

Eduqas A level French/German/Spanish

Component 1 – Speaking non-exam assessment

Guidance for teachers preparing candidates

Teachers will want to ensure that candidates are fully equipped and prepared, and candidates will want to feel confident to undertake the Speaking non-exam assessment at A level. To enable teachers and candidates to achieve this and ensure that they remain within the parameters of what the specification allows, the following guidance is given for Tasks 1 and 2:

Task 1

As part of the A level course, teachers will want to ensure that learners develop all skills required for the Independent Research Project (IRP) and feel confident delivering a short presentation and taking part in the ensuing discussion. To this end:

- Teachers may conduct a mock oral (and give feedback) based on a topic area covered as a part of a class study during the A level course
- Teachers may conduct a mock oral (and give feedback) based on a topic chosen by individual learners from an aspect of their A level course
- Teachers may conduct a mock oral (and give feedback) based on a broad topic area chosen by individual learners.

In **all** cases teachers **must** ensure that the topic, title (question/statement/hypothesis etc.) and sources used by the candidate are **completely different** to those that will be used in the **live** IRP.

Important: Teachers are **not** permitted to conduct a mock oral (and/or give feedback) on the **live** IRP that will be undertaken by the candidate as part of their Component 1 Speaking non-exam assessment. There must be no collaboration between candidates or candidates and foreign language assistants when preparing the **live** IRP. The authentication form includes an assurance by the teacher that **no** mock oral has been conducted and/or feedback given on the **live** IRP.

Examiner's questions for the IRP

The examiner's questions will be based on the candidate's presentation and subsequent responses given during the ensuing discussion. The examiner will seek to explore the candidate's knowledge and understanding of the chosen subject matter. The examiner will seek to draw out information and develop further discussion from the candidate in order to enable full access to the mark scheme. During preparation for the IRP the candidate will want to consider questions the examiner might ask based on their live IRP.

As guidance for teachers and candidates the following generic questions might be considered:

- "What made you choose...?"
- "Give an example of..."
- "What are your reasons for...?"
- "What are your feelings about...?"
- "I take a different point of view... "
- "Tell me more about... "

- "What are the differences/similarities between... "

These questions are **neither** prescriptive **nor** exhaustive.

Task 2

Teachers may conduct a mock oral with learners using the stimulus cards in preparation for Task 2.

For further information and guidance see pages 13-18 of the A level specification and pages 30-32 of the A level Guidance for Teaching.