materials **three working days** (Wednesday 27 March 2019) in advance of the assessment window opening in order to carry out their preparation, irrespective of when during the assessment window they are conducting the tests within their own school or college. No access to the confidential speaking test materials before this date is permitted under any circumstances.

It is essential that the confidentiality of the speaking test exam material is strictly maintained before and throughout the period of the tests. Its content must not be disclosed and the speaking test materials must be kept on the school or college's premises, under secure storage. For a definition of 'secure storage', please refer to the JCQ *Instructions for Conducting Examinations*.

The school or college must ensure that the confidential speaking test exam material is booked in and out of secure storage via the Exams officer both during the preparation period and during the confidential test window. It is essential that the confidential material remains on the school premises at all times and is treated as confidential until the end of the confidential test window. Any notes completed by the teacher-examiner during his/her preparation must remain with the confidential materials in secure storage and must not be removed from school premises under any circumstances.

AQA relies on the professional integrity of teachers during this period but 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.

Teachers must also ensure that all candidates are familiar with JCQ's [Information for candidates](#)

Schools and colleges should display in the conduct and preparation rooms the *Modern Foreign Languages Speaking Tests: warning to candidates* poster during the conduct of the speaking tests. It is the responsibility of the teacher preparing candidates for the tests to ensure that candidates are aware of and understand the information contained in the notice in advance of the exam. A copy is included at the end of this document (Appendix A) and a copy will be included with the confidential speaking test materials in each series.

The content of the role-plays and photo cards must not be divulged to the candidates before the start of the preparation period on the day of their speaking test. Candidates may only nominate the first theme for discussion in the general conversation. Candidates must not know the questions they will be asked during the general conversation, nor must they know in advance the topics or sub-topics they will be tested on.

The teacher-examiner should study the role-playing situations, photo cards and topics for the general conversation. It is most important that teachers are thoroughly conversant with these materials. The teacher-examiner should also prepare starter questions for the general

conversation which can be adapted to the ability and interests of the candidates they are testing.

During the confidential speaking test window, teachers must **not** email AQA queries referring to the confidential content of the speaking test materials. Any urgent queries during the speaking test window, including the teacher's preparation time, relating to the content of the materials (as opposed to administrative queries) must be made by telephoning AQA on 01423 534381 – please ask to speak to the MFL Curriculum team who have access to the materials.

Under no circumstances may teachers share information or ask questions relating to the confidential content of the speaking test materials on social media, including closed groups, or via any other medium such as email. Any breach of this instruction will be investigated by AQA.

No access to the confidential speaking test materials before 27 March 2019 is permitted under any circumstances.

5 Checks should be made to find the most suitable rooms 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
- no outside noise
- use of a small room, with curtains and/or carpet, for a high quality recording
- adequate space to set out the materials for the test
- the positioning of the recording equipment to ensure maximum recording quality of both teacher-examiner and candidate
- the recording equipment should be set up and tested at least 30 minutes before the start of the test.
- the removal of posters/wall charts etc, if these provide additional resources in both the preparation and conduct rooms.

6 Extreme care needs to be taken in all technical aspects of the recording of the tests to ensure that student' performances are not wholly or partially inaudible. Schools and colleges are responsible for ensuring that an audible recording is available for each student. Poor quality recordings can result in candidates being disadvantaged.

7 Teachers should remind candidates that they must not have access to any unauthorised material such as books, papers, mobile phones or any electronic devices during the test, including the 12 minutes' preparation time. Teachers should refer to the JCQ *Instructions for Conducting Examinations* for further clarification.

8 Candidates must not have access to a dictionary during any part of the test. This includes the 12 minutes' preparation period.

Supervision requirements

9 As the time allowances for the Foundation and Higher tests are different, we recommend that groups of candidates doing the Foundation test should be examined separately from those taking the Higher test. However, this decision ultimately rests with individual teachers/schools.

Because the tests are conducted in accordance with the sequence chart provided by AQA in the teacher's booklet, there is no requirement to supervise candidates before the preparation

time or after the tests. Candidates must, however, be supervised during the 12 minutes' preparation period.

The invigilator for the preparation period must be an appropriate person nominated by the Head of Centre to carry out the role and they should be fully trained in the requirements of the tests and their specific duties before they are permitted to invigilate any tests.

- 10 Candidates taking the Foundation test require one Foundation role-play card and one Foundation photo card. Candidates taking the Higher test require one Higher role-play card and one Higher photo card.

In order to determine which cards each student is to be tested upon, teachers should refer to the sequence chart in the teacher's booklet for the tier, paying particular attention to the student's nominated first general conversation Theme. There is a separate sequence chart for Foundation and for Higher. Each sequence should be followed independently.

The student will already have chosen the first theme for the general conversation (see para 21). The second theme is determined by the sequence chart in the teacher's booklet.

Any failure by the teacher-examiner to follow the relevant sequence chart correctly (determined by the student's chosen first theme for the general conversation and his/her allocated place in the school's candidate running order for the tests) or any attempt to manipulate the school's candidate running order in a way which could confer an unfair advantage to any candidates will be subject to investigation by AQA.

The sequence chart forms part of the confidential speaking test materials and must be treated as strictly confidential.

The role-play card and photo card should be handed to the student at the start of the supervised preparation period.

- 11 The student should then study the role-play card and photo card and prepare his/her responses. A preparation time of 12 minutes is required for each student (both at Foundation and Higher tiers). There is no restriction on the number of words or the material (eg conjugated verbs or full sentences) which the notes may contain. The notes may be in any language and will not be assessed.

- 12 During the preparation period, the student is under supervised exam conditions.

He/she may make notes, on the MFL additional answer sheets or other exam stationery, but must not:

- be unsupervised
- have access to any material other than the role-play card, photo card and MFL additional answer sheet
- write on the role-play card or photo card
- be allowed to communicate with anyone
- be in a position to hear the student being tested.

Candidates may have access in the role-play and photo card to any notes they make during the preparation time but any such notes must be taken from them, along with the photo card and role-play card, before the start of the general conversation. The student is therefore not allowed to have access to any material at all during the general conversation.

Teacher-examiners, on the other hand, may have something to remind the teacher to prompt the student question, for example a note or small prompt card. Responsibility to prompt the student question, if the student forgets to ask a question, lies with the teacher-examiner and

teachers may have access to whatever materials they need in order to conduct the tests. Care must be taken to ensure that materials teacher-examiners have in the exam room for their own reference cannot be read by the student taking the test.

- 13 It is a requirement of the specification that all candidates have exactly 12 minutes' preparation time and invigilation arrangements must be in place to facilitate this. If a student reaches the end of the 12 minutes' preparation time and the teacher-examiner is not ready to start the test, the student must be asked to stop their preparation by the invigilator, turn over their notes and cards so they are not visible and remain under supervision until the teacher-examiner is ready to start the test.

After the student has completed the 12 minutes' preparation period, he/she should move to the exam room, remaining under supervision and retaining his/her copies of the role-play card and photo card. Any notes on the role-play card and photo card made by the student on the MFL additional answer sheet/exam stationery should be taken into the exam room to be used during the first two parts of the test.

Format of the tests

- 14 The format of the test is the same for each tier and consists of three parts, which must be conducted in this order.

Part 1 – Role-play

Role-play task based on a card which has been prepared by the student immediately before the test. Candidates entered for Foundation Tier will carry out one role-playing situation (approximately two minutes in total). Candidates entered for Higher Tier will carry out one role-playing situation (approximately two minutes in total).

Part 2 – Photo card

This part of the test consists of a photo card which has been prepared by the student in the preparation time. The teacher-examiner will ask five prescribed questions. Three of these questions are printed on the candidate's card and will have been prepared during the preparation time. These are the only five questions that are asked. No supplementary questions must be asked. When the student has answered the fifth question, the teacher-examiner should collect the notes made by the student during the preparation time and the role-play and photo cards and move on to the general conversation.

Candidates entered for Foundation Tier will discuss one photo card (a maximum of two minutes in total). Candidates entered for Higher Tier will discuss one photo card (a maximum of three minutes in total).

Part 3 – General conversation

The general conversation will cover the two themes not covered on the photo card. This conversation will last between 3 and 5 minutes at Foundation and 5 and 7 minutes at Higher. A similar amount of time must be spent on each theme. The student will already have chosen the first theme for discussion and the second theme is specified in the sequence chart in the teacher's booklet.

Candidates are not allowed to choose topics (or sub-topics) for the first theme for discussion, just the theme itself (either Theme 1: Identity and culture, or Theme 2: Local, national,

international and global areas of interest, or Theme 3: Current and future study and employment).

It is not permissible for teachers to narrow the scope of questions to candidates' preferred areas discussed with candidates in advance of the speaking test. Candidates must not in any circumstances know in advance which questions or topic areas within the themes being discussed will be covered in their own test.

Conduct of the tests

- 15 The teacher-examiner conducting the test must ensure that everything which is said to the student during the test is clearly audible on the recording. Nothing should be whispered. If the teacher-examiner feels that a student 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 student.

The only part of the speaking test where the student is required to use either the formal or informal form of 'you' in the target language is the role-play. Teachers and candidates can use whichever form of 'you' they would normally use for the photo card and general conversation sections of the speaking test.

- 16 The teacher-examiner should make sure that the student is settled, record the introduction (student details, etc as specified in paragraph 34), check that the equipment is still on 'record' and then begin the test. The recording must **not** be paused or stopped after the introduction (candidate details etc).

The recording equipment must not be stopped or paused during the recording of the test, including after the recording of the candidate details at the start of the test, except in an emergency. Non-compliance with this instruction may result in an investigation by AQA.

17 Part 1 – Role-play

The teacher-examiner should conduct the role-playing situation appropriate to the candidate's tier of entry.

The teacher-examiner should start by saying in the target language 'We will start with the role-play' and should begin the role-play using the introductory text and form of address specified on the card. Teachers can choose any appropriate form of words for this, for example:

French: *On va commencer avec la première situation, c'est le jeu de rôle numéro ...*

German: *Wir beginnen mit dem Rollenspiel Nummer ...*

Spanish: *Vamos a hacer el juego de rol número ...*

Teacher-examiners must adhere to the script. They may change the target language script given only if the candidate's response makes it inappropriate. They may repeat, but they cannot rephrase. If the student does not respond to the teacher's prompt, the teacher should either repeat the prompt or say 'the question' in the target language to remind the student that they are expecting to hear the question task. However, once a candidate has given a complete response to a task, the teacher-examiner cannot repeat a question to try to elicit a different response. The only exception to this is if the task specifies, for example, 'give two details' and the candidate has given only one detail. In this situation, the teacher-examiner can ask for the second detail by asking, for example, 'And ...?' or 'Anything else?' etc, in the target language. The teacher-examiner may interrupt a student who has started to give the wrong answer to the question during the role-play and repeat the prompt in the teacher's script.

If the teacher-examiner supplies key vocabulary, candidates cannot be rewarded for it. Candidates may use any notes they have made on the MFL additional answer sheet during the preparation period. There is no restriction on the number of words or the material (eg conjugated verbs or full sentences) which the notes may contain. The notes may be in any language and will not be assessed.

Unlike the photo card, the role-play is not intended to cover a particular theme and there is no issue if the context seems to fall broadly within one of the themes for the general conversation or that covered by the student's allocated photo card. Teachers should **not** change a student's allocated role-play card (as indicated by the sequence chart in the teacher's booklet) if they think this is the case and should follow the allocation of role-play and photo cards indicated on the sequence chart.

18 This section of the test will typically take approximately two minutes, but this will vary between candidates.

19 Part 2 – Photo card

After the role-play task has been completed, the teacher-examiner should indicate the start of the photo card section of the test by saying in the target language 'And now the photo card.' Teachers can choose any appropriate form of words for this, for example:

French: *On passe à la deuxième situation, c'est la carte-photo lettre ...*

German: *Und jetzt die Fotokarte ...*

Spanish: *Pasamos a la foto, letra ...*

The teacher-examiner must ask the candidate the five questions in the teacher's booklet in order. They must ask **only** these questions and no supplementary ones, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Candidates can use any notes they have made on the MFL additional answer sheet during the preparation period. There is no restriction on the number of words or the material (eg conjugated verbs or full sentences) which the notes may contain. The notes may be in any language and will not be assessed.

Teacher-examiners may repeat or paraphrase a question that the candidate does not understand and has not attempted, provided that the same meaning is maintained. Examples of appropriate paraphrasing are *ami/copain*, *Beruf/Job* and *internet/red*. Teacher-examiners should only paraphrase the first three questions where absolutely necessary as candidates will have prepared responses to the printed questions on their card during the preparation time and any different wording may confuse them. Teacher-examiners may paraphrase a question without waiting to see if the candidate has understood it, ie before they ask it for the first time, if they think that the candidate is more likely to understand a different word. Teacher-examiners can then repeat or re-phrase the question if the candidate has not understood and has not attempted an answer. The teacher-examiner may interrupt a student who has started to give the wrong answer to the question during the photo card and repeat the prompt in the teacher's script.

Teacher-examiners should allow the candidate to develop answers as well as she/he is able, but adhere to the timings below.

If a student has not responded to one of the questions at all, then it is possible to re-ask a question at the end of this part of the test if time allows. This is only in cases where no

attempted response at all has been given. If a student has started to answer, this is classed as 'an attempt' and the question cannot be revisited.

This section of the test should take a maximum of two minutes at Foundation tier and a maximum of three minutes at Higher tier.

It is essential that teacher-examiners use a stopwatch at the start of this section of the test to ensure that they adhere to these timings. Timing begins when the teacher-examiner asks 'what is in the photo?' If the teacher-examiner is asking a question, or if the candidate is still answering a question when the maximum time allowed has been reached, the candidate is allowed to give his/her full response even if this takes him/her beyond the maximum time and this will be eligible for credit. No additional questions can be asked after that.

- 20 The teacher-examiner must collect in the role-play and photo cards and any notes made by the candidate on the MFL additional answer sheets as soon as the photo card section of the test is completed. For clarity, it is recommended that the teacher asks the student to hand over their notes at this point, using any suitable (and clearly audible) phrase in the target language, for example:

French: *Donne-moi tes notes et les cartes, s'il te plaît.*

German: *Gib mir bitte deine Papiere.*

Spanish: *Dame tus apuntes y las tarjetas, por favor.*

Such notes must be stored under secure conditions in the school or college until results day, after which they must be disposed of. The role-play and photo cards must be replaced in the appropriate set as soon as the test is over. All confidential materials must be accounted for during the confidential test window and teacher preparation time.

21 **Part 3 – General conversation**

The general conversation is based on the two themes not covered in the photo card. The first theme discussed is chosen by the candidate in advance of the test and notified to the teacher-examiner (there is no need to inform AQA in advance, though the teacher-examiner will be required to announce it on the recording). This should not be done on the day of the test, because the teacher-examiner will want to prepare beforehand. See the sequence chart in the teacher's booklet for the correct allocation of the second theme. Teacher-examiners can choose any topics and sub-topics on which to base the questions for each theme. There is no requirement to cover a specific number of topics or sub-topics. This is at the discretion of the teacher-examiner.

The teacher-examiner should indicate the start of the conversation by saying in the target language 'Now, the conversation beginning with Theme' Teachers can choose any appropriate form of words for this, for example:

French: *Et maintenant, la conversation. D'abord, le thème numéro ...*

German: *Und jetzt die Konversation. Zuerst Thema ...*

Spanish: *Y ahora la conversación. Empezamos con el tema ...*

Before discussion of the second conversation theme begins, the teacher-examiner should indicate this by saying 'And now, the second conversation theme, Theme 1/2/3' in the target language. Teachers can choose any appropriate form of words for this, for example, for example:

French: *On va changer de thème et on va parler au sujet du thème numéro ...*

German: *Und jetzt machen wir Thema ...*

Spanish: *Cambiamos de tema y ahora es el tema ...*

In this section of the test, 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. No credit will be given for vocabulary supplied by the teacher-examiner.

The conversation should develop as naturally as possible, within the specified themes only. A similar amount of time must be spent on each theme. At least **one and a half minutes** must be spent on each theme at Foundation tier and at least **two and a half minutes** on each theme at Higher tier. If less than this amount of time is spent on a theme, then the maximum mark for communication is the equivalent mark in the band below. For example if a mark of 8 would be awarded, this is reduced to a mark of 6.

If a teacher-examiner only covers one theme in the general conversation or covers the same theme in the general conversation as in the photo card, the maximum mark for communication is 5 out of 10. The other criteria are not affected.

The teacher-examiner should introduce the second theme, in the target language, when this starts.

This section of the test should take **3–5 minutes** at Foundation tier and **5–7 minutes** at Higher tier.

It is essential that teacher-examiners use a stopwatch at the start of this section of the test to ensure that they adhere to these timings. Timing begins when the teacher-examiner asks the first question on the nominated theme and ends when the first question on the second theme is asked. Timing of the second theme also begins when the first question is asked and ends when the teacher-examiner says 'End of test'. If the teacher-examiner is asking a question, or if the candidate is still answering a question, when the maximum time allowed has been reached, the candidate is allowed to give his/her full response even if this takes him/her beyond the maximum time. No additional questions can be asked after that.

- 22 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. This cannot be achieved by the rigid use of a list of prepared questions. It is also not 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 either linguistically or conceptually.

The starter questions in the teacher's booklet are examples of the type of questions teacher-examiners may ask candidates. There are two example questions per specification topic under each of the three themes. Whilst these questions are examples of the type of questions teacher-examiners may choose to ask, they are neither prescriptive nor exhaustive. Within the specified themes, teacher-examiners should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two themes.

Remember: it is a requirement for the student to ask the teacher-examiner a question during the general conversation. This can happen at any time during this section of the test. If, towards the end of the general conversation, the student has not asked a question, the teacher-examiner must prompt them by asking the student in the target language, 'Is there anything you want to ask me?' using any appropriate phrase, for example:

French: *Tu as une question pour moi ?*

German: *Hast du eine Frage für mich?*

Spanish: *¿Tienes una pregunta para mí?*

The question asked by the student must relate broadly to one of the two themes covered in the general conversation for that particular student. A random question unrelated to the two themes or a student asking for repetition will not be credited and the one mark penalty for communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the student without prompting.

A reminder checklist for teacher-examiners for the conduct of the tests is given in paragraph 38 of these instructions.

Other issues

23 Preparation time

If the student is given the wrong preparation time, 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* via the Exams officer.

24 Candidate details

If the candidate details have not been recorded and the omission is discovered during or immediately after the test, the teacher 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)'.

25 Role-playing situations

If the candidate cannot produce part of the role-play, the teacher's response should be given to allow the candidate to move on to the next utterance.

26 Photo card

If the candidate does not understand a question in the photo card, the teacher-examiner should paraphrase the question, ensuring that the same meaning is retained and that key vocabulary is not provided. Failing that, the teacher should move to the next question. The recording must not be stopped.

27 General conversation

If the candidate is unable to answer a question in the general conversation, the teacher-examiner should phrase the question more simply or try a related, though different, question. Failing that, the teacher should move to a simpler question on another topic or sub-topic of the theme. If a teacher-examiner inadvertently strays into a theme which is not part of the general conversation for a particular candidate, they should move their questioning back into the correct theme as soon as this is realised.

28 **General**

The recording must not be stopped, paused or interrupted until the end of the candidate's test, except in an emergency. The recording must not be stopped between the introduction (candidate details etc) and the start of the test itself. If an emergency arises which makes it necessary to interrupt a test, a note of explanation must be sent to the AQA examiner with the recordings.

If the test is interrupted by external factors, such as noise or someone entering the room, the teacher-examiner must continue with the test if the interruption is unlikely 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. If the recording is stopped, a note explaining the circumstances must be sent to the AQA examiner with the recordings.

- 29 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 note explaining the circumstances must be sent to the examiner with the recordings. The candidate must not be re-tested on another occasion. 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* via the Exams officer.

- 30 Candidates who are eligible for extra time in their exams because of difficulties with reading and/or writing can only use this extra time, in speaking tests, for the preparation time.

If a candidate is eligible for extra time because of a learning difficulty or speech impediment which will affect the speed of their spoken communication in the speaking test, then they may be eligible for extra time during the speaking test. A separate application must be made by contacting accessarrangementsqueries@qa.org.uk

We offer an exemption for candidates with speech impediments. A separate application must be made by contacting accessarrangementsqueries@qa.org.uk

For any other issues about access arrangements, please email: accessarrangementsqueries@qa.org.uk

- 31 The only circumstances in which a candidate can be re-tested are if:

- the test has not been recorded or is wholly inaudible
- a candidate's test is lost through over-recording
- there is a technical malfunction during the test
- it is realised during the confidential test window that a **whole section** of the test (eg role-play or photo card) has been omitted or is missing, the candidate should be retested using different cards and the original test discarded
- a candidate accidentally completes a whole test at the wrong tier of entry. In this case the whole test must be redone at the correct tier within the confidential window and the original test discarded
- a candidate is accidentally given the wrong tier of role-play or photo card by the teacher-examiner. In this case the whole test must be retaken within the confidential window

- a candidate is accidentally tested on the wrong role-play or photo card by the teacher-examiner (ie not the one they prepared during the preparation time) and the error is realised before the candidate leaves the test room, then the correct role-play or photo card task must be done at the end of the test and a note added for the AQA examiner about which task to mark. If the error is not realised until after the candidate has left the test room, the candidate is not allowed to return to complete that part of the test and the whole test must be redone using different cards during the confidential window.

The candidate concerned should be re-tested as soon as possible after the end of the particular session. **It is essential that a different role-play and photo card are used.** A note stating the circumstances must be sent to the AQA examiner with the recordings. If the teacher-examiner 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* via the Exams officer.

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. For example, the teacher failing to prompt a candidate to ask a question during the general conversation (if the candidate had not already done so), or a candidate missing out an utterance in the role-play would not qualify for special consideration.

After the tests

- 32 As soon as all the tests are completed for the school or college, the CDs or memory sticks must be kept secure. We will email the dispatch label 24 hours before the last date of the assessment window to make you receive the most up to date AQA examiner address label. Once received, send the CDs or memory sticks for each tier, together with the information on pages 8–9 of these instructions and the attendance list. Schools and colleges are strongly advised to retain a copy of the recordings in case of loss in post or damage during transit. Please ensure that CDs or memory sticks are packaged using bubble wrap or similar protective material.

- 33 Once CDs/memory sticks are submitted for marking, they become the property of AQA and will not be returned to schools and colleges unless schools and colleges request their return via access to scripts services.

Please note that more information in relation to GDPR regulations will be provided separately and communicated to all schools and colleges in advance of the 2019 exam series.

An example of a 'Detailed mark sheet' is provided as an appendix. Teachers may use this for mock exams if they wish.

34 **Teacher-examiner tester performance records**

A *Teacher-examiner tester performance record* (TTPR) will be sent to some schools and colleges following the marking of the speaking tests. The TTPR is intended to provide teacher-examiners with factual feedback on the conduct of the speaking tests to inform the conduct of future tests. Please note that a form is not provided for every school or every teacher-examiner.

However, if there are no issues with the conduct of the tests, an email confirming this will be sent to the school or college. Feedback is only provided where there are issues with the conduct of the tests which could affect candidates' marks.

It is not possible to provide more detailed feedback than the information on the form. Candidate numbers are provided on any TTPR issued to identify the teacher-examiner at the school or college and the comments may also apply to other candidates tested by this teacher-examiner.

35 **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

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

At this point	Record this	Do this
At the start of the tests for each teacher-examiner	GCSE (language) exam, June 2019 Centre no. _____	
At the start of each candidate's test	Candidate no. _____ Candidate name _____ Role-play no. _____ Photo card letter _____ General conversation theme chosen by candidate* _____	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 school or college		Schools and colleges must send their recordings to the appropriate AQA examiner for the tier, ensuring that all the information listed on pages 8–9 of these instructions is also included.

*Theme 1, Theme 2 or Theme 3

37 Important points for teacher-examiners

The teacher-examiner can:

- refer to his/her own notes during the test, including a reminder to prompt the candidate to ask a question during the general conversation
- interrupt a candidate who has started an incorrect response during the role-play or photo card tasks and repeat the prompt in the teacher's script
- practise and correct candidate responses to a range of questions as part of normal class teaching prior to the speaking tests
- re-ask a question after the fifth question in the photo card task if the candidate made no attempt to answer the question when it was asked earlier in the test
- prompt the candidate in the target language to ask a question at the end of the general conversation if the candidate has not already done so.

The teacher-examiner cannot:

- point to the candidate's notes or cards to prompt the candidate during the test – all communication must be clearly audible on the recording
- use any form of non-verbal communication during the test, including visual aids, hand signals or pointing
- let the candidate know in advance the questions or topics within each theme which will be covered during their own speaking test
- allow the candidate to decide or dictate the topics/sub-topics to be covered in the test
- narrow the range of topics/sub-topics within a theme which candidates prepare in advance of the speaking test eg the teacher cannot give candidates a choice on the topic(s) or sub-topic(s) to be discussed for the nominated theme or the second theme in the conversation
- stop the recording at any point during the test. If this become unavoidable (eg in an emergency) a note explaining the circumstances must be sent with the recordings to the allocated AQA examiner
- re-test a candidate during the speaking window, apart from in the limited circumstances listed in paragraph 31
- simplify the role-play or photo card teacher scripts in the teacher's booklet
- refer to/disclose the confidential content of the role-plays and photo cards in any electronic communications during the test window and teacher preparation time, including in emails to AQA and in social media contexts, including closed groups.

Important reminders for teacher-examiners and preparation area invigilators

- Make sure you are fully familiar with the relevant sections of these *Instructions for the Conduct of the Examinations*.
- Make sure your invigilator for the preparation area is fully trained and understands their role in the tests.
- You can only have access to the exam material up to **three working days** before the start of the timetabled test period.
- You must ensure that the material is treated as confidential until the end of the speaking test window and is kept secure at all times.
- Keep individual sets of confidential material separate to avoid any confusion. All cards must be accounted for during the confidential test window.
- Ensure that all candidates are aware of the 'Warning to candidates' provided in Appendix A and that they understand the contents of this notice and what it means in practice.
- Make sure language specific posters/displays are removed from the preparation and test rooms.
- Make sure that candidates receive role-plays and photo cards in accordance with the sequence chart in the teacher's booklet and for the correct tier.
- Remember to take great care when recording the tests to ensure that candidates' performances are clearly audible. Poor recordings can disadvantage candidates.
- Everything which is said to the candidate must be clearly audible on the recording. Nothing should be whispered.
- Always refer to the tier-specific sequence chart in the teacher's booklet. Remember that after a break in testing, eg lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate order*. When more than one teacher-examiner is conducting the tests for a language, each should start at Candidate 1 and once the full list of candidates has been covered, start again at Candidate 1.
- Remember that candidates are not allowed to use a dictionary including in their preparation time. They may make notes in the preparation period on MFL Speaking test additional answer sheets or other exam stationery. No other materials are permitted, which includes dictionaries.
- Take care to ensure that role-play cards and photo cards are returned to the correct set.
- Make sure there are no marks on the role-play or photo cards.
- Make sure that candidates are under constant supervision and do not have contact with other candidates or access to unauthorised materials during the time they are in the preparation and testing areas.
- Make sure you retain the candidate notes on the MFL Additional answer sheets securely until results day.

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 In the Foundation tier writing test, candidates must answer:
 - Question 1
 - Question 2
 - Question 3and **either**
 - Question 4.1 **or** Question 4.2.
- 5 In the Higher tier writing test, candidate must answer:
either
 - Question 1.1 **or** Question 1.2and **either**
 - Question 2.1 **or** Question 2.2**and**
 - Question 3.
- 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.

Warning to candidates

You must not:

- become involved in any unfair or dishonest practice in any part of this assessment
- discuss this assessment with anyone who has not yet taken the assessment
- share information on this assessment in any way, including on the internet

Sharing information about speaking tests can create an unfair assessment and could impact on your grades in this exam. It may also lead to a malpractice investigation which could lead to:

- a loss of marks for this component
- a disqualification from this component or the entire qualification
- a ban from sitting exams for a set period of time

AQA monitors social media and candidate websites for evidence of malpractice.

Remember: treat the speaking tests as confidential. Keep things fair for everyone



Paper 2 Speaking test – Detailed mark sheet

Appendix B

GCSE Bengali, Chinese (Mandarin), French, German, Italian, Modern Hebrew, Panjabi, Polish, Spanish and Urdu

Summer 20 ____

Centre no:						Language: _____	Component Code: _____ (eg 8668/SF)
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Candidate name	Candidate no.				Tier F/H	Role-play					RP sub-total	Photo card		General conversation					GC sub-total	Total		
						Role -play no.	Communication Max. 10					K&U of L Max 5	Max 15	PC Letter	Max 15	C Max 10	1 mark penalty (tick if applied)	R&A of L Max 10	P & I Max 5	S & F Max 5	Max 30	Max 60
							Task 1 Max 2	Task 2 Max 2	Task 3 Max 2	Task 4 Max 2	Task 5 Max 2											

AQA examiner name:(please print)

Sheet no.	
Total sheets for this centre	

Top copy to be sent to AQA together with recordings
Bottom copy to be retained by AQA Examiner

