

Top 10 Tips for Conducting the GCSE MFL Speaking Exam





We know some of you have now started your holidays, but might be launching into the speaking exams as soon as you return, so we are sharing these 10 useful last-minute reminders for delivering the GCSE MFL speaking exams.

Before we begin, make sure you access this [Spotlight on the Speaking assessment document](#), which rounds up links for everything you need to know from administration to revision.





Tip 1: Access available training

It's not too late to 'attend' training.

Watch the recording of our 2-hour [GCSE Conducting the Speaking Assessment training](#), where our trainer will talk you through all aspects of the speaking task.

If you have less time, watch [this 12 minute video](#) which quickly walks through delivery of the speaking assessment (although it does not include the latest LWT submission guidance).





Tip 2: Missing Students and the Sequencing Grid

If a student is absent owing to illness, but you have already planned your sequence and organised your cards for the day, it is fine to skip a candidate number in the sequence.

If the student recovers within the speaking window, then they can complete their speaking exam, starting at the beginning of the sequencing grid for a new day.

For any absence, explain the circumstances on your centre's formal letter head and attach to the LWT submission. You can apply for the special considerations process for students who miss the speaking exam for acceptable reasons.





Tip 3: Role play – keep it brief

Remember the role play is only marked for **communication** and students can gain their marks with **brief** responses.

Follow the teacher prompts, without rephrasing. There is no need to add additional questions to create a longer conversation during this task.



Tip 4: Role play – repeating questions

If a student asks you to repeat, you can do this twice, so students hear your question three times in total.

You should move on if the student is still unable to answer after **three times** of hearing your question.

You must not re-word any elements on the stimulus cards in the speaking exam.





Tip 5: Role play – TE question prompt

In the role play, the teacher-examiner now has a prompt at Foundation tier and two prompts at Higher tier to remind students to ask their question.

This will ensure that all students will get the same exam experience on the day and have access to the full mark criteria.

If the student asks their question before you have a chance to request it, you can then miss out prompting them for the question, in this circumstance only!





Tip 6: Picture-based task bullet points

You can reassure your students that in the picture-based task, the bullet points will always follow the same order:

- description
- opinion
- past
- future
- another opinion (F) or unprepared element (H).



Tip 7: Transitions and candidate note sheets (CN2)

We've got an updated [crib sheet](#) to help with the introduction and transitions between tasks for French, German and Spanish.

Don't forget to remove the students' notes before the conversation task begins. Store the notes securely until the end of October.





Tip 8: Conversation – the student's introduction

In the conversation, some students like to begin with a prepared introduction of up to a minute, but there is no requirement to do so if they prefer to simply state the topic they want to discuss.

Senior examiners have noted that it would be helpful to always tailor your first question to what the student has just delivered in their introduction, rather than beginning your pre-selected list of questions, which might not be related.



Tip 9: Conversation – effective questioning

During the conversation, try to select questions that elicit **different time frames**, past, present and future, to give your students the best chance of accessing the full mark criteria.

Senior examiners also noted that some questioning has not been appropriate to the student's ability level. Overly complex questions will not allow less able students to respond effectively.





Tip 10: Uploading to LWT

Once all speaking exams are completed, you will now upload the files to our '**learner work transfer**' (LWT) system, rather than posting USB sticks or CDs.

Instructions are provided in the [LWT guidance](#).

You should aim to upload the recordings within two working days of the final speaking exam for each language qualification being completed in your centre.





Any other questions?

Access our [GCSE MFL FAQ document here](#), which has responses to a wide range of questions that we receive on the speaking exam.

If you can't find an answer to your question in the FAQ document or the [Administration Support Guide](#), contact us using the details on the next slide.



Contact us

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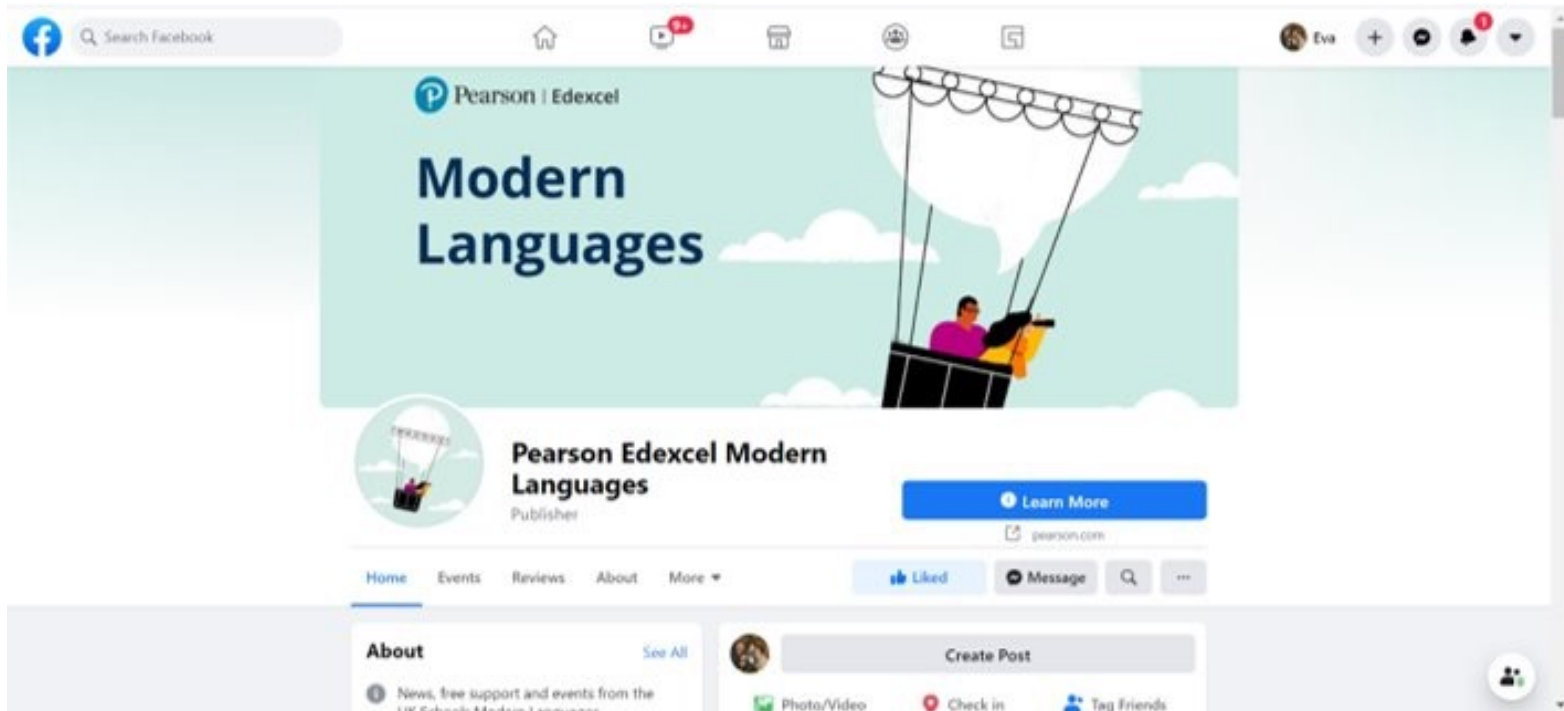
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