

# **GCSE MODERN FOREIGN LANGUAGES CONTROLLED ASSESSMENT - SPEAKING 2013**

## **Guidance for all tasks**

- No dictionaries are permitted during the assessments
- During the preparation period, candidates are encouraged to use a wide range of resources and reference materials
- All candidates undertake a structured conversation using a concept web which may be from any of the contexts
- Candidates also undertake a presentation on any theme or topic, followed by a discussion with their teacher.

## **Structured conversation**

### **Guidance**

- Candidates will take part in a structured conversation based on one of the concept webs provided.
- A bank of concept webs (two per context) is provided by the WJEC. This bank will be changed every two years.
- Centres are permitted to adapt the concept webs to suit the interests of the candidates, or provide their own.
- Each concept web is linked to one of the contexts (Personal and Social Life; Local Community; World of Work; Wider World). Candidates may choose their preferred context. The teacher will select the concept web from the two available for each context.
- Candidates may have sight of the structured conversation 2 weeks prior to the test and may make notes (brief headings only) which must be handed to the teacher at the end of the test.
- The structured conversation should last 4 – 5 minutes.
- Candidates need to use a range of language appropriate to the context.

## Free choice presentation and follow-up discussion

### Guidance

- All candidates undertake a presentation on any theme or topic
- The overall time for the task is 5 – 7 minutes.
- The presentation should last 2 – 3 minutes.
- The follow-up discussion should last 3 – 4 minutes.
- The presentation should give evidence of candidate research, which may include on-line investigation or study through other relevant media.
- Candidates need to use a range of language appropriate to the context.
- The teacher should not interrupt the candidate during the course of the presentation but should note follow-up questions.
- Questions should relate to the content of the exposé.
- Questions and answers should not have been previously rehearsed or practised prior to the test.
- Questions should be carefully selected to match the level of the demand to the ability of the candidates, allowing the candidates to show the full range of their ability.
- Candidates are permitted to use brief notes (no more than 30 words in bullet point form), which should be retained by the teacher.
- A visual stimulus such as a photograph, post card or small object may also be used, if the candidate wishes.
- Candidates should be encouraged to select topics that allow them to demonstrate their level of ability.

### Presentation Topic

Examples:

#### Personal and social life

1. How I keep fit
  - Reasons for keeping fit
  - What sport / exercise / activity I do to keep fit
  - My diet
  - My health in general
  - Things I consider bad for my health
2. My plans for the future
  - What I want to do next year / summer
  - Type of profession / work I would like to have
  - Places I would like to visit
  - Place I would like to live in and why
  - Things I would like to do with my life

## Local Community

1. My favourite place in my town / village
  - Location / description of place
  - Reason why I like it there
  - Activities you can do there
  - History of the place
  - Photograph of place
2. How I protect the environment
  - Recycling
  - Transport choices
  - Daily routines
  - My family's way of life
  - Our future

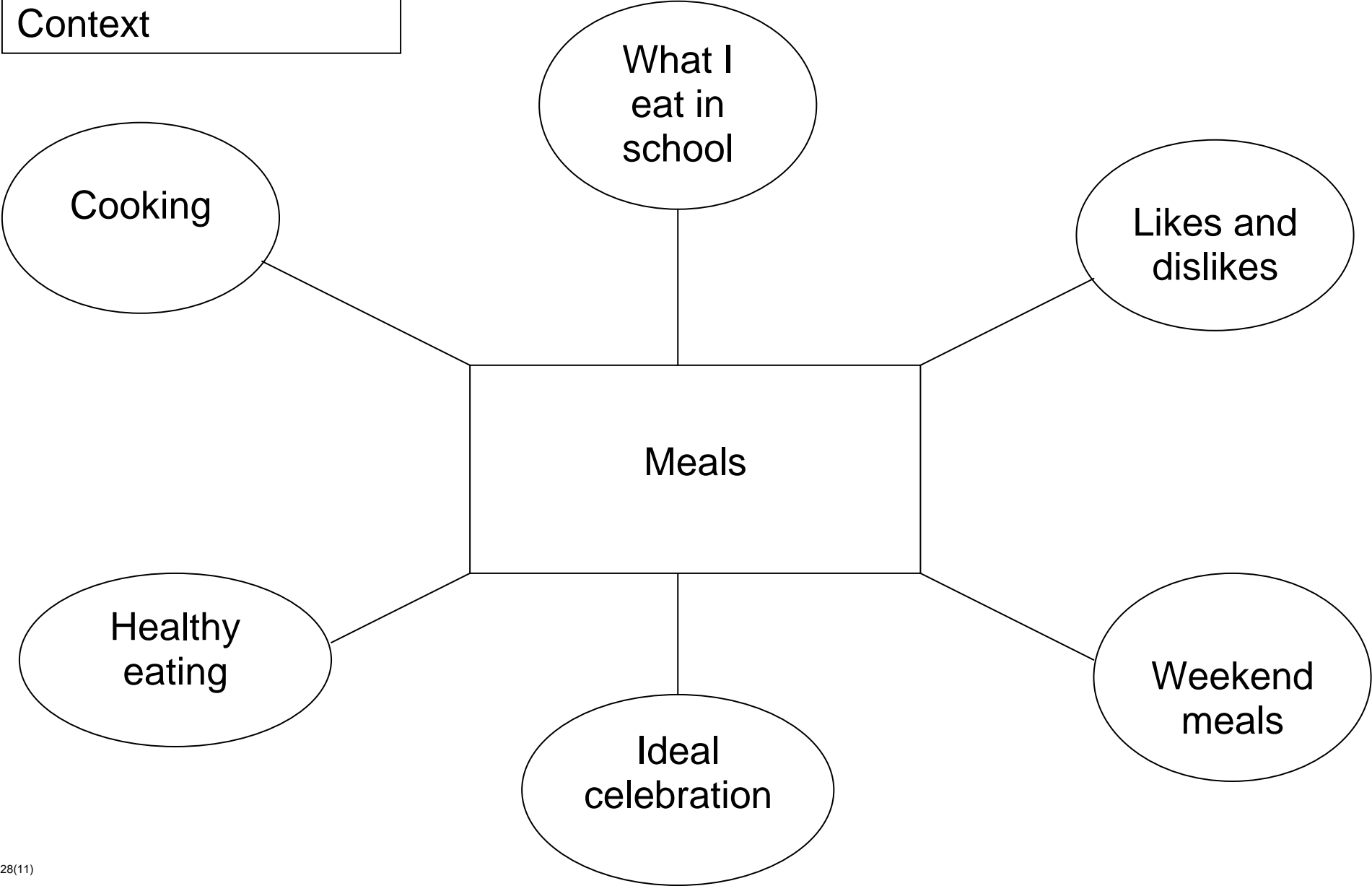
## World of Work

1. Me and my computer
  - My leisure activities
  - My favourite games
  - Using the computer for my studies
  - My skills
  - My future plans
2. My weekend job
  - Where I work
  - What I do
  - How I got the job
  - My likes / dislikes about the work
  - How I spend my money

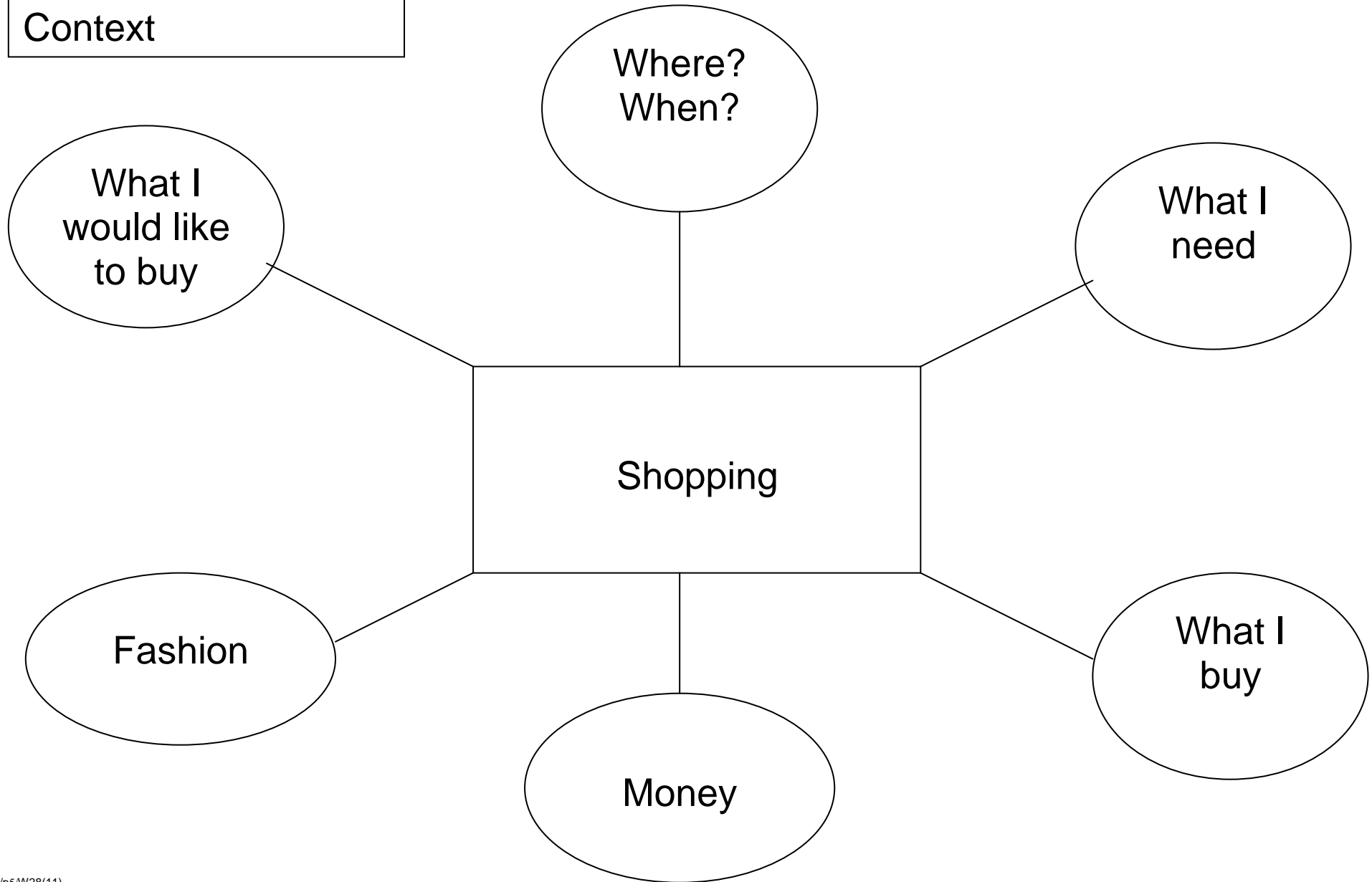
## The wider world

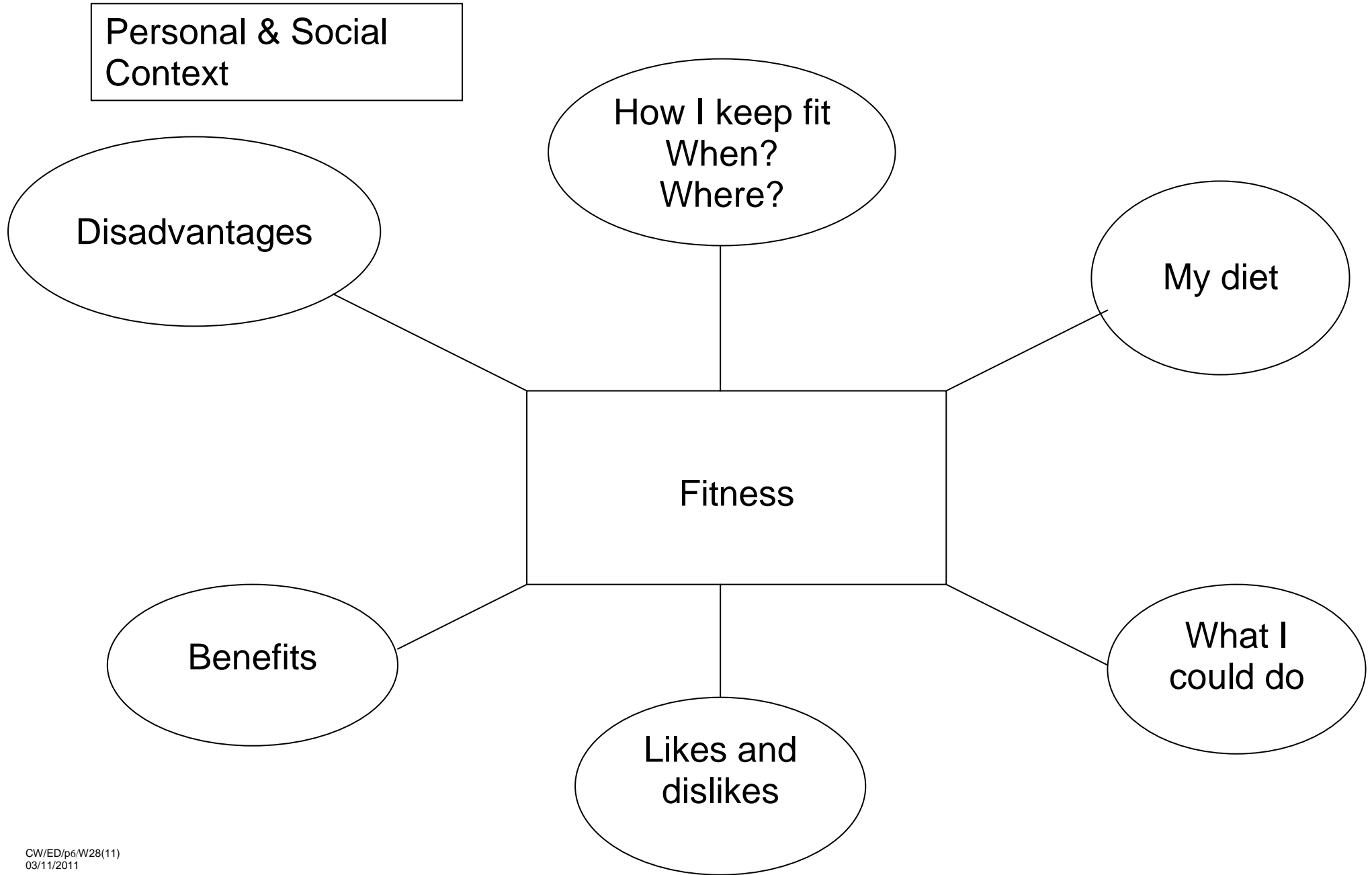
1. A day in the life of my French/Spanish/German pen friend
  - Name and description of pen friend
  - Daily routine
  - Likes and dislikes of school subjects
  - What he/she does after school
  - How he/she helps at home
2. My favourite holiday destination
  - Description of holiday destination
  - Why I like it
  - How I get there / how long does it take
  - Who I like to go there with and why
  - How often do I go there

Personal & Social  
Context

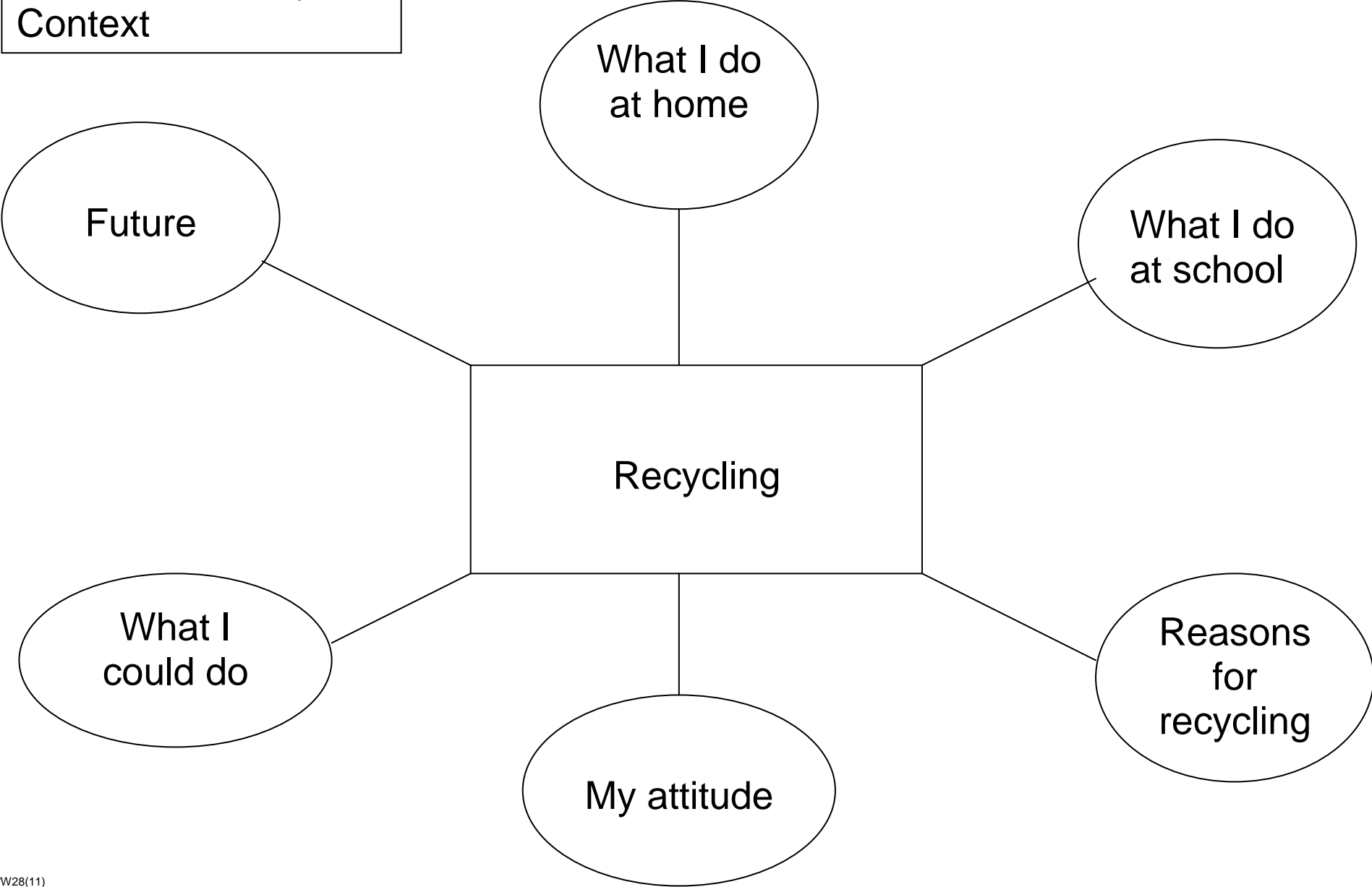


Personal & Social  
Context

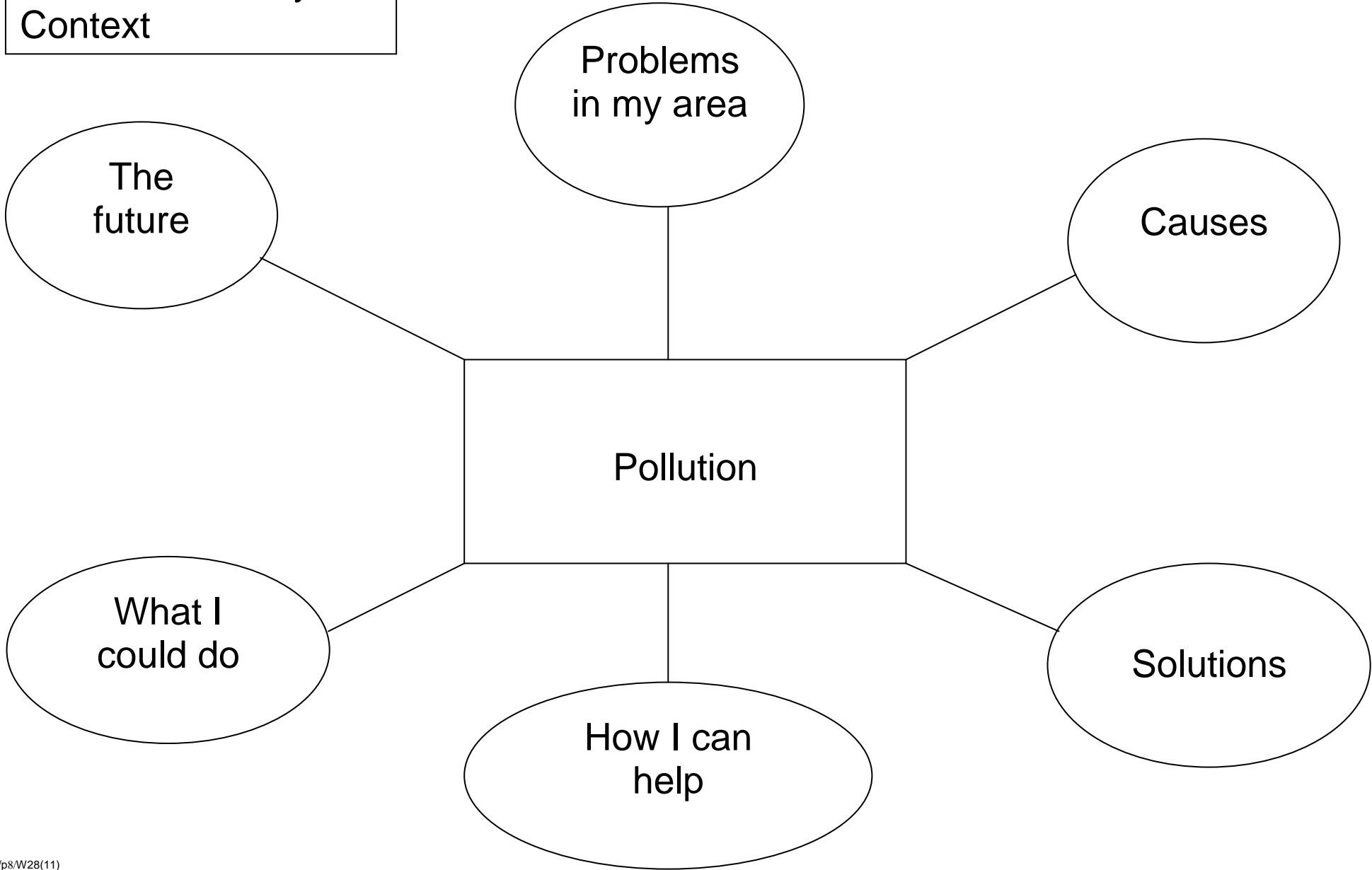


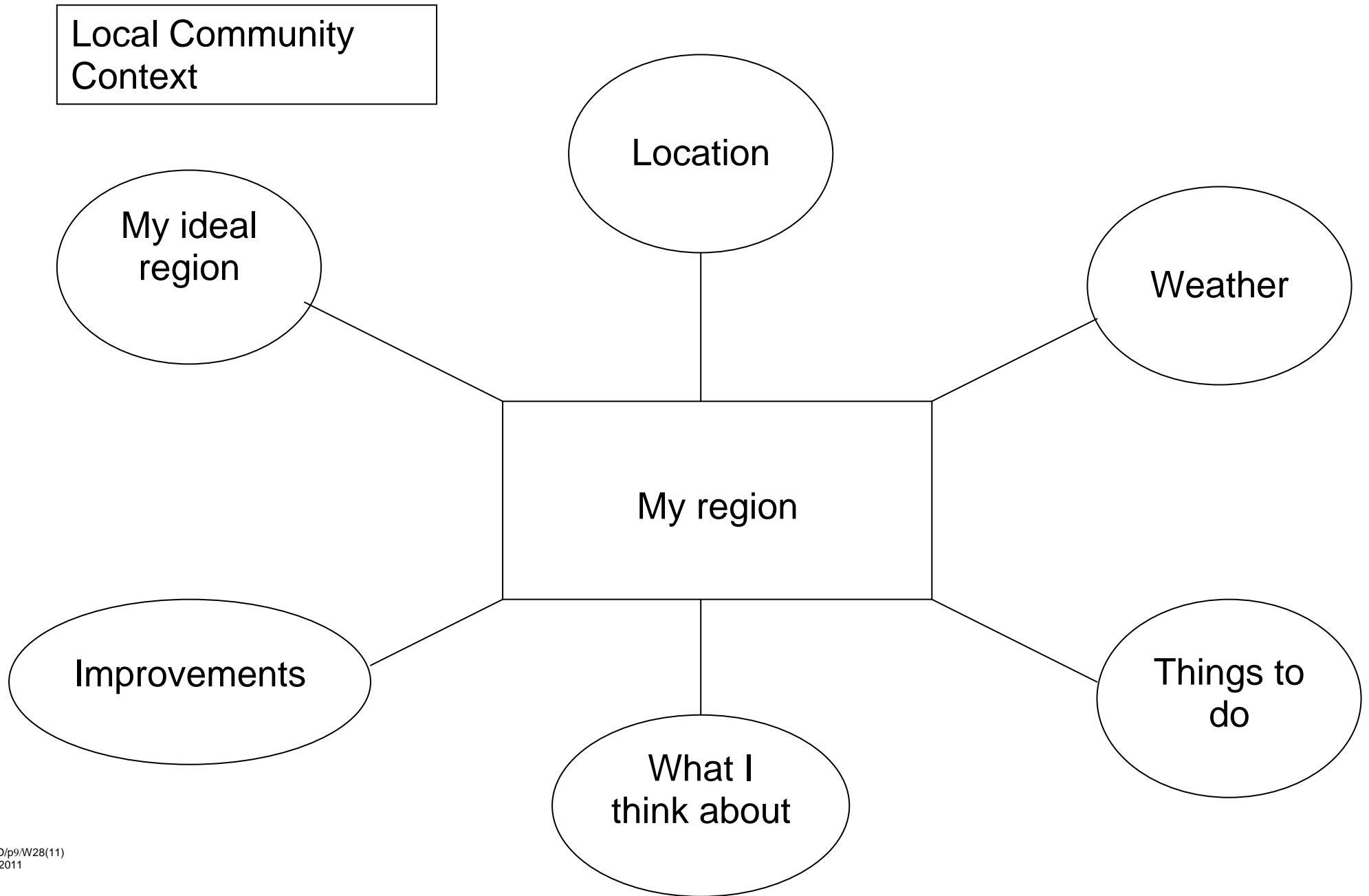


Local Community  
Context

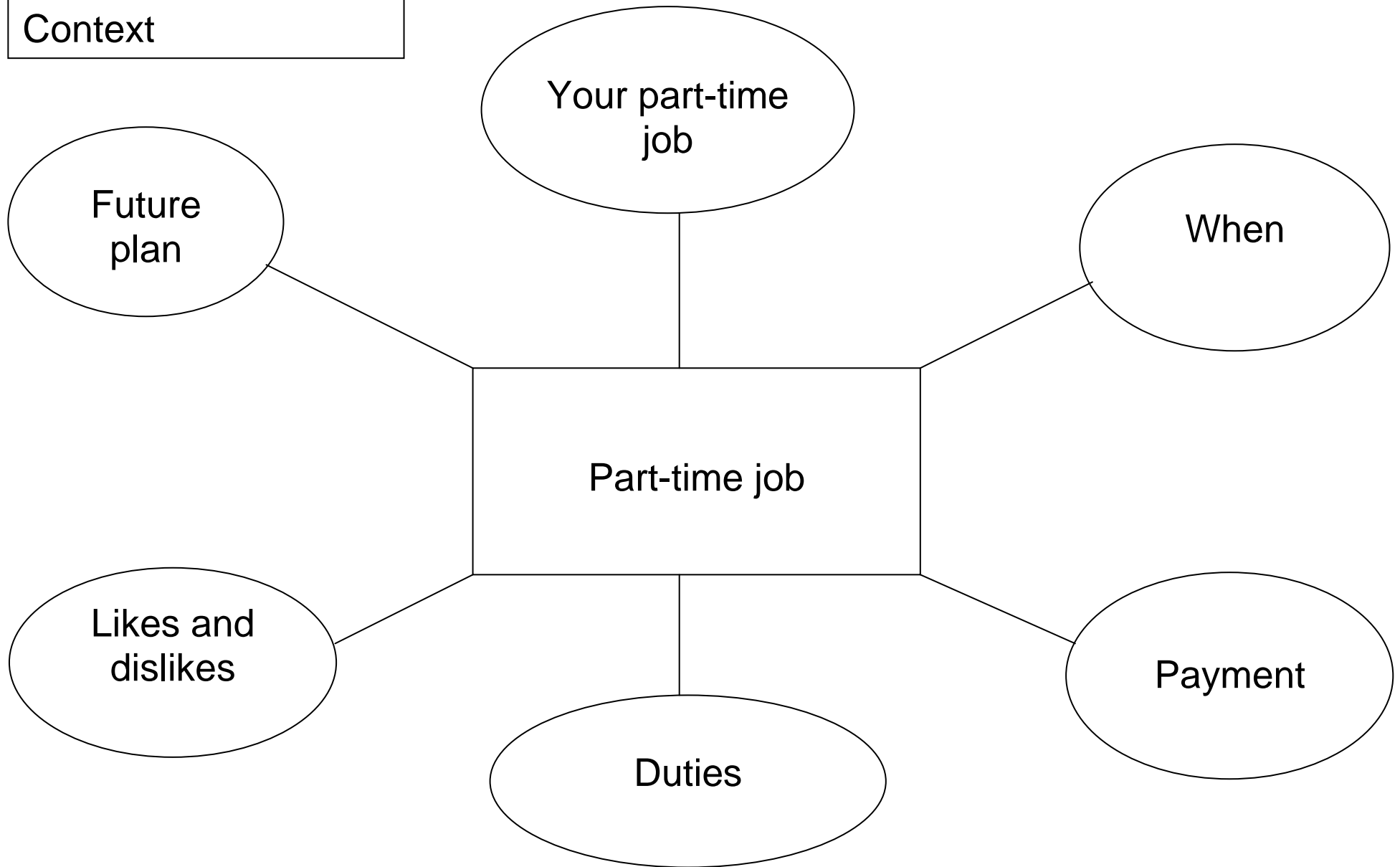


Local Community  
Context

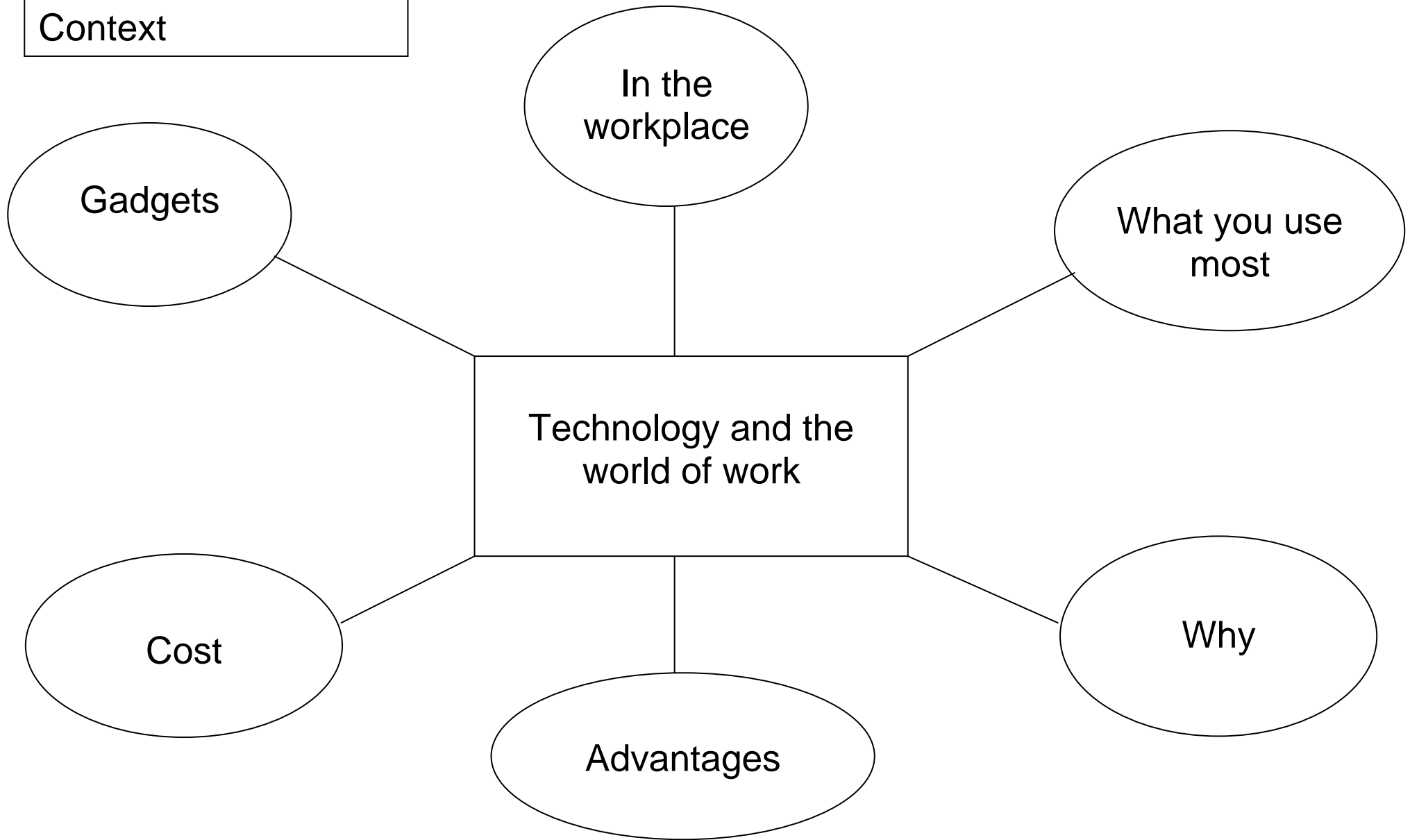




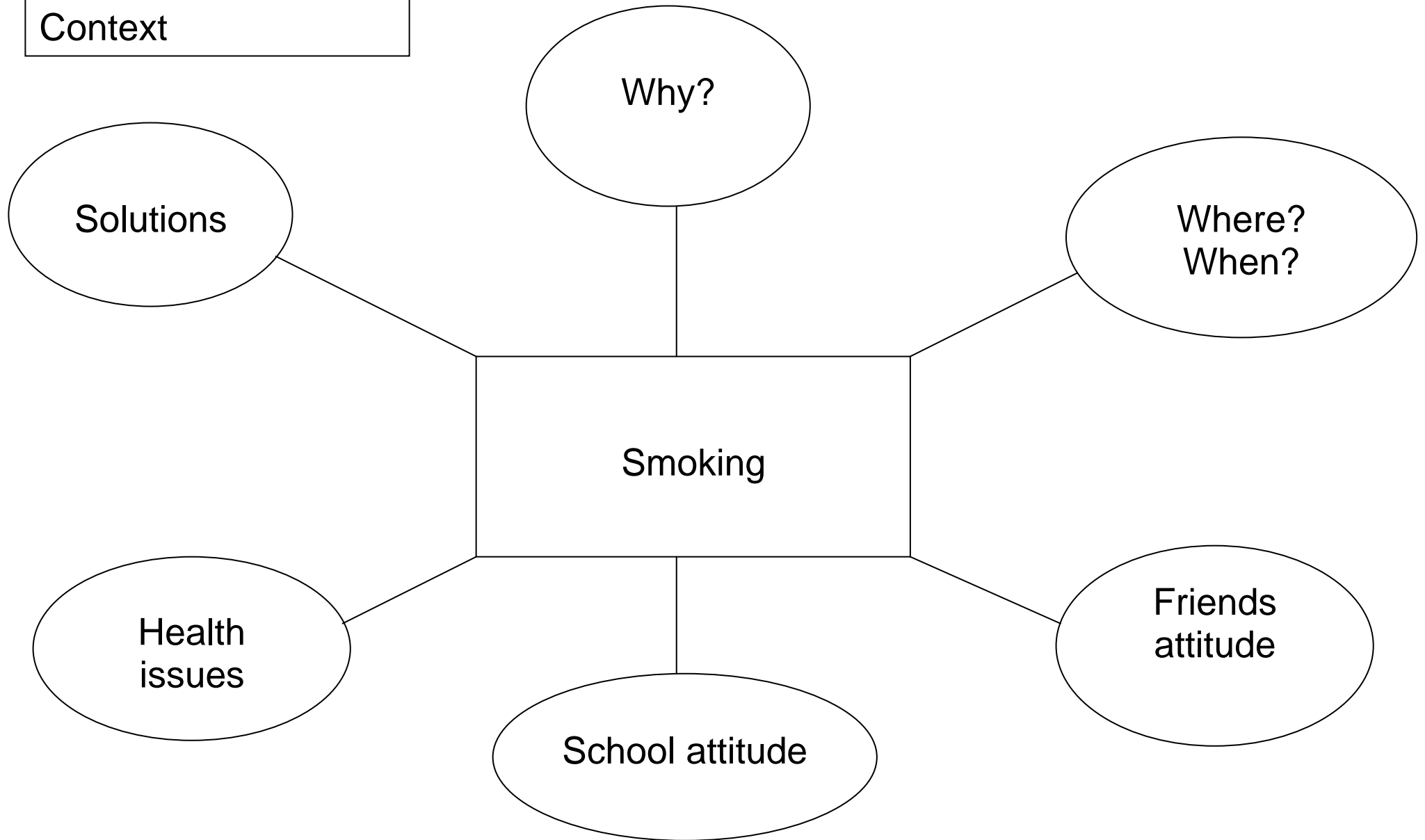
The World of Work  
Context



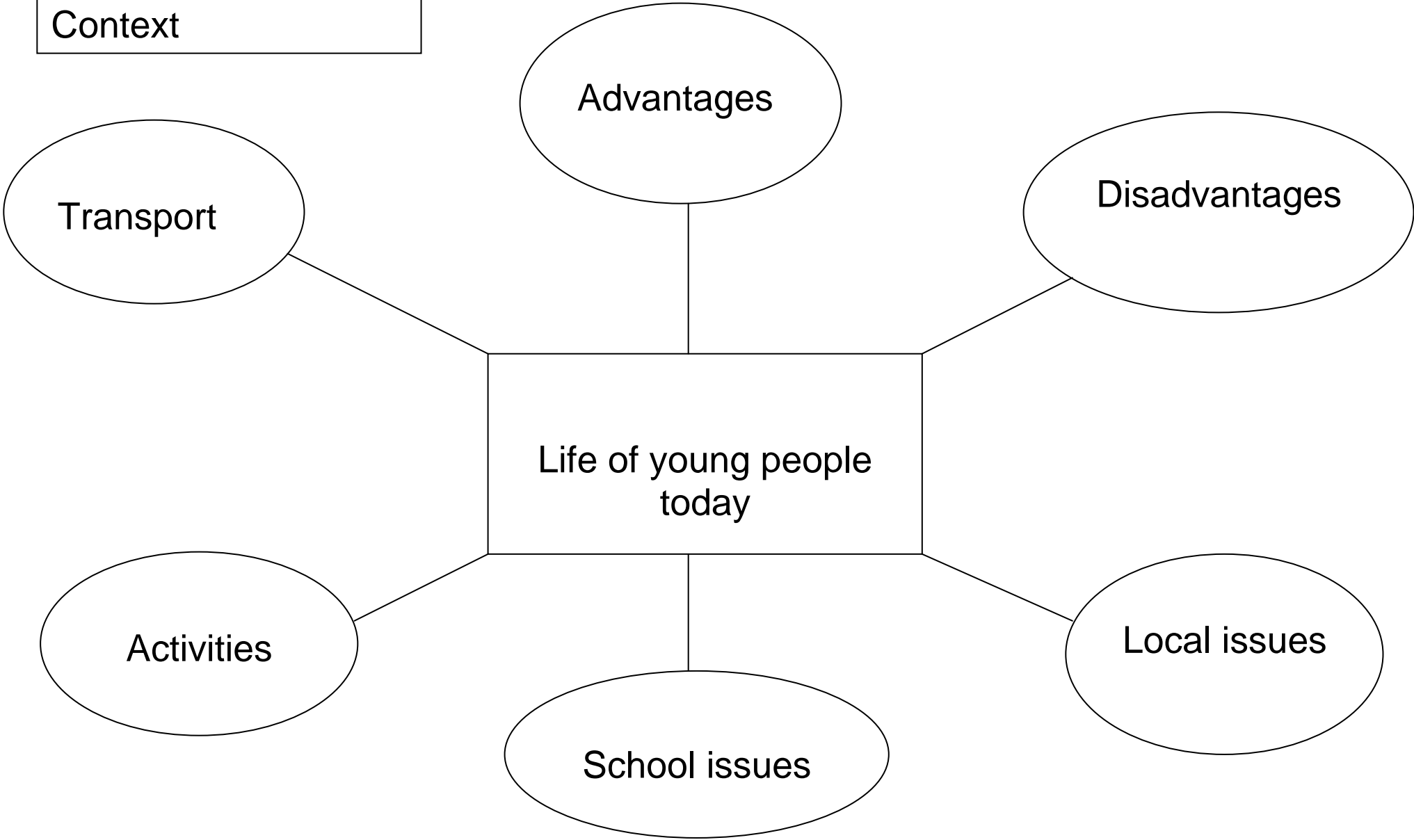
The World of Work  
Context



The Wider World  
Context



The Wider World  
Context



Advantages

Disadvantages

Transport

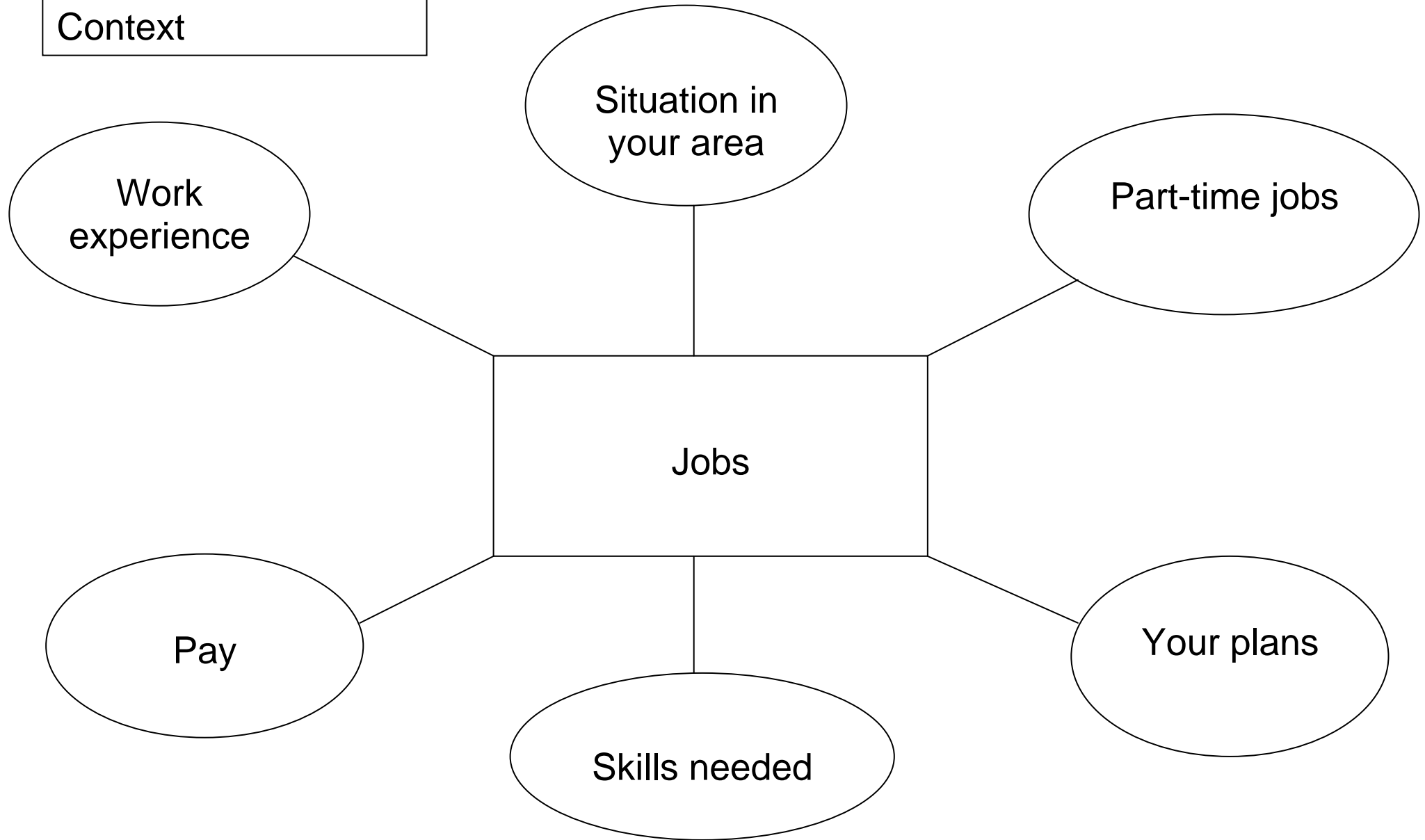
Life of young people  
today

Local issues

Activities

School issues

The World of Work  
Context



The World of Work  
Context

