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# Languages Advisor Briefing

**Support for the conduct & administration of the 9-1  
International GCSE speaking test:**

**Chinese, French,  
German, Spanish.**



# Overview of speaking test

- . Teacher conducted and externally marked
- . 8-10 mins
- . Paper attracts up to 40 marks and represents 25% of the total qualification
- . No test materials/pictures provided
- . No 'on the day' preparation time

## 3 tasks

- . 1 x picture-based discussion (Task A)
- . 2 x conversations (Tasks B & C)



# Topic areas

- A - Home and abroad
- B - Education and employment
- C - Personal life and relationships
- D - The world around us
- E - Social activities, fitness and health

5 topic areas must be covered in line with randomisation grid



# \*Non-assessed subtopics

A - Home and abroad

*A3 - Services (eg bank, post office)*

C - Personal life and relationships

*C3 - Role models*

*C5 - Childhood*

D - The world around us

*D2 - Weather and climate*

E - Social activities, fitness and health

*E4 – Accidents, injuries, common ailments and health issues*



# Randomisation grid

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Edexcel International GCSE  
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June 2019

Randomisation grid - Paper 3 - June 2019  
Paper 3: Speaking  
PDF 74.5 KB | 19 Mar 2019

NEW



# Task A: Picture-based discussion

- . Attracts up to 12 marks (30% of the marks for this paper)
- . Task ***does not feature a presentation***
- . 2-3 minutes
- . Each student individually sources a picture of interest in advance of the assessment but this must relate to one of the 5 topic areas (except for the \*non-assessed subtopics)



# Choosing a picture

Students should be given the following advice:

When selecting a suitable picture for Task A, ensure ...	When selecting a suitable picture for Task A, avoid ...
<ul style="list-style-type: none"> <li>• ... there is more than one person in the picture</li> <li>• ... you can describe the people in the picture and what they are doing</li> <li>• ... there are objects (e.g. luggage, books, phones) which you can relate to activities</li> <li>• ... the people are interacting (e.g. eating together, opening presents, playing in a team)</li> <li>• ... you think about what has happened beforehand and what might happen later</li> <li>• ... you make links with the picture and the wider Topic Area</li> </ul>	<ul style="list-style-type: none"> <li>• pictures with no people (e.g. a house on its own)</li> <li>• pictures with little happening (e.g. a picture of a face)</li> <li>• pictures in which the people are not interacting (e.g. a group of unrelated individuals in an advertisement)</li> <li>• pictures of an object (e.g. a laptop)</li> <li>• pictures which do not relate to the Topic Areas listed in the Specification</li> <li>• pictures which come from one of the sub-topics <i>banned</i> in the speaking test (e.g. Role models or Weather and climate)</li> <li>• pictures which contain any text which could support you in your responses.</li> </ul>



# Questions for the discussion

Question 1: Description of the picture

Question 2: Factual information about the picture

Question 3: Past **or** future hypothesis

Question 4: Opinions about the picture

Question 5: Evaluation (wider topic area)

Questions may be repeated but cannot be rephrased

## Prompts

Why (not)?

Anything else?

Is that all?



# Tasks B & C (Conversations)

- . 2 x conversations attracting up to 28 marks (70% of the marks for this paper)
- . Each conversation must relate to a separate topic area as determined by the randomisation grid
- . Conversation topic areas must be different to the one that the picture based task links to
- . Distinctly different content required in each conversation
- . *Each* conversation should last between 3-3.5 minutes
- . Each conversation would usually focus on one *subtopic* but can be extended to other subtopics *if necessary*



# Conversation questions

## Tasks B and C (conversations on topics)

### Suggested starter questions to initiate conversation

These are suggested starter questions that may be asked. They are not an exhaustive list. Teachers/examiners will need to produce their own questions that elicit a range of tenses (present, past and future), a range of structures and vocabulary, and opinions and justifications.

### Topic area A

#### A1 Life in the town and rural life

- 1) ¿Qué piensas de tu ciudad/región? ¿Por qué?
- 2) ¿Dónde vas a vivir en el futuro y por qué?
- 3) ¿Cuáles son las ventajas de vivir en la ciudad /en el campo?
- 4) ¿Cómo ha mejorado tu región/ciudad en los últimos diez años?

#### A2 Holidays, tourist information and directions

- 1) ¿Dónde te gusta ir de vacaciones y por qué?
- 2) ¿Qué actividades hiciste durante tus últimas vacaciones?
- 3) ¿Por qué a veces el turismo puede ser una cosa negativa?
- 4) ¿Hasta qué punto el turismo será importante por el futuro de tu región?

#### A4 Customs

- 1) ¿Qué tradiciones interesantes hay en tu país?
- 2) ¿Qué tradiciones son las más importantes? ¿Por qué?
- 3) Las tradiciones locales en tu región, ¿cómo han cambiado en los últimos diez años?
- 4) ¿Hasta qué punto es necesario mantener vivas tales tradiciones?

#### A5 Everyday life, traditions and communities

- 1) ¿Qué celebraciones/festivales y días festivos hay en tu país?
- 2) ¿Cómo vas a celebrar el próximo festival?
- 3) En tu opinión, ¿cuál es el festival el más interesante y por qué?
- 4) ¿En qué medida son importantes para los jóvenes las celebraciones/los festivales tradicionales?



# Questioning

- The teacher's role is crucial:
  - 1. *Questions must be fit for purpose* (eg open ended and invite opportunities for candidates to use different tenses and time references, to give opinions etc)
- Asking questions directly from a list is not appropriate
- Conversations should flow on logically from what the candidate has said to permit natural discourse
- Students must not know in advance the questions that they will be asked
- Questions must offer an appropriate level of challenge

**NB:** The *same* picture and/or conversations tasks must not be rehearsed or tested in mock exams



# Points to note

- . Timetable tests on one day (Consecutive days with larger cohorts)
- . Stick to the allocated timings
- . Timing starts once the candidate starts speaking
- . Examiners stop marking when the time goes beyond the prescribed maximum allowance
- . Marks capped if significantly short of specified timing
- . Important to offer *all* candidates some degree of stretch
- . Familiarity with the specification, assessment criteria, oral examination training guide and 'Getting started' teacher guide is essential



# Conduct and administration

- Please refer to the Oral examination training guide
- Ensure that the sound file 1/track 1 recording starts with a general announcement stating:
  - **Qualification title** (eg. *International GCSE German*) – **Series** (eg. *summer 2019*), your **centre name and number** as well as the **name(s) of the teacher(s)** conducting the test
- Candidate speaking test recordings: Always introduce each candidate by saying their *name* and *candidate number*
- There must be no break in a candidate's speaking test



# Transitions between the tasks

The teacher must:

- start Task A by announcing the topic area that the picture relates to *in the target language*
- start tasks B and C by introducing the allocated conversation topic areas *in the target language* and then initiate conversation on a related subtopic
- State 'End of test' *in English (and in the target language if wished)* when each candidate's full speaking test has been completed



# Recording

## 2019 Speaking test windows end dates:

*Chinese (22 May), French (14 May), German (12 June), Spanish (22 May)*

- Check the recording equipment well in advance and periodically check recordings on the day
- Recordings and fully completed and signed forms to be returned to the allocated examiner no later the end of the relevant speaking test window
- It is expected that most recordings will be digital



# Recording checklist

When?	Activity
Before the candidate speaking tests begin	Announce and record the qualification title, summer 2019, your centre name and number as well as the name(s) of the teacher(s) conducting the test and sound file/track 1 Label your USB stick/CD with your centre name and number, specification code and teacher examiner name(s)
At the start of each speaking test	Announce and record the number and name of the candidate Complete the relevant candidate cover sheet (top half only) Complete a 'quick reference' tracking sheet if recording on CD Start the test and do not stop or pause the recording of the test at any stage
At the start of each task	Announce and record the relevant topic area in the target language <i>(On va commencer avec la photo liée au thème B.....)</i> <i>(Maintenant la conversation. On va commencer avec ...)</i> <i>(Maintenant on va passer à ...)</i>
At the end of each candidate's speaking test	Announce and record 'End of test' in the target language and in English <i>(C'est fini – END OF TEST)</i> Regularly check that candidate tests have recorded clearly and audibly Make sure that you have ticked the topic areas and written the sub-topics for the 3 tasks on the individual candidate cover sheet Check that the candidate (and teacher) has signed the declaration of authentication statement on the candidate cover sheet
After the last candidate on each CD	If not recording digitally, announce and record 'End of CD' and advise, where appropriate, that tests continue on CD number 'X' Check that details the tracking form have been completed



# Technical information (Digital recording)

- Pearson Edexcel accepts recordings in the following formats:
  - .mp3 (at least 192 kbit/s)
  - .wav
  - .wma
- These can be submitted on a USB stick/CD. If centres record the oral assessment in a different digital format (e.g. .m4a), please convert the recording to one of the accepted formats



# Labelling of sound files

- Each sound file recording should be clearly labelled so that the centre and candidates can be easily identified (eg. centre number followed by candidate number and name)
- Please include a listing of sound files in 'Word or 'Excel' on the submitted USB stick/CD. This should include:
  - Language and paper number (German International GCSE, Paper 3)
  - Centre number: e.g. 12345
  - Exam series: Summer 2019
  - Candidate number
  - Candidate name



# Administration

- Individual ***candidate cover sheets*** appear as Appendix 6 in the specifications
- If submitting non-digital recordings on CD, please produce a 'quick-reference' record sheet that details the tracks for each candidate next to their name and candidate number

June 201..... speaking test		
Language/specification number:		
Centre number:		
Track number/ Audio file	Candidate name:	Candidate number:
1		
2		
3		
4		
5		
6		



# Submission checklist

## Submission of materials

The following must be included in your submission to the Paper 3 examiner allocated to your centre:

- a candidate cover sheet for every candidate (This appears as Appendix 6 in the specification (Any candidate unable to provide an authentication statement will receive zero marks for the component);
- recordings for all candidates undertaken in line with the guidance provided in the specification (The language, CD number, centre name and number, and examiner's name must be announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the submitted USB. Each candidate's name and number must be announced at the start of each test);
- a copy of the picture or photograph that each candidate has used (A written description of the content can be provided in cases where a candidate has chosen to use a personal photograph);
- a copy of the attendance register



# Key support and documentation

- [Chinese](#), [French](#), [German](#) and [Spanish](#) specifications
- An individual **Candidate cover sheet** appears as *Appendix 6* in above specifications
- [‘Getting started’ teacher guide](#)
- [Oral examination training guide](#)
- [Speaking test information all in one place 2019](#)
- Sign up for regular [Languages e-updates](#)





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