



AS Examinations Summer 2020

Modern Languages

Instructions and Guidance to Teachers and Candidates

Conduct and Administration of AS Modern Languages Speaking Tests (Revised)

CONTENTS	Page
FOREWORD	iii
SECTION A	
Guidelines for Teachers and Examination Officers	1
Arrangements for the speaking tests (AS)	1
Accommodation	2
Briefing meeting for candidates	3
Preparing candidates for AS speaking tests	3
SECTION B	
Advice for Candidates	5
Preparing for the AS speaking test	5
Preparing for the presentation	5
Preparing for the conversation	7
Assessing the AS speaking test	7
Conduct of the speaking tests	7
The Briefing Meeting	7
The AS speaking test	8
SECTION C	
Appendices	9
Appendix 1 Unit AS 1 Sample Content for Presentation	10
Appendix 2 Preparation Sheet for AS presentation	14
Appendix 3 Summary Sheet	15
Appendix 4 Suggested Schedule	16

FOREWORD

This instructions and guidance booklet is intended for centre Examination Officers, Heads of Department, subject teachers and candidates. It is important that all centre staff involved in the arrangements and conduct of the speaking tests for languages are aware of the requirements of these tests and that the appropriate arrangements are made. This is to ensure the smooth, efficient and effective operation of the tests, but more importantly, that candidates will benefit from good organisation and will have a more positive experience of the examination.

This booklet is divided into 3 sections. Section A is for teachers and Examination Officers. It sets out the process and its requirements in terms of administration and arrangements expected. Section B is advice for candidates on both good preparation for the tests and the conduct of the tests. This section should be made available to all candidates taking a speaking test. Section C is a set of appendices, mainly of the paperwork involved.

It is hoped that this booklet will serve as a valuable guide for both staff and candidates and will lead to a more positive experience of the examination.

SECTION A

Guidelines for Teachers and Examination Officers

1 Arrangements for the speaking tests - AS

There are two important forms which teachers and candidates must be aware of and use appropriately.

- 1.1 The Summary Sheet (Appendix 3) which is available on the languages area of the CCEA website **must** be completed by all AS candidates and a copy **returned to CCEA by post or by email by 26 February 2020**. A copy should be retained by the centre. This sheet should contain the title of the AS areas of interest and include three to five main points that the candidate has researched. This is to ensure that the CCEA visiting examiner will have adequate time to prepare suitable questions for discussion with the candidates. It is **vital** that this form is submitted to CCEA by 26 February 2020 (for the April/May speaking tests).
- 1.2 The Preparation Sheet (Appendix 2) is available electronically on the language area of the CCEA website. These forms are for the use of AS candidates to help them in their presentation. It is imperative that the material they prepare matches what they have submitted to CCEA (the Summary Sheet). Centres must have a complete set of these forms for the CCEA visiting examiner when he / she arrives at the centre to conduct the speaking tests, so that if a candidate gets confused or loses his / her place, the examiner can help him / her get started again. Candidates should also have a copy of their Preparation Sheet to help prompt them if the need arises. Candidates are only permitted to write up to 60 words on this form.
- 1.3 Students will have a copy of their Preparation Sheet during the examination. They may carry out their presentation supported by artefacts or technology such as a PowerPoint presentation. Students can only use the wording from their Preparation Sheet in their PowerPoint presentation. The examination focuses solely on verbal communication and students' linguistic competence.
- 1.4 See Appendix 1: Unit AS 1 Sample Content for Presentation. [Irish/French/Spanish/German]
- 1.5 Students **must not** choose a topic for their AS 1 presentation that relates to the set work that they studied for the AS 3 Extended Writing examination. Teachers **must** authenticate this on the **Summary Sheet** by stating that students will not use the topic for A2 1 Introduction and Discussion as the AS 1 topic or the set works they study for Unit AS 3 and Unit A2 3. Centres **must** submit the **Summary Sheet** to CCEA by 26 February 2020.
- 1.6 CCEA visiting examiners will contact centres as soon as their schedules are available in order to arrange a suitable date for the visit. They will normally contact centres one week in advance of the examination period. It is recommended that a maximum of 10 - 12 candidates be examined per day. Where two or more days are required, these should run consecutively. Visits must take place during the examination period. This period will be 4 weeks during the summer (normally during the month of April/May).

- 1.7 On arrival at centres, the CCEA visiting examiner should be met by the appropriate member of staff, for example the Examination Officer or subject teacher who can brief him / her on the centre arrangements for the day. The examiners should also be made aware of any candidates who may have particular difficulties. However, if an application is to be made for Special Consideration for a particular candidate, this must be done well in advance by contacting CCEA directly.
- 1.8 A list of candidates and the order in which they will be examined must be provided by the centre. See suggested schedule in Appendix 4.
- 1.9 Supervising examiners may visit a centre to observe a visiting examiner conducting a speaking test. This is part of the CCEA process for the supervision of examiners. It is not something that teachers or candidates should be concerned about, as the supervising examiner will not participate in the speaking test.

2 Accommodation

Both the examiner and candidates require appropriate arrangements and suitable conditions for the conduct of the speaking tests. The following are general guidelines:

- A relatively small room that does not have an echo;
- The room should be in a quiet part of the school/centre, away from normal pupil traffic, especially at breaks. If possible, the nearest bell should be switched off;
- Where possible, a room with a glass panelled door or divide would be preferable. This is in the interests of both candidates and examiners in relation to child protection issues;
- There should be comfortable chairs for both the examiner and candidate and a table on which paperwork may be placed. There should be enough space in the room for both the examiner and candidate to feel comfortable and so that the examiner can make notes without the candidate being able to read them;
- PowerPoints and permitted artefacts should be close at hand;
- Suitable arrangements should be established with the examiner to allow for tea / coffee, lunch and comfort breaks;
- A process should be in place so that the examiner can easily make contact with a member of staff should the need arise, a mobile number for a member of staff would be convenient;
- If the room is not appropriate for any of the reasons listed above, the examiner may not be able to conduct the test, or may request that alternative arrangements be made;
- On no account should anyone enter the examination room or interrupt in any way while the speaking test is being conducted, other than for an emergency. This may have a very unsettling effect on the candidate. Steps should be taken to isolate the examination room from normal school traffic where possible.

3 Briefing meeting for candidates

CCEA visiting examiners always hold a briefing meeting in the centre in which they are examining before the first test. Centres should allow time for this meeting on the schedule and should ensure that all candidates who are to be examined attend this meeting. There will be one briefing meeting per day and it will normally be organised for the morning before the first examination. In the case of FE colleges where candidates may be adults with work commitments, an afternoon or evening briefing may be arranged by contacting the visiting examiner in advance of the examination. Where more than one day is required each day's group of candidates should receive a separate briefing.

4 Preparing candidates for AS speaking tests

Teachers should photocopy Section B of this document - Advice for Candidates - and give a copy to all candidates who intend to take an AS speaking test. They should also make clear to candidates what is being assessed and what they will be expected to do in their speaking test.

The AS presentation should be selected early in the year and the summary sheets completed and returned to CCEA by 26 February 2020.

The speaking tests are conducted by CCEA's visiting examiners, who are all experienced teachers and are very familiar with the level of language that candidates can produce at AS. They are all trained by CCEA to apply the mark scheme consistently and accurately and to conduct the speaking tests in such a manner as to allow the candidates to do their best. However, the speaking tests are still exams and candidates should expect to be tested.

Visiting examiners will use the briefing meeting to:

- explain to candidates the format of the test;
- establish their credentials as a sympathetic examiner;
- put candidates at their ease; and
- give candidates the opportunity to hear them speaking in the target language before the speaking test - (although the briefing will, in the main, be conducted in English).

During the speaking test, visiting examiners will:

- steer candidates towards the highest level of language they can attain, making sure that they are able to vary tenses and use a range of vocabulary and idiom;
- act as a facilitator, allowing candidates to show their manipulation of the language;
- maintain as much eye contact as possible;
- be prepared to help candidates out with occasional promptings of vocabulary;

- make every effort to keep the conversation free-flowing;
- allow candidates to develop a theme or topic for a short period, but will move them on to another theme/topic when appropriate, to ensure the speaking test is an unscripted conversation between the examiner and candidate; and
- try to help candidates get started again should they become confused in the delivery of the AS presentation.

The AS speaking test

The AS speaking test is split into 2 parts - the presentation based on an AS theme followed by a general conversation relating to the AS themes.

Candidates should prepare a three-minute presentation.

Candidates should prepare a preparation sheet with up to 60 words on it. They will have access to this during the speaking test. The examiner will also have a copy of this preparation sheet. Candidates should also prepare a summary sheet with approximately three to five points on it so that the visiting examiner knows, in advance of the examination, what the candidate has researched.

AO4 is being assessed in the presentation, which requires candidates show knowledge and understanding of and respond critically and analytically to different aspects of the culture and society of countries or communities where the language is spoken.

The general conversation is assessed through both AO1 and AO3. Through AO1 candidates are required to understand and respond, in speech, to spoken language drawn from a variety of sources, including face-to-face interaction. AO3 requires the manipulation of the language accurately and appropriately, in spoken forms, using a range of lexis and structure.

Throughout the AS speaking test, examiners will act as facilitators, guiding candidates towards using the best language to which candidates can aspire. Candidates have some influence over this part of their AS exam as they can direct the conversation to some extent towards topics / themes that they find interesting. However, it is still an examination and examiners are assessing candidates' ability to engage in a conversation so they will interject and ask questions, moving candidates on to other topics / themes, when appropriate.

This is a general conversation and therefore candidates should be able to talk about a range of topics/ themes related to their own lives and interests.

It may be that an examiner asks a question on a topic in which the candidate does not have much interest. Thorough preparation should include giving candidates advice on how to deal with these sorts of situations.

Candidates may not have the opportunity to use all the material that they prepared in advance of the speaking test. This should not give them undue cause for concern.

SECTION B

Advice for Candidates

5 Teachers should make sure that AS candidates have access (hard copy or electronic) to this section.

Throughout the year, your teacher will have helped you to prepare for all aspects of the AS speaking test. You will be aware of the administrative requirements and the mark schemes that CCEA examiners will use to assess you during the speaking test. (Mark schemes are available on the CCEA microsite, under Specimen Assessment Material (SAMs) support section).

The speaking tests often cause a lot of anxiety among students, more so even than the written papers. However, experience would indicate that there is often over-anxiety about the tests, which can actually impede a good performance. In reality, most students will find this a positive experience. With thorough preparation, it is possible to exercise a level of influence over the speaking tests. All speaking tests are conducted by CCEA visiting examiners who are experienced teachers, familiar with the level of language that AS students can produce. They are trained to act as facilitators, allowing you to show what you can do in the language, while applying the mark scheme. While you can exert some influence over the speaking test, you must remember that you are being assessed by the visiting examiner who may move you on from a particular topic to assess you in another area. The CCEA visiting examiner may ask you a question that you have not anticipated, but with thorough preparation you should be able to deal with this situation. It may also happen that you do not get an opportunity to use all the material you have prepared, which again, should not give you undue cause for concern - it could be an indication of thorough preparation.

Preparing for the AS speaking test

The AS speaking test has 2 separate parts to it i.e. a prepared presentation and a general conversation relating to the AS themes.

Preparing for the presentation

You should prepare a presentation based on an AS theme related to an aspect of a French/ German/ Irish/ Spanish-speaking country or community.

It is important that the theme is something in which you have an interest, as research on the theme may well be less of a chore if you are interested in the subject matter. If your chosen theme is obscure, it could necessitate the learning of a considerable amount of new or specialised language, increasing the burden.

The following steps could be taken:

- Start considering your choice at an early stage in the year;
- Check with your teacher that it is an appropriate theme;

- Make sure that the presentation has a clear focus;
- Begin to plan and research as soon as possible; and
- Ensure that material collected is relevant to your chosen theme.

You must ensure that the presentation is your own work. Do not plagiarise or copy from someone else. In any case, it is more difficult to internalise someone else's work.

Structure:

The AS presentation will last 3 minutes. To assist the presentation:

- Make sure you are well prepared for the presentation by spending the time you need to understand fully the content of your research;
- Have your preparation sheet to hand in case you need to jog your memory and get you back on track;
- You do not need to tell the examiner what your research is based on as you have already submitted your Summary Sheet;
- Go straight into your presentation, when asked, and start exposing the results of your research;
- Don't rush your presentation;
- Offer points and information in a logical sequence, supporting with facts / evidence;
- Offer a short conclusion to your presentation if you have the time. There should be no repetition of information at this point.

Delivery:

The preparation for delivery is essential to a good performance on the day. The following is a useful guide:

- Write out a complete first draft;
- Summarise this into approximately five main points for the Summary Sheet;
- Complete a Presentation Sheet using no more than 60 words. You will have access to this during your presentation;
- Learn off the presentation one point at a time;
- With practice, use the presentation sheet rather than the complete version;
- Practice with someone else and get some feedback; and
- Check that the timing is 3 minutes.

PowerPoint presentations are permitted but they can only contain the words which are on your Presentation Sheet.

Summary sheets must be submitted to CCEA by 26 February 2020 for the summer speaking tests.

Preparing for the conversation

The CCEA visiting examiner will try to elicit areas of particular interest from you, but they will not engage in a discussion during this part of the test on the same topic already covered in the presentation. CCEA visiting examiners will focus mainly on the themes, including topics, which will, at times, include your interests and lives.

A comprehensive list of questions cannot be provided in advance of the speaking tests as the direction and nature of the conversation will depend on individual students and their interests. AS conversations tend to focus on your lives and interests. No single topic will be explored for too long, nor will a wide range of topics be crammed in. If, however, you have a particular interest in a more complex theme and this can be naturally developed within the parameters of the conversation, the CCEA visiting examiner will try to facilitate this.

6 Assessing the AS speaking test

There are 75 marks available for the AS speaking test which equates to 30% of the total marks for AS.

The presentation will last three minutes and there are 30 marks available. AO4 is being assessed, which requires candidates show knowledge and understanding of and respond critically and analytically to different aspects of the culture and society of countries or communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

The conversation will last eight minutes and there are 45 marks available. Through AO1 candidates are required to understand and respond, in speech, to spoken language drawn from a variety of sources, including face-to-face interaction. AO3 requires the manipulation of the language accurately and appropriately, in spoken forms, using a range of lexis and structure.

7 Conduct of the speaking tests

The Briefing meeting

On the day of the speaking test, your teacher will arrange a briefing meeting at which the CCEA visiting examiner will meet with all the students in your school who are to be examined that day. It is important that you attend this meeting, at which the examiner will:

- Explain in detail the structure of the speaking test, his/her expectations and general approach;

- Try to reduce tension and put you at ease; and
- Conduct the briefing meeting in English but will also give you an opportunity to hear him/her speaking in the target language before you go into the speaking test.

The AS speaking test

During the presentation, you should make good use of the preparation sheet. If you lose your place, the CCEA visiting examiner will help you get started again, perhaps by reminding you of what you have just said. If the CCEA visiting examiner believes that you cannot continue he/she will confirm that this is the case. The CCEA visiting examiner will otherwise not interrupt your presentation. If you finish the presentation in a much shorter time than three minutes, the CCEA visiting examiner will confirm that you have finished before moving on.

In the general conversation, the CCEA visiting examiner will try to elicit areas of particular interest from you but they will not engage in a discussion during the general conversation on the same topic already covered in the presentation. The conversation will focus mainly on AS themes relating to your lives and interests.

The CCEA visiting examiner will:

- Give you an opportunity to develop a theme or topic, while ensuring that the conversation is a genuine interaction, covering a range of topics;
- Try to steer you towards the highest level of language you can attain, allowing you to show that you are able to vary tenses and to use a range of vocabulary and idiom;
- Try to maintain as much eye contact as possible; however this may not be possible all the time;
- Be prepared to help you out with occasional promptings of vocabulary;
- Make every effort to keep the conversation as open-ended and free-flowing as possible; and
- At the end of the test, indicate that it is over. However, he/she will not give any indication of your performance.

And finally . . .

Remember that the CCEA visiting examiners are there to facilitate your speaking tests; their role is to conduct the test in a way that allows you to perform to the best of your ability. You are advised to understand what is being assessed in the speaking test and to prepare thoroughly for this throughout the year.

If you are unsure about any aspect of the AS speaking test, you should ask your teacher for advice.

SECTION C
APPENDICES

Appendix 1

Irish

Unit AS 1 Sample Content for Presentation

The presentation is based on AS themes related to aspects of Irish-speaking communities. It is assessed according to the AO4 criterion. The presentation topic **must not** relate to the A2 1 topic or the set works studied for AS 3 and A2 3.

Some sample presentation titles:

- Mná na dtithe agus na coláistí Gaeilge i dTír Chonail
- An tOireachtas
- An Scrúdú Cainte sa Ghaeilge
- Cumann Lúthchleas Gael
- Comhaltas Ceoltóirí Éireann
- Lá Fhéile Pádraig
- Cultúr na dí agus aos óg na hÉireann
- Foireann rugbaí na hÉireann
- Taithí oibre le heagraíocht Ghaeilge
- Gael Linn
- Slite beatha agus an Ghaeilge
- Fás agus forbairt na Gaeilge i gCúige Uladh

French

Unit AS 1 Sample Content for Presentation

The presentation is based on AS themes related to aspects of French-speaking countries or communities. It is assessed according to the AO4 criterion. The presentation topic **must not** relate to the A2 1 topic or the set works studied for AS 3 and A2 3.

Some sample presentation titles:

- Le mariage en France
- Le Pacs
- Les spécialités culinaires alsaciennes
- Le Tour de France
- MC Solaar et le rap français
- Un film français: Les Intouchables
- Un peintre français: Monet
- Paris, capitale de la mode
- La popularité des sports d'hiver en France
- Les parcs d'attractions en France
- La vie dans un lycée français
- La presse féminine en France

Spanish

Unit AS 1 Sample Content for Presentation

The presentation is based on AS themes related to aspects of Spanish-speaking countries or communities. It is assessed according to the AO4 criterion. The presentation topic **must not** relate to the A2 1 topic or the set works studied for AS 3 and A2 3.

Some sample presentation titles:

- Un monumento histórico, for example El Valle de Los Caídos, La Alhambra
- La gastronomía regional y cómo refleja la diversidad del país
- La importancia de los abuelos en la economía de España
- La familia numerosa ya no existe en España
- El desempleo juvenil
- El fenómeno de “los Ni-Nis”
- El papel del fútbol en la sociedad española
- Real Madrid y Barça: ¿por qué tanta rivalidad?
- Un director de cine español
- Juegos nacionales como la pelota o el frontón
- Los toros: ¿celebración o matanza?
- Un pintor español/un cuadro de un pintor, for example Guernica, Las Meninas, or El Dos de Mayo
- Una fiesta regional, for example La Semana Santa en Sevilla o Moros y Cristianos
- El desarrollo del turismo verde
- Beneficios y desventajas del turismo en España
- Un pintor hispano-americano, for example Kahlo, Rivera
- El baile y la música de América del Sur
- Aspectos de las civilizaciones hispano-americanas, for example Maya, Azteca, Inca
- El efecto de la recesión sobre la juventud
- El regionalismo/las campañas para la independencia
- España y sus inmigrantes

German

Unit AS 1 Sample Content for Presentation

The presentation is based on AS themes related to aspects of German-speaking countries or communities. It is assessed according to the AO4 criterion. The presentation topic **must not** relate to the A2 1 topic or the set works studied for AS 3 and A2 3.

Some sample presentation titles:

- Friedrich der Große
- Ludwig II
- Beethoven
- Paul Klee
- Sebastian Vettel
- Anna Schaffelhuber
- Angela Merkel
- Willy Brandt
- Das Wirtschaftswunder
- Die Wende
- Bayerische Motoren Werke
- Schokolade in der Schweiz
- Festungen und Burgen
- Deutschland sucht den Superstar
- Die Filme von Daniel Brühl

AS

GCE AS: Modern Languages
Summer 20
 Summary Sheet: Speaking
 Subject: _____



One copy of this form should be sent to CCEA by 26th February (May exams).
 Another copy of this form must be retained in the Centre until after Issue of Results.

SECTION A: To be completed by teacher

Centre Name:		Centre Number:					
Candidate Name:		Candidate Number:					

Is this candidate to be examined at an alternative Centre? YES NO

SECTION B: To be completed by candidate

Areas of Interest:	
Title:	

This form should include the main themes that you have prepared, split into not more than 5 headings.

1	
2	
3	
4	
5	

I can confirm that this topic does not relate to work which will be studied for AS 3, nor A2 3 Extended Writing, nor for A2 1 Speaking, Introduction and Discussion.

Candidate's Signature: _____ Date: _____

Teacher's Signature: _____ Print Name: _____

Moderation Team, CCEA, 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG Tel: (028) 9026 1200

Appendix 4

Suggested Schedule

TIME	CANDIDATE (Taking Test)
9.40	-
10.00	1
10.20	2
10.40	3
11.00	4
11.20	BREAK
11.40	5
12.00	6
12.20	7
12.40	8
13.00	BREAK
13.40	-
14.00	9
14.20	10
14.40	11
15.00	12

This booklet has been drawn up to comply with the relevant regulatory requirements.

Some samples of work may be retained by CCEA for training, research or archive purposes. In such cases the centre concerned will be informed. CCEA will not share work with third parties such as teachers unless prior permission has been received from the candidate.



INVESTORS
IN PEOPLE | Silver

