

A Level French/German/Spanish (2016)

Paper 3, Speaking

Further Guidance on the Conduct of Mock Examinations for Task 2

During the Summer term's **A level Conducting the Speaking Exam** events, many teachers asked for further guidance on how they could best prepare their students for Task 2 of Paper 3, the IRP presentation and discussion, in the form of mock examinations and feedback. Having approached Ofqual for further clarification on the setting of mock IRP examinations and delivering feedback, we are now able to provide additional guidance.

In addition to the guidance in the Specifications for French, German and Spanish (9FR0, 9GN0 and 9SP0 respectively), below we outline approaches teachers can and cannot take in order to best prepare their students for Task 2.

In order to practise the skills necessary for the task, teachers may conduct a mock assessment for the IRP task and provide feedback if:

- **the student focuses on a topic that they will not be using for their live assessment. This could be:**
 - **a whole class research topic OR**
 - **individual mini-research projects on alternative topics.**

OR

- **the student gives their presentation (part 1) on two (or more) sources taken from their selected IRP topic, but which differ from the two (or more) sources the student is intending to focus on for their live assessment presentation.**

AND

- the discussion (part 2) is based upon an aspect/dimension of the IRP topic that differs from the one they will use in their live assessment. For example, the students' IRP will focus on Real Madrid and their 10th European Cup (taken from the ALCAB suggested topics) and the mock discussion will take a broad focus on football in Spain.

In order to make it fair to all students and to meet the requirements of the assessment, teachers *must not*:

- listen to and provide feedback on the actual IRP presentation the student is intending to give for their live assessment.
- rehearse/give feedback on the discussion element of the IRP topic intended for the live assessment.
- allow students to rehearse/practise their IRP presentation and discussion with language assistants.

Teachers should be aware that the above statements still apply when a centre intends to use a visiting examiner.

[FAQs](#) on conducting the A level Speaking exams have now been published and include the above additional guidance. They can be found in the 'Forms and Administration' tab of 'Course materials' for each language.

Please do not hesitate to contact our Subject Advisor, Alistair Drewery, should you require any further support: teachinglanguages@pearson.com

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