GCSE MODERN FOREIGN LANGUAGES
CONTROLLED ASSESSMENT - SPEAKING
2011

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 that 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
Free time

Where? When?

Sporting activities

Friends

Money

Likes and dislikes

Weekend activities

Personal & Social context

Provide opportunities for conversation about present, past, future events as well as opinions and attitudes
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Local community context

School

Where your school is

Subjects

Buildings

Teachers

Future plans

Uniform

Provide opportunities for conversation about present, past, future events as well as opinions and attitudes
Where I live

Tourist attractions

Transport

Comparison with other areas

Advantages of living here

Disadvantages of living here

What I can do there

Local community context

Provide opportunities for conversation about present, past, future events as well as opinions and attitudes
World of work context

Duties

Likes & dislikes

Where

Hours

Colleagues

Future Plans

Provide opportunities for conversation about present, past, future events as well as opinions and attitudes
World of work context

Types of jobs

Qualifications

Career Plans

Working conditions

Skills, technology

Location preference

Provide opportunities for conversation about present, past, future events as well as opinions and attitudes
Holidays

Where

Friends / family

Money and souvenirs

Weather

Activities

Transport

Wider world context

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