



Instructions for the conduct of the exams 2020

A-level Modern foreign languages

These instructions apply to exams for:

- A-level French (7652/1, 7652/2, 7652/3T, 7652/3V)
- A-level German (7662/1, 7662/2, 7662/3T, 7662/3V)
- A-level Spanish (7692/1, 7692/2, 7692/3T, 7692/3V)

All staff conducting the tests must read and be familiar with both these instructions and the Joint Council for Qualifications (JCQ) [Instructions for conducting exams](#) well in advance of the exams.

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.

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

Version 1.0

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 candidate 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 papers).

Failure to comply with the above requirements constitutes malpractice.

Use of computers

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/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 former 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.

Paper 1 (7652/1, 7662/1, 7692/1): Listening, reading and writing

Requirements

- 1 Materials required:
 - listening material on CD (one per candidate)
 - question and answer booklets
 - a copy of these instructions
 - individual listening facilities.

Preparation

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

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

All centres will be supplied with two types of CD. One will be a single CD which will not be tracked. One CD of this type will be supplied per centre. The other CD will have individual tracks recorded so that candidates will be able to rewind and fast forward between tracks. Sufficient numbers of this tracked CD will be supplied for all candidates entered at the centre. Centres can then choose which type of CD best meets their own individual needs, in terms of the equipment they will be using for the exam. If centres intend on using a laptop to play the listening material, they must ensure with their technical staff that it is sufficiently powerful to run the required program. **If any additional CDs are required these should be requested as early as possible from dispatches@aqa.org.uk.**

For each question in the listening section, both the duration of the heard material and the track numbers from the tracked CD which correspond to that material, will be printed in the question and answer booklet and on the transcript. For example:

Length of passage: 55 seconds

Tracks: 10–18

- 3 At least one spare CD player with batteries and one spare CD must be available for candidates taking the exam where CD players are used.
- 4 If a language laboratory is used, the seating arrangements must comply with the regulations contained in JCQ's [Instructions for conducting exams](#). Candidates must complete the whole test in the laboratory – including reading and writing sections – as they must have access to the listening material for the duration of the exam.
- 5 In accordance with JCQ's [Instructions for conducting exams](#) all notices should be posted and warnings given to candidates.

Information for candidates

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

- 6 All personal CD players must be of a size suitable for use on the desk at which the candidate will take the test. The equipment must be capable of operating independently of mains electricity.

- 7 The power supply and general working condition of the equipment are the responsibility of the candidate. We will not normally consider a fault in the operation of a personal CD player as justifying special consideration for its user.
- 8 Candidates are not permitted to borrow a CD player from another candidate while the test is in progress if a fault develops with their own equipment, or for any other reason. In such an event the invigilator may supply the candidate with a standby machine provided by the centre.
- 9 CD player cases, instruction leaflets and similar material must not be brought into the exam room.

The following items are classed as unauthorised material and must not be brought into the exam room:

- textbooks
- research notes
- pictures
- music.

Use of MP3 players, laptops and tablets

- 10 The following instructions apply to the use of MP3 players, laptops and tablets in A-level MFL listening exams.

The exams officer must sign for listening materials provided in CD format, in accordance with section 1.1 of JCQ's [Instructions for conducting exams](#).

Centres must provide the MP3 players, laptops and tablets. Candidates are not allowed to provide their own MP3 player, laptop or tablet.

You may download listening materials from our secure extranet site (Secure Key Materials), or from a CD, onto centres' MP3 players, laptops or tablets, no earlier than one working day before the exam. If an A-level 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.

Whenever possible, a member of staff from the centre's ICT department or the exams officer should undertake this task. The material must be downloaded to the secure part of a centre's network, ie part of the network which is only accessible to ICT staff and not to candidates. Languages teachers are not allowed to check the MP3 players, laptops or tablets after the confidential material has been downloaded onto them.

Only the listening material for a specific A-level MFL listening exam may be stored on the MP3 players or tablets.

The confidential materials we supply for the purposes of the listening exam must be returned to the centre's secure storage facilities as soon as the download to each of the MP3 players, laptops or tablets has been completed.

All MP3 players, laptops or tablets with confidential material stored on them prior to the exam must be returned to the centre's secure storage facilities and must be stored in accordance with section 1.2 of JCQ's [Instructions for conducting exams](#).

The MP3 players, laptops and tablets must be treated as confidential exam material until the exam has been taken.

The exams officer must keep a log of their actions at all times. In particular:

- the date confidential material was downloaded to each of the MP3 players, laptops or tablets
- when the MP3, laptops or tablets with confidential material stored on them were placed in secure storage
- when the MP3 players, laptops or tablets were cleared of the listening material.

Centres must ensure that:

- each MP3 player, laptop or tablet is of a suitable size and capable of operating independently
- each MP3 player, laptop or tablet is fully operational at the time that the downloading of the listening material takes place (the general working condition of the equipment is the responsibility of the centre and we will not normally consider a fault in the operation of a MP3 player, laptop or tablet as sufficient grounds for an application for special consideration)
- at least one spare MP3 player, laptop or tablet is available for candidates where MP3 players, laptops or tablets are being used in a MFL listening exam
- candidates must not access the tempo adjustment function as they are not allowed to change the speed of the original recording when they listen to it (they should be advised that any breach of this regulation could lead to malpractice proceedings).
- Candidates must not borrow a MP3 player, laptop or tablet from another candidate whilst the exam is in progress for any reason. The invigilator must supply the candidate with a replacement MP3 player, laptop or tablet provided by the centre. The candidate must remain under supervision at all times and must be allowed the full amount of time specified for the exam.

After the exam:

- the listening files must be removed from the MP3 players, laptops or tablets, and the MP3 players, laptops or tablets must be cleared of files prior to the commencement of the next exam
- the files may be retained by the centre for their own internal use with future candidates.

Where candidates are using laptops or tablets, access to the internet is strictly prohibited. Access to the internet must be disabled for the entire duration of the exam.

Digitising listening material

11 Storing listening material on a centre'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 candidates, 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 centre'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 CDs or memory sticks is not permitted during the exam.

Conduct of the exam

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

Problems during the exam

- 16 If the candidate's CD player breaks down, they may be given a standby machine provided by the centre (see points 3 and 8). The candidate must remain under supervision throughout and must be allowed the full amount of time specified for the exam. Inform irregularities@aca.org.uk as soon as possible after the exam.
- 17 If the candidate's CD is faulty, they must be provided with a replacement. The candidate must remain under supervision throughout and must be allowed the full amount of time specified for the exam. Inform irregularities@aca.org.uk as soon as possible after the exam.

After the exam

- 18 The Question and Answer Booklets should be collected in and arranged in the order of the candidates' names on the attendance list(s). The Question and Answer Booklets and the attendance list(s) should then be packaged together and dispatched using the labels provided. Any inserts must not be sent with the scripts for marking.
- 19 After the exam, the CDs may be retained by the centre for use with future candidates.

Paper 2 (7652/2, 7662/2, 7692/2): Writing

Requirements

- 1 Materials required: Question and Answer booklets, including any inserts.

Conduct of the exam

- 2 Before the test begins, candidates should each be given the Question and Answer Booklet and be asked to complete the details on the front cover.
- 3 Candidates should be made aware of the instructions and information printed on the front cover of the Question and Answer Booklet. Candidates must not open the Question and Answer Booklet until they have read these instructions and the invigilator has answered any queries. Candidates' attention should be drawn to the weighting of the sections and the allocation of marks to each question. They should be reminded that they should allocate their time appropriately and that they may answer the questions/sections in any order. They should also be reminded that they must use black ink or black ballpoint pen to write their answers and that they must write their answers in the spaces provided.
- 4 Candidates must be warned that, once permission has been given to begin the test, they will not be allowed to ask any further questions. Candidates should then be told to begin the test.
- 5 The Question and Answer Booklets should be collected in and arranged in the order of the candidate' names on the attendance list(s). The Question and Answer Booklets and the attendance list(s) should then be packaged together and dispatched using the labels provided. Any inserts must not be sent with the scripts for marking.

Paper 3 (7652/3T, 7662/3T, 7692/3T): teacher-conducted speaking tests

Dates

- 1 All A-level Modern Foreign Language speaking tests must be conducted between **14 April and 22 May 2020**. Schools/colleges can only test during **five weeks** of this 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 school/college's responsibility to ensure that this requirement is met. Any breaches of this requirement will be investigated.

The assessment period is published on the timetable for each series, available on our website. In 2020, the dates of the test window are Tuesday 14 April to Friday 22 May. Teachers conducting the speaking test may open the materials two working days (Wednesday 8 April in 2020) 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 centre.

Materials

- Recording device with microphone.
 - Candidate's and examiner's material.
 - Additional answer sheets.
 - A copy of these instructions.
 - Candidate Record Form (CRF) – one copy for the candidate and one for the teacher-examiner.
- 2 The Paper 3 speaking test candidate material and examiner material can be accessed on Secure Key Materials (SKM) by exams officers only, until 30 June. Teachers who have candidates entered for 7652/3T, 7662/3T or 7692/3T and who require access to the tests must approach their exams officer. From 30 June onwards teachers will be able to access the tests directly. Teachers will continue to receive the candidate and examiner material in hard copy if they have entries.

Where centres require more than the standard set of two packs, because more than one teacher is testing at the same time, centres can either request additional packs **as early as possible** from dispatches@aqa.org.uk or download additional materials from eAQA Secure Key Materials (exams officer access only until the confidential test window closes).

Photocopying or other duplication of the material is **not permitted** because of the need to ensure consistent quality of printing and because of the requirement to ensure that confidentiality of the materials is maintained.

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

Each part of the test will need to be timed to ensure that it does not exceed the following time limits:

- Part 1 Discussion of sub-theme – 6 minutes
- Part 2(a) Presentation of individual research project – 2 minutes
- Part 2(b) Discussion of individual research project – 10 minutes
- The recording must not be paused at any point during the test, including between Part 1 and Part 2.

We reserve the right to conduct additional speaking tests administered by external examiners in cases where it might be considered necessary.

All tests must be recorded and a complete, unedited audio recording must be sent to us for marking.

Candidates must take the test only once before certification.

Non-teaching staff conducting tests

The speaking tests cannot be conducted by a relative of the candidate unless the relative is a member of the teaching staff at the centre. If a member of staff is a relative of a candidate entered for the test, the centre must notify us of this potential conflict of interest by emailing irregularities@aqa.org.uk.

If a test is to be conducted by someone who is not a member of the centre's teaching staff (eg by a private tutor), permission must be requested from us in advance. The Head of centre will be required to agree to a number of conditions. To request permission, centres must contact mfl@aqa.org.uk or call 01423 534 381. We'll provide information regarding the arrangements for preparation of the confidential exam material and how this must be managed.

Advance preparation

- 1 In order to have time to prepare, teachers can open the materials up to two working days before the assessment window opens. In 2020, teachers can access the confidential test materials from **Wednesday 8 April**.

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 confidential exam 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. When teacher-examiners have booked the confidential material out for their preparation, they must return it to the Exams Officer to be locked in secure storage for any period of time when they are not using it. For example, if a teacher-examiner has to pause their preparation in order to teach a class, the material must be booked back in to secure storage via the Exams Officer. Locking the confidential material in a desk drawer or cupboard in a departmental area of the school/college, for example, is not permitted. This requirement should be taken into account when teacher-examiners plan for their preparation of the confidential materials.

Any notes completed by the teacher-examiner during his/her preparation must remain with the confidential materials and must be signed in and out of secure storage in the same way. Both the confidential assessment material and any notes completed by the teacher-examiner during his/her preparation must be treated as confidential until the end of the test window published on the exam timetable.

The confidential assessment material and any notes completed by the teacher-examiner during his/her preparation must not be removed from school premises under any circumstances.

Candidates must not know in advance of the test which sub-themes will be covered by the cards they will be given or which questions they will be asked in any part of the test.

If a student is unexpectedly absent, we would not expect the teacher-examiner to adjust their running order for that session of tests. The teacher should miss the row in the sequence chart altogether for the student concerned and carry on with their planned sequence for all the other students. The absent student should be slotted into another session and he/she follow the appropriate running order for that new session. All tests must be completed before the end of the timetabled window – there will be no exceptions because the material will cease to be confidential.

No email queries relating to confidential assessment materials can be sent during the test window – this includes emails from teachers to us. The only way teachers can discuss any queries or comments on the exam content during the test window is by contacting the MFL Curriculum team at mfl@aqg.org.uk or calling 01423 534 381.

Teachers must not share information or ask questions on social media (including closed groups) relating to the confidential speaking test materials.

Teachers should ensure that all candidates are familiar with JCQ's [Information for candidates – social media](#) before taking their speaking test.

Schools and colleges should display the 'Warning to candidates' poster during the speaking tests. A copy is included at the end of these instructions.

We rely on the professional integrity of teachers during the assessment period. Teachers are reminded that if we are satisfied that a breach of confidentiality has occurred we reserve the right to take such action as we deem necessary.

Each candidate must complete a Candidate Record Form CRF (CRF) listing up to ten sources and/or headings to indicate to the teacher-examiner the scope of their research. Candidates must list at least two sources. At least one of these must be an online source. Sources may be written, audio or visual. Remaining information could be sources or headings to indicate aspects studied or key findings.

If more than one candidate at a centre selects the same general area for their project, each candidate must focus on a different aspect, select his/her own title and carry out individual research.

Teachers can consult their NEA adviser on proposed topics and titles for the Individual Research Project (IRP), using the IRP approval form on the website, up to the beginning of the test window. Advisers cannot communicate with centres during the test window.

The CRF must be completed in English apart from titles of sources. Teacher may assist the candidates in completing the form. The completed CRF must not exceed 80 words, excluding the two required sources.

The CRF must be completed in full. It includes a signed statement from the candidate confirming his/her research project is not based on a book or film which he/she will answer on in Paper 2 of the A-level.

The candidate must submit the form to the teacher-examiner (or visiting examiner) at least two weeks before the test. A copy of the form must be made and both the original and the copy of the form must be kept securely. The copy must be issued to the candidate at the start of the test to ensure that both the examiner and candidate are using identical versions of the form.

Teachers are allowed to:

- provide suggestions for the subject of candidates' individual research
- discuss with candidates their proposed project title, guiding and advising on the title (including language of the title) and the scope of the research
- where necessary, correct the language of the project title
- give feedback to candidates on the extent to which their provisional titles will or will not meet the assessment criteria

- suggest sources of reference, including but not limited to websites, books and magazines
- provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched
- provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked
- monitor candidates' progress according to such deadlines or milestones
- provide general advice on the type of language that candidates might use in the presentation and discussion.

Teachers must not:

- provide the candidate with material that they have designed specifically for the candidate's project
- download and give to the candidate specific source materials or copied and pasted extracts
 - provide specific advice on the language of the candidate's presentation and discussion, apart from the language of the project title
 - give feedback orally or in writing on any written notes, drafts or preparatory work produced by the candidate for the presentation or discussion
 - give feedback orally or in writing on any oral practice presentation by the candidate, beyond informing the candidate if it exceeds two minutes.

'General advice' is defined as guidance that the teacher would include in the teaching and learning of the class and that would apply to all projects. 'Specific advice' is defined as guidance that relates to a particular project and is tailored to an individual candidate or group of candidates.

The above rules on what teachers cannot do also applies to foreign language assistants and private tutors. Candidates must sign the CRF to confirm that they have had no assistance other than that which is permitted under the scheme of assessment and teachers must sign to confirm that the work is, to the best of their knowledge, solely that of the candidate.

Teachers should ensure that all candidates are familiar with JCQ's [Information for candidates – social media](#) before taking their speaking test.

Centres should display the 'Warning to candidates' poster during the conducting of the speaking tests. A copy is included at the end of these instructions.

Accommodation and equipment

- 4 Checks should be made on rooms to find the most suitable locations 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 optimum recording quality of both teacher and candidate
 - any poster/wall charts that might provide extra resources in both the preparation and conduct rooms.

The recording equipment should be set up and tested at least 30 minutes before the

start of the tests.

Extreme care should be taken in all technical aspects of the recording of the tests to ensure that candidates' performances are not wholly or partially inaudible. Poor quality recordings can result in candidates being disadvantaged.

Remind candidates that they must not have access to any unauthorised material such as notes not required in the test, books, papers, mobile phones or any electronic devices during the test. For further information refer to JCQ's [Instructions for Conducting Examinations](#).

Invigilation

Candidates must be supervised during the five minute preparation period. The preparation period should take place in the exam room and can either be supervised by the teacher-examiner or by an invigilator.

Dictionaries

Access to a dictionary is not permitted either during the supervised preparation period or during the test.

Recordings

- 5 All speaking tests must be recorded and a complete and unedited audio recording made available to us.

Candidates may have only one attempt at the speaking test before certification.

All recordings must be sent to us within one working day of the last date of the assessment window. Recordings must be accompanied by a completed Candidate Record Form (CRF) for each candidate. Please ensure that CDs or memory sticks are packaged using bubble wrap or similar protective material.

Centres are strongly advised to keep a copy of the recordings.

Centres are asked to pay particular attention to the quality of their recordings as examiners cannot mark what they cannot hear. Clear recordings with no background noise and with candidates well-positioned in relation to the microphone are essential so that their responses are audible. Centres are reminded that external noise is a major distraction for examiners and candidates alike and can have a significant impact on a candidate's performance.

These tests will be conducted by the teacher and marked by our examiners. Speaking tests cannot be conducted by a relative of a candidate without prior permission from us.

To request this permission, contact:

Exams Integrity
Irregularities and Malpractice section
AQA
Devas Street
Manchester M15 6EX

Email: irregularities@aqa.org.uk
Telephone: 0161 958 3736.

Please note: We do not supply any media for centres to record their speaking tests.

You may wish to use one of the free audio recording applications available commercially to record their speaking tests. If so, candidate recordings must be saved as mp3 files and not as AUP files. You must ensure that all recordings have been saved as mp3 files

You may also consider using digital voice recorders, now available for approximately £30–£40. They are the size of a mobile phone, automatically record in mp3 format, produce very clear recordings and do not need an external microphone. Our MFL visiting examiners use these devices.

Refer to the requirements below for file naming and the information which must accompany speaking tests when they are dispatched to our examiners for marking.

We currently accept recordings of speaking tests on CDs or memory sticks. We will not accept speaking tests recorded on any other medium.

Centres must ensure that all memory sticks submitted are virus free.

The following must accompany the recordings when they are sent to our 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 Track 1 0041 Michael Stipe)
- component code (eg 7652/3T)
- centre number
- teacher-examiner's name (written clearly)
- letter of the stimulus card chosen.

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

- the number and name of each candidate on the CD
- component code (eg 7652/3T)
- centre number
- teacher-examiner's name (written clearly)
- letter of the stimulus card chosen.

Individual candidate recordings should be saved as .mp3 files. The filename must contain the component code, centre number and candidate number eg 7652/3T_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 7652/3T)
- centre number
- teacher-examiner's name (written clearly)
- letter of the stimulus card chosen.

Individual candidate recordings should be saved as .mp3 files. The filename must contain the component code, centre number and candidate number, eg 7652/3T_55217_0041.mp3

We suggest that if centres are using memory sticks and it is not possible to write all of the required information on a tag as required above, the memory sticks should be labelled 1 of 2 etc. This will help our examiners when there are a large number of candidates at a centre and several memory sticks are used.

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

Request for breakdown of marks

The breakdown of marks can be accessed, free of charge, via the Enhanced Results Analysis (ERA) in e-AQA.

Teacher-examiner Tester Performance records (TTPRs)

The information provided on the TTPR is intended to provide teacher-examiners with feedback on the conduct of the speaking tests to inform the conduct of future tests. It is not possible to provide more detailed feedback than the information on the TTPR form. Feedback is provided on the basis of need only and not for 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.

Return of recordings

Once CDs/memory sticks are submitted for marking, they become the property of AQA and will not be returned to centres. We strongly advise centres to keep a copy of the recordings for future reference.

Problems during the exam

- 6 If the candidate details have not been recorded and the omission is discovered during, or immediately after, the test, the teacher-examiner must record the candidate's details at the end of the test with the words "That was the test of candidate number ... (name of candidate)".

The recording must not be stopped, paused or interrupted until the end of the candidate's test, except in an emergency. If an emergency arises which makes it necessary to interrupt a test, a note of explanation must be sent to the examiner, with the recordings.

If the test is interrupted by external factors, such as noise or someone entering the room, the teacher-examiner must continue with the test unless the interruption is likely to obscure the candidate's recording. Otherwise, the recording should be allowed to run but the test should not be continued until the interruption has ceased. The recording must not be stopped unless the interruption is lengthy or very disruptive. If the recording is stopped, a note explaining the circumstances must be sent to the AQA examiner with the recordings. In the event of a lengthy interruption such as a fire alarm requiring full evacuation of the school/college, the recording should be paused, the student concerned should be supervised at all times during the interruption and once the interruption is over, the test should be resumed and continued until the test is completed, ie both sections. A note should be put in with the recordings when sending to the AQA examiner to explain why a particular student's recording was stopped, ie full fire evacuation. If such an interruption distresses a student which impacts on the rest of their test after the interruption, then an application for special consideration can be submitted.

If the candidate appears too upset to continue the test, he/she should nevertheless be encouraged to continue. The recording must not be stopped unless it is absolutely essential to do so, in which case a letter explaining the circumstances must be sent to the examiner, with the recordings.

If there are medical reasons for the candidate's inability to continue, an application for special consideration should be submitted in line with the instructions contained in the

JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*. Exams officers will be familiar with this procedure.

If candidates need extra time, the application must be made through Access Arrangements, online. All extra time must be applied for in this way, including applications for up to 25% extra time. For any other issues about Access Arrangements, please email accessarrangementsqueries@qa.org.uk

Candidates who are eligible for extra time in their exams because of difficulties with reading and/or writing can only use this time, in MFL 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 MFL speaking test. A separate application must be made in such cases by contacting accessarrangementsqueries@qa.org.uk.

It should be noted that the assessment criteria are applied to all candidates in the same way, including those eligible for extra time, due to the nature of the assessment objectives being tested. Candidates unable to meet the requirements of the assessment criteria (eg due to speech impediments) will be offered an exemption from the speaking test. A separate application must be made in such cases by contacting accessarrangementsqueries@qa.org.uk.

The only circumstances in which a candidate can be retested are if:

- the test has not been recorded or is inaudible
- there is a technical malfunction during the test.

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

We 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, in cases where the teacher fails to prompt the candidate to ask two questions in Part 1, special consideration would not normally be granted.

Timing

7 Supervised preparation period: 5 minutes

Test: 16–18 minutes:

- 5–6 minutes for part 1 Discussion of a sub-theme
- 2 minutes for part 2(a) Presentation of the individual research project
- 9–10 minutes for part 2(b) Discussion of the individual research project.

Marking of part 1 Discussion of the sub-theme will stop after 6 minutes, marking of part 2(a) Presentation of the research project will stop after 2 minutes, and marking of part 2(b) Discussion of the research project will stop after 10 minutes.

Conduct of the test

8 The teacher-examiner should record the introduction (candidate details, etc), make sure that the candidate is settled, check that the equipment is still on 'record' and then begin

the test by stating the letter of the stimulus card the candidate has prepared. The recording must not be stopped after the candidate details have been recorded. The timing of the test starts when the teacher-examiner asks the candidate the first question.

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

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 clear 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. This includes visual signals, pointing, holding up prompts.

There is no requirement for a particular form of address to be used (eg Vous/Sie/Usted) and teacher-examiners and candidates are free to use either the formal or informal form of address. Teacher-examiners should aim to be consistent in the form of address they choose to use within a given test.

The teacher-examiner should indicate the start of part 2 by saying in the target language 'Thank you, now, your presentation'. Both the teacher-examiner and the candidate should have access to a copy of the Candidate Record Form (CRF) during part 2.

The teacher-examiner should announce the 'end of test' and, while the candidate is still in the room, check that it has been recorded.

The teacher-examiner should then collect the stimulus card and additional answer sheet(s) from the candidate. The additional answer sheet(s) should be kept securely until results day when they should be destroyed confidentially.

Format of the tests

Preparation period

- 9 The five minute preparation period will take place in the room where the test will be conducted and will be supervised by the teacher-examiner

The teacher-examiner must give the candidate two cards, one from each of two sub-themes, following the sequence table and avoiding overlap with the candidate's individual research project. The candidate must choose **one** of the two cards. The candidate must then remain under supervision while he/she studies the material and prepares his/her responses. The candidate may make notes on the additional answer sheet provided and use these notes during the test. The candidate may make notes on the additional answer sheet provided and use these notes during the test. A preparation time of five minutes should be allowed. The timing of the preparation period starts when the candidate is given the cards.

The additional answer sheet provided as an appendix to this document or additional answer sheets that can be used for any exam may be used. The notes will not be assessed. Notes may be in any language. There is no word limit and candidates can make whatever notes they wish in the time allowed.

Candidates should be advised to make good use of their preparation time and prepare sufficient material in response to each question to show their ability to develop ideas and opinions, as required by the assessment criteria. Candidates should also prepare during this time two questions to ask the teacher-examiner. During part 2 of the test, candidates should have access only to their Candidate Record Form (CRF), which they completed before the test date.

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

May

- make notes on the additional answer sheet

Must not

- be unsupervised
- have access to any material other than the two stimulus cards, additional answer sheet for notes and the completed Candidate Record Form (CRF).
- write on the stimulus cards in the preparation area
- be allowed to communicate with anyone
- be in a position to hear the candidate being tested.

The stimulus card not chosen by the candidate should be collected by the teacher-examiner immediately before the test begins.

Test

Part 1: Discussion of the sub-theme

The teacher-examiner will ask the candidate the printed questions on the card that the candidate has selected. The teacher-examiner should ask follow-up questions in between the printed questions. Each of the 12 provided cards is based on a different aspect of the 12 sub-themes (one card on each sub-theme). The exact amount of text, visual element, etc will vary depending on the topic in question and on the natural variety of the material itself.

Candidates are advised on the front of the card to consider during their preparation time two questions which arise from the material and to ask the teacher-examiner these questions at an appropriate point during the discussion. If the candidate does not ask two questions, the teacher-examiner must invite the candidate to do so before the end of the discussion on the sub-theme.

To meet the requirement to ask two questions, the candidate must seek information or opinion. Asking for clarification or repetition will not meet the requirement. The candidate's questions must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

The teacher-examiner should give a brief response to the candidate's questions so as not to have a significant effect on the time available for the candidate to demonstrate his/her knowledge and skills. The teacher-examiner will then ask further questions relating to the sub-theme.

The discussion of the sub-theme must last for five minutes and no longer than six minutes. The candidate may refer during the discussion to any notes made during the preparation period on an Additional Answer Sheet. At the end of the discussion, the teacher-examiner must collect the stimulus card and the Additional Answer Sheet from the candidate and should make clear on the recording that this is being done. The notes must be stored securely in the centre until results day.

Part 2 (a): Presentation on the individual research project

The candidate must present a summary of the findings of their research. They may refer to their completed Candidate Record Form (CRF) but no other notes are permitted. The presentation must not last longer than two minutes.

Part 2(b): Discussion of individual research project

The teacher-examiner will use points raised by the candidate in his/her presentation and information provided on the Candidate Record Form (CRF) to ask the questions and take part in a discussion with the candidate about the findings of their research. The candidate may refer during the discussion to their completed CRF but no other notes are permitted. The discussion must last at least nine minutes and no longer than ten minutes. On the CRF the candidate will have identified at least two sources used in their research, one of which must be an online source. Candidates can also include up to eight other sources or headings in English that deal with aspects of the topic they have researched. In the presentation of the topic that has been researched the candidate should identify a number of key findings from their research and develop a number of points about each finding

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

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

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.

Throughout the test, teacher-examiners should avoid correcting language, completing candidates' answers, encouraging short replies and talking more than the candidate. The complete speaking test for an individual candidate must not exceed 18 minutes.

Sequence of stimulus cards

- Candidates must be given two stimulus cards and the teacher-examiner must avoid overlap with the candidate's individual research topic. It is not possible to make a blanket ruling on the issue of the overlap of topics. Part of the teacher-examiner's preparation is to look at the scope of the individual cards and make a judgement as to whether there is the possibility of overlap of material in terms of what their candidates have researched. If so, then the next suitable combination of cards in the sequence should be offered to the candidate.

- 13 Where two teacher-examiners are testing at the same time, the whole centre should be treated as one eg if each teacher-examiner is testing four candidates, one should start at Candidate 1 and the other at Candidate 5.

An example of a sequence table is provided below for information only. For each exam series, a sequence table will be provided in the confidential assessment materials (examiners' material).

Example

Candidate	Cards
1	E + L
2	J + E
3	C + I
4	D + L
5	H + D
6	A + H
7	L + A
8	A + G
9	H + C
10	A + I

After the tests

- 14 As soon as all the tests are completed for the centre, 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 sure you receive the most up to date examiner address label. Once received, send the CDs or memory sticks together with the information on pages 11–12 of these instructions, including the Candidate Record Forms (CRFs) and the attendance list(s)

There is no requirement to encrypt recordings of MFL speaking tests. However, if you are required by your school/college to encrypt recordings, you can find instructions on our website..

Paper 3 (7652/3V, 7662/3V, 7692/3V): visiting examiner conducted speaking tests

- 1 These tests will be conducted, recorded as audio files and marked by the visiting examiner. Tests are marked by the visiting examiner whilst the test is in progress.

All of the regulations, guidance and information provided in these instructions for the centre conducted option apply equally to the visiting examiner option.

Centres will be asked to send the Visiting Examiner a copy of each candidate's completed Candidate Record Form at least two weeks before the tests take place.

Our visiting examiners will be using handheld digital voice recorders to record candidate speaking tests and then saving tests from the digital voice recorder onto an AQA memory stick. The centre may be asked by the visiting examiner to provide access to a centre computer or laptop to transfer the tests at the end of the session from the digital voice recorder onto our memory sticks. The visiting examiner may choose to bring a laptop with them to do this, but this is optional. If they do not bring their own laptop, the centre must provide access to a computer or laptop instead.

The centre does not need to provide any other equipment.

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

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

The centre must provide an appropriate adult to be present in the test room for all candidates to meet the requirements of our [Child Protection Policy](#). The appropriate adult must not be:

- the candidate's subject teacher
- a fellow candidate
- a relative of the candidate – unless they are a private candidate.

The appropriate adult must be present in the test room. It is no longer acceptable for the appropriate adult to view the test room through a glass panel/window.

If the centre does not provide an appropriate adult, it will not be possible for the visiting examiner to conduct the tests.

Small entry centres

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

Dates and times of tests

- 3 Centres will be contacted by the visiting examiner appointed to conduct their speaking tests. The centre and visiting examiner must agree a suitable time for the visit(s) within the speaking test period published on the timetable. Centres are requested to reply

promptly, directly to the visiting examiner appointed. Any delay in replying will make it difficult to finalise arrangements. Centres must then confirm the arrangements in writing to the visiting examiner. The visiting examiner will supply a letter for this purpose.

All tests will take place within a five-week period during April and May. You should refer to the published exam timetable for each exam series for the dates.

We are unable to accept requests from centres for specific dates for speaking tests. Centres will be offered a maximum of three dates by their visiting examiner. If centres are unable to accept the date suggested by their visiting examiner, they will be asked to inform the visiting examiner of all possible alternative dates for the speaking tests within the stated period. Visiting examiners are authorised not to accept requests from centres that completely exclude whole sections of the speaking test period, eg the first three weeks. This may result in serious delays in arrangements being finalised.

A visiting examiner will only be allocated to centres with **eight** or more candidates. These can come from the new AS and new A-level specifications eg three new AS candidates and five new A-level candidates meet the requirement. Centres with fewer than eight candidates will be advised to arrange for their candidates to travel to the nearest 'host' centre which has been allocated a visiting examiner, or to conduct the tests themselves. Visit aqa.org.uk for more information on host centres.

During the Autumn Term, we collect information relating to the expected number of candidates entering speaking tests. If this information indicates that a centre expects to have eight or more candidates, yet final entry information collected in the Spring Term indicates fewer than eight candidates, it will not be possible to allocate a visiting examiner.

Centres entering candidates for the visiting examiner option must make the entry for this option by the deadline for entries – otherwise we cannot guarantee to provide a visiting examiner.

Each candidate must complete a *Candidate record form* (CRF) listing up to ten sources and/or headings to indicate to the teacher-examiner the scope of their research. Candidates must list at least two sources. At least one of these must be an online source. Sources may be written, audio or visual. Remaining information could be sources or headings to indicate aspects studied or key findings.

If more than one candidate at a centre selects the same general area for their project, each candidate must focus on a different aspect, select his/her own title and carry out individual research.

Teachers can consult their NEA adviser on proposed topics and titles for the Individual Research Project (IRP), using the IRP approval form on the website, up to the beginning of the test window. Advisers cannot communicate with centres during the test window.

The CRF must be completed in English apart from titles of sources. Teacher may assist the candidates in completing the form. The completed CRF must not exceed 80 words, excluding the two required sources.

The CRF must be completed in full. It includes a signed statement from the candidate confirming his/her research project is not based on a book or film which he/she will answer on in Paper 2 of the A-level.

The candidate must submit the form to the teacher-examiner (or visiting examiner) at least two weeks before the test. A copy of the form must be made and both the original and the copy of the form must be kept securely. The copy must be issued to the candidate at the start of the test to ensure that both the examiner and candidate are using identical versions of the form.

Teachers are allowed to:

- provide suggestions for the subject of candidates' individual research

- discuss with candidates their proposed project title, guiding and advising on the title (including language of the title) and the scope of the research
- where necessary, correct the language of the project title
- give feedback to candidates on the extent to which their provisional titles will or will not meet the assessment criteria
- suggest sources of reference, including but not limited to websites, books and magazines
- provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched
- provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked
- monitor candidates' progress according to such deadlines or milestones
- provide general advice on the type of language that candidates might use in the presentation and discussion.

Teachers must not:

- provide the candidate with material that they have designed specifically for the candidate's project
- download and give to the candidate specific source materials or copied and pasted extracts
- provide specific advice on the language of the candidate's presentation and discussion, apart from the language of the project title
- give feedback orally or in writing on any written notes, drafts or preparatory work produced by the candidate for the presentation or discussion
- give feedback orally or in writing on any oral practice presentation by the candidate, beyond informing the candidate if it exceeds two minutes.

'General advice' is defined as guidance that the teacher would include in the teaching and learning of the class and that would apply to all projects. 'Specific advice' is defined as guidance that relates to a particular project and is tailored to an individual candidate or group of candidates.

The above rules on what teachers cannot do also applies to foreign language assistants and private tutors. Candidates must sign the CRF to confirm that they have had no assistance other than that which is permitted under the scheme of assessment and teachers must sign to confirm that the work is, to the best of their knowledge, solely that of the candidate.

- 4 Morning sessions will normally start at 9.00 am and afternoon sessions at 1.30 pm (unless a specified time has been arranged), but the hours during which the tests are held may be modified in consultation with the visiting examiner – we do not need to be informed of any such modification. It should be assumed that visiting examiners will wish to start the first exam at 9.00 am which will require the first candidate to prepare at 8.55 am. To enable recording equipment to be reset, slots of 30 minutes per candidate are recommended and a maximum of eight candidates should be examined in a day. However, visiting examiners will contact centres to arrange precise starting/finishing times. All candidates for a morning or afternoon session should be available at the beginning of that session for the introductory talk, whereby the visiting examiner will introduce themselves to candidates and put candidates at their ease.

Visiting examiners will normally use the formal form of address with candidates. However, if candidates use the informal form of address to the examiner, this will not

affect the marks awarded.

- 5 As details are not given in the exam timetable, the centre should give internal candidates and private candidates formal notice of the day and time they will be required to attend for the tests. Each test will last 21–23 minutes including five minutes preparation time. However, to allow time for the correct preparation, candidates should be scheduled at 30 minute intervals, as mentioned above.
- 6 All confidential materials for the speaking test will be sent to the visiting examiner, not to the centre.

Return of recordings

Centres whose tests were conducted by a visiting AQA examiner can request the return of recordings from the summer exam series. Requests should be submitted via e-AQA.

Supervision of candidates preparing for the tests on the day

- 7 Candidates will be allowed five minutes to prepare for the test, during this time they will be allowed to make notes. Visiting examiners will provide candidates with their two stimulus cards at the beginning of the preparation time and an additional answer sheet to use for their notes. Candidates may also have their Candidate Record Form (CRF) (combined Candidate Authentication Form and Individual Research Project Form) which they will need for part 2 of the test.
- 8 The Visiting Examiner will supervise the candidate preparing for the speaking test. Teachers should remind candidates that they must not have access to any unauthorised material such as:
- notes not required in the test
 - books
 - papers
 - mobile phones
 - electronic devices

Refer to JCQ's [Instructions for Conducting Examinations](#) for more information.

- 9 During the preparation period, the candidate is under exam conditions. He/she:

May

- make notes on the additional answer sheet

Must not

- be unsupervised
- have access to any material other than the two stimulus cards, additional answer sheet(s) for notes and their completed Candidate Record Form (CRF)
- write on the stimulus cards in the preparation area
- be allowed to communicate with anyone
- be in a position to hear other candidates being tested.

The stimulus card not chosen by the candidate should be collected by the visiting examiner before the test begins.

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

Teachers should ensure that all candidates are familiar with the JCQ document [Information for candidates – social media](#) before taking their speaking test.

Centres should display the 'Warning to candidates' poster during the conducting of the speaking tests. A copy is included at the end of this document (Appendix).

Accommodation

- 10 Two rooms should be made available for the speaking tests: the first room (or corridor) for waiting candidates, the second for the candidates to prepare and take the tests. Teaching aids (eg posters, charts, vocabulary lists) which could assist candidates must be removed from the room used for the preparation and the test.

- 11 It is not necessary to segregate candidates who have taken the test from those who have yet to take it.

Recording of tests

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

Absent candidates

- 15 Candidate who for sufficient reason are absent when the visiting examiner is testing other candidates at the centre may take the test at another centre that the same examiner is to visit later, provided that suitable arrangements can be made both with the visiting examiner and the Head of the other centre. If an arrangement of this nature cannot be made, a report on the candidate's absence may be submitted using an application for special consideration. We cannot make special arrangements for candidate who are absent without good reason.

Candidates with speech problems or hearing impaired candidates

- 16 If a candidate has a speech problem or a hearing impairment which might affect their performance, a report should be submitted well before the test is held. The candidate may be informed that the visiting examiner will be notified of the candidate's disability. The visiting examiner will allow the candidate sufficient time in which to demonstrate his/her abilities. The Head of Centre should not communicate with the visiting examiner. Candidate suffering from a speech problem or hearing impairment may indicate that they wish to resign this part of the test before completing it.

If a candidate is eligible for extra time, the visiting examiner must be informed of this at the time arrangements are being made for the tests.

- 17 Visiting examiners have been instructed that they must not divulge their assessment of any candidate's performance in the speaking test to the centres they have visited. Nor may they make any criticism of, or observation on, the work of an individual candidate, or of a group of candidates.

Modern Foreign Languages Speaking Tests

Warning to candidates notice

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 about this assessment in any way, including on the internet/social media.

Sharing information about Speaking tests can create an unfair assessment and could impact on your grades in this exam. Failing to report to your teacher any assessment-related information being shared may also lead to a malpractice investigation which could result in:

- 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 student websites for evidence of malpractice.

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