



Portsmouth
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GCSE (9-1) languages

Conducting the Speaking exam

With thanks to

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html>

and

<https://www.aqa.org.uk/subjects/languages>

Points to be considered

- Format and timings
- Preparation time and candidate notes
- Role of teacher-examiner
- Sequencing grid
- Role play
- Picture-based task
- Conversation
- AQA

Pearson / Edexcel

Format and timings

All speaking assessments are now marked externally by Edexcel examiners

Foundation Tier	Higher Tier
7–9 minutes + 12 minutes' preparation time 70 marks	10–12 minutes + 12 minutes' preparation time 70 marks
Role play: 1–1.5 minutes 10 marks (communication only)	Role play: 2–2.5 minutes 10 marks (communication only)
Picture-based task: 2.5–3 minutes 16 marks (communication and content) 8 marks (linguistic knowledge and accuracy)	Picture-based task: 3–3.5 minutes 16 marks (communication and content) 8 marks (linguistic knowledge and accuracy)
Conversation: 3.5–4.5 minutes 12 marks (communication and content) 12 marks (interaction and spontaneity) 12 marks (linguistic knowledge and accuracy)	Conversation: 5–6 minutes 12 marks (communication and content) 12 marks (interaction and spontaneity) 12 marks (linguistic knowledge and accuracy)

Specification Themes

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimension

- **Role play scenarios:**
 - based on any of the topics from Themes 1–4 only
- **Picture-based task:**
 - based on any of the topics from Themes 1–5
- **Conversation:**
 - based on any two Themes

Preparation time

- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and picture-based tasks.
- The preparation time must be:
 - immediately before the candidate's scheduled examination
 - used only to study the stimulus cards provided.
- During the preparation time, candidates must not:
 - prepare for (or make notes on) the conversation task
 - have access to dictionaries or other resources.

Candidate notes (form CN2)

- Candidates are permitted to make notes relating to Tasks 1 and 2 (role play and picture-based task) during their supervised preparation time.
- All candidates must use form CN2 to record their notes.*
- Candidates may write full sentences in their notes.
- Candidates may refer to their notes in the assessment but should be strongly discouraged from reading out whole prepared sentences.
- Candidates must hand the teacher-examiner both stimulus cards and form CN2 on completion of Task 2 and prior to the commencement of Task 3 (conversation).
- All CN2 forms must be kept secure in the centre until the end of October in the year the assessment is completed, after which time they must be securely destroyed.

*Under no circumstances should candidates make notes on the role play and picture-based task stimulus cards.

Role of the teacher-examiner

Teacher-examiners must:

- conduct the tasks in the following order:
 1. role play
 2. picture-based task
 3. conversation
- use the sequencing grid provided by Pearson for the allocation of the:
 - role-play stimulus card
 - picture-based stimulus card
 - the second conversation theme
- keep a close eye on task timings.

The sequencing grid

- The sequencing grid is designed to ensure all candidates talk about four of the five themes in the speaking assessment.
- The candidate's choice of topic for the first part of the conversation drives allocation of both stimulus cards and second conversation theme.
- The sequencing grids will differ for each language and each tier every year.

The sequencing grid

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	FR3 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 or Theme 4
	Theme 2	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 1 or Theme 5
	Theme 3	FR1 (Theme 1)	FP3 (Theme 2)	Theme 3	Theme 4 or Theme 5
	Theme 4	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	FR3 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 or Theme 4
	Theme 2	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 1 or Theme 5
	Theme 3 →	FR1 (Theme 1) →	FP3 (Theme 2) →	Theme 3 →	Theme 4 or Theme 5
	Theme 4	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3

Role play

Role play

- Pearson will set and provide ten different sets of role plays for each tier.
- Each role play comprises 2 cards (1 for teacher; 1 for candidate).
- Teacher cards contain instructions on how to conduct the role play and the **exact** questions to ask.
- Each role play opens with an introduction from the teacher who then asks the first question.

The purpose of the role play is to assess communication through:

- understanding and responding, including the ability to ask questions
- use of the correct register.

The role play assesses the candidate's ability to:

- ask questions
- answer questions
- select the correct register (formal or informal).

Foundation Tier role play

- 5 bullet points eliciting 5 utterances from the candidate:
 - 2 bullets require candidates to answer straightforward questions within the context of the role play scenario
 - 1 bullet requires candidates to give an opinion/reason/description
 - 1 bullet (marked ?) requires candidates to ask a question
 - 1 bullet (marked !) requires candidates to answer an unpredictable question.
- All bullet points can be addressed in the present tense or a familiar condition tense (e.g. je voudrais).
- The candidate should use the correct register.

Higher Tier role play

- 5 bullet points eliciting 5 utterances from the candidate:
 - 2 bullets two require candidates to answer straightforward questions within the context of the role play scenario
 - 2 bullets (marked ?) requires candidates to ask a question
 - 1 bullet (marked !) requires candidates to answer an unpredictable question in a past tense.
- Four bullet points can be addressed in the present tense or a familiar conditional tense (e.g. je voudrais).
- The candidate should use the correct register.

Role play - example

STIMULUS FR1

Topic: Work

Instructions to candidates:

You are asking for a summer holiday job in a hotel in France. The teacher will play the role of the hotel manager and will speak first.

You must address the manager as *vous*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Dans un hôtel. Vous cherchez un job pour les vacances d'été.

1. Type de travail désiré
2. Travailler en France – raison
3. !
4. Travailler ici – combien de temps
5. ? Hôtel – uniforme

Role play - example

STIMULUS FR1

Topic: Work

Instructions to teacher:

- Address the candidate as *vous*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Dans un hôtel. Vous cherchez un job pour les vacances d'été.

1	<i>Je peux vous aider ?</i> Allow the candidate to say what kind of job s/he is looking for.
2	<i>Pourquoi voulez-vous travailler en France ?</i> Allow the candidate to say why s/he wants to work in France.
3	<i>!</i> <i>Quelle est votre date de naissance ?</i> Allow the candidate to provide his/her date of birth.
4	<i>Pendant combien de temps voulez-vous travailler ici ?</i> Allow the candidate to say how long s/he wants to work there. <i>D'accord.</i>
5	<i>?</i> <i>Avez-vous une question ?</i> Allow the candidate to ask about a uniform. Give an appropriate brief response.

Role play: teacher-examiner

Teacher-examiners **must**:

- allocate the role play stimulus card according to the sequencing grid
- introduce the scenario at the start of the role play (using the appropriate masculine or feminine forms)
- ask the set questions as presented.
- The set questions and comments must be asked as they are presented.
Exception: For prompt 5 in Foundation tier and prompts 4 and 5 in Higher tier, if the candidate asks a question before the teacher has prompted them, the teacher must not then ask the candidate if they have a question.

Teacher-examiners **may**:

- repeat the set questions twice (i.e. utter three times in total).

Teacher-examiners **must not**:

- re-phrase the set questions
- ask any supplementary questions.



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Picture-based task

Picture-based task

- Pearson will provide ten different sets of picture-based tasks for each tier.
- Each task comprises 2 cards (1 for teacher; 1 for candidate).
- Teacher cards contain instructions on how to conduct this task and the **exact** questions (and prompts) to ask.

The purpose of the picture-based task is to assess communication through:

- exchanging opinions
- providing descriptions
- narrating events

The candidate must be allowed to develop his/her responses as well as he/she is able. Prompts have been provided for each question to facilitate this.

Picture-based task assessment criteria (points of interest)

Communication and content – examiners are listening for:

- **development** and fluency of responses
- expression and justification of opinions
- consistency and effectiveness of language to describe, narrate and inform
- clear pronunciation and intonation.

Linguistic knowledge and accuracy – examiners are listening for:

- accurate grammatical structures (including tenses)
- coherent responses with minor errors that do not affect communication

Picture-based task: Foundation Tier

Candidate card

A colour picture and 5 bullet point prompts in the target language (*NB: **except** in Chinese and Japanese where prompts are in **English***):

Bullet 1 (present tense) always requires the candidate to describe the picture.

Bullet 2 requires the candidate to give an opinion.

Bullet 3 (past tense) requires the candidate to narrate a past event.

Bullet 4 (future tense) requires the candidate to speak about future plans or ambitions.

Bullet 5 requires the candidate to express an opinion on a more general aspect of the topic.

Teacher-examiner card

A colour picture and 5 questions (with set prompts in brackets):

Question 1: always “*Describe the photo*” and the prompt is [*Anything else?*]

Question 2: T-E gives an opinion on the topic of the picture and asks the candidate for his/her opinion.

Question 3: T-E asks the candidate to narrate a past event related to the topic.

Question 4: T-E asks the candidate about a future plan or experience related to the topic.

Question 5: T-E asks a more open question inviting the candidate to give a personal response.

Picture-based task: Higher Tier

Candidate card

A colour picture and 5 bullet point prompts in French (NB: **except** in Chinese and Japanese where prompts are in **English**):

Bullet 1 (present tense) always requires the candidate to describe the picture.

Bullet 2 requires the candidate to give an opinion.

Bullet 3 (past tense) requires the candidate to narrate a past event.

Bullet 4 (future tense) requires the candidate to speak about future plans or ambitions.

Bullet 5 (unexpected) requires the candidate to express an opinion on a more general aspect of the topic.

Teacher-examiner card

A colour picture and 5 questions (with set prompts in brackets):

Question 1: always “*Describe the photo*” and the prompt is [*Anything else ?*]

Question 2: T-E gives an opinion on the topic of the picture and asks the candidate for his/her opinion.

Question 3: T-E asks the candidate to narrate a past event related to the topic.

Question 4: T-E asks the candidate about a future plan or experience related to the topic.

Question 5: T-E asks an unpredictable question inviting the candidate to give a personal response.

Picture-based task - example

Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

Regarde la photo et prépare des réponses sur les points suivants :

- la description de la photo
- ton opinion sur la cantine dans ton collège
- tes activités pendant la pause déjeuner hier
- tes projets pour célébrer la fin des examens
- ta matière préférée

Picture-based task - example

Topic: What school is like



(Source: © Baerbel Schmidt/Getty Images)

1. Décris-moi la photo.
[Autre chose ?]
2. Moi, je pense que la cantine au collège est très bien. Et toi, quelle est ton opinion ?
[Pourquoi (pas) ? / Autre chose ?]
3. Qu'est-ce que tu as fait pendant la pause déjeuner hier ?
[Autre chose ?]
4. Comment vas-tu célébrer la fin des examens ?
[Pourquoi ? / Autre chose ?]
5. Quelle matière préfères-tu ?
[Pourquoi (pas) ? / Autre chose ?]

Picture-based task: teacher-examiner

Teacher-examiners **must**:

- allocate the picture-based task stimulus card according to the sequencing grid
- ask the 5 set questions as presented.

Teacher-examiners **may**:

- use the set prompts as presented
- repeat the set questions and prompts twice (i.e. utter three times in total).

Teacher-examiners **must not**:

- re-phrase the set questions
- ask any supplementary questions
- deviate from the set prompts.



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Conversation

Conversation

- Recommended timings:
 - Foundation Tier: 3.5 – 4.5 minutes
 - Higher Tier: 5 – 6 minutes
- The conversation is in two parts, each covering a separate theme.
- An equal amount of time must be allocated to each of the two themes.

The purpose of the conversation task is to assess the candidate's ability to:

- develop conversations and discussions
- give opinions.

Candidates must initiate the conversation.

Conversation

Part 1

- Candidates select one topic from one Theme no later than 2 weeks before the assessment.
- At the start of the conversation, candidates state their chosen aspect(s) from their nominated topic and talk for up to 1 minute.
- After a maximum of 1 minute, the conversation continues on the chosen topic and may extend to other topics within the same Theme if necessary to ensure the recommended time for this task is used most effectively.

Part 2

- The sequencing grid will allocate each candidate two Themes for part 2 of the conversation.
- The teacher-examiner may choose which of the two Themes to use.
- Part 2 of the conversation may focus on one or more topics from the selected Theme if necessary.

Conversation

1: Identity and culture	Who am I?	Relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
	Daily Life	Customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
	Cultural life	Celebrations and festivals; reading; music; sport; film and television
2: Local area, holiday and travel	Holidays	Preferences; experiences and destinations
	Travel and tourist transactions	Travel and accommodation, asking for help and dealing with problems; directions; eating out; shopping
	Town, region and country	Weather, places to see; things to do
3: School	What school is like	School types; school day; subjects; rules and pressures; celebrating success
	School activities	School trips, events and exchanges
4: Future aspirations, study and work	Using language beyond the classroom	Forming relationships; travel; employment
	Ambitions	Further study; volunteering; training
	Work	Jobs; careers and professions
5: International and global dimension	Bringing the world together	Sports events; music events; campaigns and good causes
	Environmental issues	Being 'green'; access to natural resources

Conversation assessment criteria – points of interest

Communication and content – examiners are listening for:

- information given willingly
- extended sequences of speech to express thoughts, ideas and opinions with justification
- good variety of vocabulary (some uncommon)
- clear pronunciation and intonation.

Interaction and spontaneity – examiners are listening for:

- spontaneous responses
- natural, unrehearsed interaction
- candidates who can develop the conversation

Linguistic knowledge and accuracy – examiners are listening for:

- accurate grammatical structures (including tenses)
- coherent responses with minor errors that do not affect communication

Conversation: teacher-examiner

Teacher-examiners **must**:

- time the conversation to ensure it lasts within the recommended minimum and maximum times:
 - 3.5 – 4.5 minutes for Foundation Tier
 - 5 – 6 minutes for Higher Tier
- ensure an equal amount of time is allocated to both parts of the conversation.

Teacher-examiners' questions must allow candidates to:

- produce extended sequences of speech
- give and justify own thoughts and opinions
- use past, present and future tenses / time frames and structures
- use a variety of grammatical structures and vocabulary



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Oral Assessment Guide

Oral Assessment Guide

[GCSE Modern Languages: support for the speaking test \(2023 update\) - YouTube](#)



AQA

Format and timings

What's assessed

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 11, Photo card J and her second Conversation Theme will be Theme 1.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 14, Photo card O and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	11	Theme 1	N (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
2	15	Theme 1	O (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
3	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
4	16	Theme 1	J (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	18	Theme 1	R (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
6	14	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	16	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
8	17	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1

Preparation time for the student

- Make as many notes for the role-play and the photo card as you like in the 12 minutes.
- For the role-play, give only the amount of information you are asked for (one detail, two details, etc).
- For the photo card write answers/notes to the prepared questions that are developed well, but not so well that the maximum time may be exceeded. Most (ie three) of the five questions must be developed in order to score in the top band.
- Written notes can be read verbatim during the test.
- Be careful with pronunciation when reading from notes.



GCSE MFL Speaking tests additional answer sheet

[illegible]

During the test - role-play

- Teacher must keep to the script – not doing so could disadvantage students.
- Repetition is okay if the student doesn't reply but it is recommended that there is only one repetition of a given question as it may be off-putting to the student to have more.
- If the student gives a complete but incorrect answer, the teacher cannot repeat the question.
- If the student gives an incorrect answer, but then self-corrects, this is acceptable.
- If more than one detail is requested, but the student only gives one, say 'And ...' or 'Anything else?' in the target language.
- In a two-part task, let the student answer the first part, then ask the second part (pause shown by '...' in the teacher's script).
- If a student completes the task but is about to give more information, interrupt and move on.
- When you are asked a question by the student, keep the reply brief.
- No need to time the role-play.

ROLE-PLAY 11 (HIGHER TIER)

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre la salud y la comida.

- Tú – persona sana o no.
- **!**
- Tu comida preferida y **una** razón.
- Tu última vez en un restaurante (**dos** detalles).
- **?** El gimnasio.

During the test – photo card

- A question may be paraphrased but the same meaning must be maintained.
- Look at the questions carefully in advance to see if you might want to change the wording of some. For instance, in Spanish *Internet* instead of *la Red* in French *ami(e)* for *copain/copine*. In practice, this is likely to relate to the unprepared questions, as the student will have prepared answers to the first three questions in the preparation time. Paraphrasing one of the prepared questions may prove off-putting to the student.
- Interrupt a student who may not be able to answer all five questions because the first answers are very long.
- If a student has a long pause, it may be better to move on so more questions will be answered.
- More able students may use conjecture about the photo ('I think it's hot because the people are wearing shorts'), which is acceptable.
- 'I like the photo' or a similar opinion will not be acceptable on its own.

2 minutes max
Foundation
3 minutes max at Higher

During the test – photo card (continued)

- Time the recording with a stopwatch. Timing begins as soon as you begin the question 'What is there in the photo?'; two minutes maximum at Foundation, three minutes at Higher. If a question has been asked on 2 or 3 minutes, the student is allowed to complete their answer. If the student is speaking at this point, allow them to complete their answer.
- Ask only the five questions in the teacher's booklet, no follow-up questions.
- Collect in the cards and notes before the start of the general conversation.



- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué hiciste el fin de semana pasado para proteger el medio ambiente?
- ¿Te gusta la idea de tener contenedores de reciclaje de colores diferentes? ... ¿Por qué (no)?

During the test – general conversation

- The general conversation must be on the two themes indicated in the speaking test sequence chart. The first one is the student's nominated theme and the second one is the remaining theme (not the theme covered by the photo card).
- Be clear about which topics and sub-topics are covered in each theme (see the specification, pages 10-11). The vocabulary lists in the specification also give further guidance on the scope of the sub-topics.
- Coverage of the two themes should be of a similar amount of time per theme.
- Questions asked of each student should reflect his/her ability and interests. Foundation students may not do so well if they are asked lots of questions in different tenses. However, in order to score in the top band for range & accuracy of language, Foundation students need to make successful reference to all three time frames.

During the test – general conversation (continued)

- Suggested questions covering the full ability range are provided for each theme in the teacher's booklet as a guideline but these questions are not compulsory and teachers are free to use their own questions if they wish.
- During the test, have a list of questions per theme to refer to should the conversation begin to dry up.
- There is no requirement to cover a specific number of topics or sub-topics for each theme.
- Students have to ask you a question during the general conversation. If, at the end of the conversation, they haven't asked one, say in the target language, 'Is there anything you want to ask me?'
- The purpose of the question that the student asks in the general conversation is to elicit information, it is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the student asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to the context.

During the test – general conversation (continued)

- A question must elicit information, rather than repetition/clarification of something the teacher has said. So 'Can you repeat that please?' would not meet the requirement.
- When you are asked a question, keep your reply brief.
- Time the general conversation with a stopwatch. Timing begins as soon as you begin to ask the first question. Five minutes maximum at Foundation, seven minutes at Higher. If a question has been asked on five/seven minutes, the student is allowed to complete their answer.
- If a student has a long pause, it may be better to move on so that the spontaneity/fluency mark is not adversely affected.
- Remember to say 'end of test' on the recording for each test.



Conversation

Themes

Theme 1: Identity and culture

- Topic 1: Me, my family and friends
 - Relationships with family and friends
 - Marriage/partnership
- Topic 2: Technology in everyday life
 - Social media
 - Mobile technology
- Topic 3: Free-time activities
 - Music
 - Cinema and TV
 - Food and eating out
 - Sport
- Topic 4: Customs and festivals in Chinese-speaking countries/communities

Conversation

Themes

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
 - Charity/voluntary work
 - Healthy/unhealthy living
- Topic 3: Global issues
 - The environment
 - Poverty/homelessness
- Topic 4: Travel and tourism

Conversation

Themes

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions



Sample Assessment Materials

<https://qualifications.pearson.com/en/home.html>

<https://www.aqa.org.uk/>