

Instructions for the conduct of the exams Summer 2026

GCSE Modern Foreign Languages

These instructions apply only to GCSE MFL exams in:

- **French** **8652**
- **German** **8662**
- **Spanish** **8692**

Staff conducting the tests must read and be familiar with both these instructions and the Joint Council for Qualifications (JCQ) [Instructions for Conducting Examinations](#) in advance of the exam.

One copy of these instructions, together with a copy of JCQ's instructions, must be available in each exam room – including, for the speaking tests, the preparation area and the room(s) used for the conduct of the tests.

Version 1.1

General instructions

These instructions must be read in conjunction with the JCQ document [Instructions for Conducting Examinations](#) which apply to all AQA exams.

- Two tests, one at each tier, will be available in each of listening, reading and writing. All tests will be set and marked by AQA examiners.
- The writing tests are timetabled in a separate session from the listening and reading tests. It is intended that, in accordance with the published timetable:
 - the Foundation and Higher Listening Tests should be conducted simultaneously
 - the Foundation and Higher Reading Tests should be conducted simultaneously
 - the Foundation and Higher Writing Tests should be conducted simultaneously.
- As the listening and reading tests are conducted in one single session, the listening question papers must be collected in before the reading test papers are distributed. Under no circumstances may candidates have access to both question papers at once. If a school or college decides that all or some candidates will do the reading exam first, then the reading papers must be collected in before the listening papers are issued.
- The 2026 timetable is confirmed and available on our [website](#).
- Candidates who take an exam later than the published starting time shown on the timetable must be kept under the direct supervision of school staff from 30 minutes after the published starting time for the paper concerned until the time when those candidates begin their exam.
- The timing given for the duration of the listening tests is approximate.
- Full details of the tests and entry requirements are given in the specifications.
- Unforeseen problems may occur during the conduct of the listening tests in particular. These instructions incorporate references to the most common problems which can occur and what action should be taken. The underlying principles throughout are:
 - be familiar with the instructions for the conduct of the tests
 - take prompt and appropriate action calmly
 - where directed to do so, inform AQA immediately after the tests, in writing, of the action which has been taken.
- Candidates are not allowed to use a dictionary in any of these tests.
- Where candidates wish to use a laptop or PC to complete an MFL exam, they may have a card in the exam with a list of keyboard shortcuts for accents and special characters etc. The school or college must ensure that no other information is printed or written on the card and that the candidate has no

access to any network or to the internet via the laptop/PC. Alternatively, candidates can add accents/special characters in pen to their printed response once they have completed the exam. We recommend the first option, since adding the accents/special character after printing (rather than at the time of writing, using keyboard shortcuts) tends to lead to more errors and omissions. If candidates do choose to add the accents in pen after printing this must be done **within the time limit of the exam** and not after the time allowed for the exam has passed.

Invigilation rules

- A teacher or tutor who teaches the subject being examined cannot act as an invigilator during any of the written exams in this subject. For example, a French teacher cannot invigilate any written French exams (written exams include listening and reading, as well as writing papers).
- A senior member of the teaching staff who has had overall responsibility for the candidates' preparation for the exam (eg the Head of MFL) cannot act as an invigilator or be present in the room for any written MFL exams.
- Teachers can act as an invigilator for another subject. For example, a French teacher who has no responsibility for preparation of candidates for Spanish could act as an invigilator for Spanish (as long as they are not Head of MFL).
- A subject teacher cannot be present in the exam room for any written exams for the subject they teach. For example, a Spanish teacher cannot be present in the exam room for any written Spanish exams (written exams include Listening and Reading, as well as the Writing paper).

Failure to comply with the above requirements constitutes malpractice.

Listening tests – Foundation and Higher

Requirements

- 1 Materials required:
 - Exam listening sound files (as provided securely to exams officer/centre administrator)
 - candidate question and answer booklets
 - transcript of the recording
 - a copy of these instructions
 - a copy of the JCQ document [Instructions for Conducting Examinations](#).
- 2 The tests will be provided with the pauses built into the recording. The Foundation and Higher recordings are provided as separate recordings.

Preparation

- 3 The listening tests recordings and transcripts must be treated as confidential exam materials and should be stored in accordance with the JCQ document [Instructions for Conducting Examinations](#). The recordings must not be checked prior to the exam. The content of the material must not be disclosed to candidates prior to the exam.
- 4 The machine(s) which will be used to play the recording for the tests should be checked and serviced. Particular attention should be given to ensure clear sound reproduction.
- 5 Checks should be made on rooms to find those most suitable for listening tests. The following points should be considered:
 - external speakers for the playback device (or headphones if the test will be played in a language laboratory)
 - curtains or carpets to reduce echo
 - no outside noise.
- 6 Spare playback equipment should be available in case of emergency.
- 7 The equipment should be set up and tested at least 30 minutes before the start of the tests.

NOTE: You must not rip files from the CD to a computer network/language laboratory or other device, as this could cause playback issues during the exam.

If you plan to use the school/college computer network, language laboratory rather than a CD player, you need to download the listening files from Centre Services – see instructions below under ‘Digitising listening tests’.

Digitising listening tests

8 Storing Listening Tests on a school or college’s computer network or language laboratory.

For the purposes of digitising the listening tests on a school or college’s computer network, schools and colleges may have access to the confidential Listening material **up to one working day** before the

exam. If a listening test is on a Monday, this can be done on the previous Friday. For any exams scheduled for the Monday immediately after the half-term holiday, we will make the files available for downloading on the Friday immediately before the holiday. Prior permission does not need to be sought from AQA.

The listening test audio files can be found on Centre Services - these files are set to 'Centre Administrator only' (usually the Exams officer) access):

- Select the 'Resources' tab:
- Select 'Assessment and training'
- Select language
- Select 'GCSE' and 'June 2026' options on the left to narrow down the search to the file(s) you require
- Create a suitably named folder in the secure location where you want to download the files
- Click on the zip file of the materials you need
- Click 'Unzip the files to a folder I choose'
- Select the folder you created (at bullet 5 above)
- Click 'Unzip' to copy the files to your selected folder.

Wherever possible, we recommend that a member of staff from the school or college's IT department or the Exams Officer undertakes this task. The material must be downloaded to the secure part of a school or college's network, ie the part of the network which is only accessible to IT staff and not to candidates, until the permitted time.

Languages teachers are not allowed to check the recordings after the confidential material has been downloaded onto the secure network. Instead, this should be carried out by a member of the centre's IT support team (working with the Exams Officer or designated centre administrator) to check that the files have transferred from Centre Services correctly to the equipment being used for the exam and are clearly audible.

The confidential materials we supply for the purposes of the listening exam must be returned to the school or college's secure storage facilities as soon as the download to the secure network has been completed.

Appropriate measures must be in place to ensure that this material is kept totally secure until the time of the exam. Once the listening material has been downloaded, the exam room/area must not be left unsupervised or unlocked. Access to the internet, data stored on the hard drive or any portable media such as floppy disks, CDs or memory sticks is not permitted during the exam.

The use of headphones is permissible in situations where the listening material has been downloaded onto a school or college's computer network and is controlled directly by the invigilator who will be listening to the recording during the test, for example in a language laboratory. Candidates must not under any circumstances have individual control of the recording and invigilators must ensure that this regulation is met.

Conduct of the tests

- 9 A transcript of the recording is provided for the information of the invigilator and may be opened not more than 30 minutes before the start of the test.
- 10 Because all candidates are answering the same questions at the same time, there is a particular need for close invigilation in this exam. Schools and colleges are reminded of the following regulation which can be found in the JCQ document [Instructions for Conducting Examinations](#): 'The seating arrangements

must be such as to prevent candidates from overlooking, intentionally or otherwise, the work of others; in particular, the minimum distance in all directions from school to school of candidate's chairs must be 1.25 metres.'

- 11 Invigilators should note that the time taken to conduct the Listening Tests will vary. It is expected that the Foundation test will be completed in approximately 35 minutes and the Higher test in approximately 45 minutes.
- 12 At the start of the test, candidates should be asked to complete the details on the front cover of their question and answer booklet. They should be reminded that they must use black ink or black ballpoint pen to write their answers and that they must write their answers in the spaces provided.
- 13 When all candidates have completed the details on the front cover of the question and answer booklet, they should be told that they may not open their question and answer booklet until instructed to do so on the recording. The recording should then be started. The instructions on the front cover of the question and answer booklet form the recorded introduction to the test. Candidates should be given the opportunity to ask any questions before the five minutes' reading time is played and warned that once the test begins, they will not be allowed to ask any further questions.
- 14 The five minutes' reading time and two minutes' checking time at the end is pre-recorded on the recording, in common with all other pauses. There should be no reason for the recording to be stopped at any time during the test, except in an emergency. A tone on the recording will indicate the end of each item.

Each item in Section A (comprehension questions) of the Listening test is heard **twice** with suitably adjusted pauses, according to the requirements of each question.

In Section B (dictation), each sentence is heard three times. The additional breaks which will be included in the **second** reading of each of the sentences in the dictation transcription task are indicated in the published transcripts by a forward slash mark.

- 15 No part of the recording should be replayed. Any problems with the conduct of the test should be reported in writing immediately after the test to irregularities@aqa.org.uk
- 16 A version of the recording, with 25% extra time incorporated, will be available for candidates entitled to 25% extra time. This version can be downloaded from Centre Services (Resources folder – centre administrator access only. See page 5 para 10 for more details) and is available for all GCSE listening tests. (CDs with 25% extra time are not provided.)

The length of all pauses is extended by 25% in this version of the recording. If schools and colleges use a download of the standard recording for candidates entitled to 25% extra time, the invigilator should pause the recording manually on hearing the bleep, to give candidates extra time to write their answer. The invigilator should allocate extra time across the whole test, up to the maximum extra time, according to the needs of the candidate(s).

Problems

- 17 If the test is interrupted, for example by external noise or by the illness of a student, the test should be allowed to continue in accordance with the instructions unless the circumstances are exceptional. No part of the recording should be replayed. If it is considered that candidates have been disadvantaged, an application for special consideration should be submitted via the Exams Officer. If there is no disadvantage to candidates but the recording has been stopped, AQA must be informed immediately of

the incident in writing and this should be sent to irregularities@qa.org.uk. If you are unsure how to proceed in the event of a technical issue or other incident preventing the exam from continuing, please contact AQA by telephone (01423 534381) for advice immediately.

- 18 If the CD player/PC/other device breaks down during the test, candidates must be supervised in silence and must not be allowed to write. If you are using a CD, the CD should be transferred to the standby machine and the test continued. If you are unsure how to proceed in the event of a technical issue or other incident preventing the exam from continuing, please contact AQA by telephone (01423 534381) for advice immediately. Notify irregularities@qa.org.uk in writing immediately after completion of the test.

Speaking tests – Foundation and Higher

These tests will be conducted by the teacher-examiner and marked by AQA examiners. Candidates must have only one attempt at the speaking test before certification.

All staff involved with the conduct of the Speaking tests must be familiar with the latest version of the *Instructions for the conduct of the exams (2026)*, our training and support materials prior to conducting the tests.

Please note: AQA does not supply any media for schools or colleges to record their speaking tests.

Recording speaking tests

All speaking tests must be recorded and a complete and unedited audio recording for each candidate must be made available to AQA's examiners.

Schools and colleges may wish to use one of the free audio recording applications available to record their speaking tests. Please refer to [Digital Media Submissions portal guidance](#) for a list of accepted file formats. Schools and colleges must ensure that they check all recordings have been saved in an accepted format before uploading to the Digital Media Submissions Portal for marking.

Schools and colleges may also like to consider using digital voice recorders which automatically record in .mp3 format, produce very clear recordings and do not need an external microphone.

We accept recordings of speaking tests via the Digital Media Submissions Portal. We will not accept speaking tests recorded on any other medium. Please do **not** send CDs or memory sticks.

The Digital Media Submissions Portal will be available from at least one week before the last date of the assessment window and submissions should be made between this date and within one working day of the last date of the assessment window.

You can find all the [information you need on our website](#), including guidance on uploading files and checking the status of your submissions.

The deadline for submitting the GCSE MFL audio files and accompanying documentation (see below) is **Monday 18 May 2026**.

We also require the following documents to be uploaded to the Digital Media Portal along with the submission of recordings:

- **Scanned attendance register(s) signed by the invigilator, with the name of the teacher-examiner(s) added clearly (to show which tests were conducted by which teacher).**

Individual candidate recordings should be saved in an acceptable file format. The filename must contain the centre number, component code, and candidate number, eg 55217_8652-SF_0041.mp3.

Please note the hyphen in the component code, this will allow the system to automatically tag your candidates' work.

Please keep a copy of the recordings in case of loss.

Requirements

1 Materials required for each test:

- recording device
- MFL additional answer sheets (for candidate notes), or other stationery for notes
- Teacher's Booklet
- two sets of Role-play, Reading aloud and Photo cards (for each of Foundation and Higher tiers)
- a copy of these Instructions
- a copy of the *JCQ Instructions for Conducting Examinations*.

Where schools or colleges require more than the standard set of two speaking test packs, because more than one teacher is timetabled to conduct speaking tests at the same time, they can either:

- request additional packs from dispatches@aqa.org.uk no later than **6 March 2026**.

or

- download additional materials from Centre Services. **Centre administrator access only** – teacher passwords do not provide access to these materials until after end of the confidential speaking test window.

Photocopying or other duplication of the confidential speaking test material is not permitted because of the need to ensure consistent quality of printing and because of the requirement to ensure that the confidentiality of the materials is maintained. The exams officer for the school or college can download the material directly from Centre Services during the confidential speaking test window and it is their responsibility to ensure that the materials are printed under secure conditions and treated in **exactly the same way** as the hard copy confidential speaking test packs supplied by AQA in advance of the exam period.

There is no requirement to produce multiple packs of materials for the speaking tests – as well as their own copy of the Teacher's Booklet containing all the materials, each teacher conducting the tests only needs two sets of candidate cards, one set for use in the exam room by the candidate being tested and the other set by the candidate preparing for their test. Only where teachers are conducting tests in the same language and the same tier will any additional sets of materials be required.

- ## 2
- The speaking tests will be conducted by the teacher. Speaking tests cannot be conducted by a relative of a candidate unless the relative is a member of the teaching staff at the school. If a member of staff is a relative of a candidate entered for the test, the school or college must notify AQA of this potential conflict of interest prior to conducting any tests by emailing irregularities@aqa.org.uk. Failure to comply with these requirements constitutes malpractice.

If a speaking test is to be conducted by someone who is not a member of the school or college's teaching staff, permission to do this must be requested from AQA and received in advance of the tests taking place. Examples of potential teacher-examiners are private tutors or teachers from community schools/organisations. Responsibility for the arrangements for a speaking test to be conducted by someone who is not a member of the school or college's teaching staff lies with the Head of Centre at the school or college making the entry for the candidate, and the Head of Centre will be required to agree to a number of conditions. To request this permission, schools and colleges must contact mfl@aqa.org.uk in advance of the tests taking place. On requesting this permission, information will be provided regarding the arrangements for preparation of the confidential exam

material and how this must be managed. If you fail to obtain permission in advance, you must request permission as soon as possible afterwards and detail the reasons you did not obtain permission in advance. **If you fail to obtain permission by the submission of speaking tests, this will be considered malpractice.**

- 3 The speaking tests must be conducted in the period timetabled to run in April and May in each exam series. All tests must be recorded and a complete and unedited audio recording for each candidate uploaded for marking.
- 4 AQA reserves the right to conduct additional speaking tests administered by external examiners, in cases where it might be considered necessary.

In order that teachers have time to prepare for the tests, the exam material, which will be provided in hard copy by AQA, may be opened, if the teacher so wishes, **up to three working days before the test period starts.**

Speaking test period in 2026 – important information

The speaking test period for summer 2026 is **Tuesday 7 April to Friday 15 May 2026.**

Teachers conducting the speaking tests may open the materials no earlier than three working days (**31 March in 2026**) in advance of the assessment window opening in order to carry out their preparation, irrespective of when during the assessment window they are conducting the tests within their own school or college. **No access to the confidential speaking test materials before this date is permitted under any circumstances.**

All schools/colleges must use only **five weeks** of the speaking test period for conducting tests to comply with regulatory requirements (a speaking test period of up to five weeks in each exam series). It is the school or college's responsibility to ensure that this regulatory requirement is met. Any breaches of this requirement will be investigated.

It is essential that the confidentiality of the speaking test exam material is strictly maintained before and throughout the period of the tests. Its content must not be disclosed and the speaking test confidential exam materials must be kept on the school or college's premises, under secure storage. For a definition of 'secure storage', please refer to the JCQ [Instructions for Conducting Examinations](#).

The school or college must ensure that the confidential speaking test exam material is booked in and out of secure storage via the Exams Officer both during the preparation period and during the confidential test window. **When teacher-examiners have booked the confidential material out for their preparation, they must return it to the Exams Officer to be locked in secure storage for any period of time when they are not using it.** For example, if a teacher-examiner has to pause their preparation in order to teach a class, the material must be booked back in to secure storage via the Exams Officer. Locking the confidential material in a desk drawer or cupboard in a departmental area of the school/college, for example, is not permitted. This requirement should be taken into account when teacher-examiners plan for their preparation of the confidential materials.

Any notes completed by the teacher-examiner during their preparation must remain with the confidential materials and must be signed in and out of secure storage in the same way. Both the confidential assessment material and any notes completed by the teacher-examiner during their preparation must be treated as confidential until the end of the test window published on the exam

timetable.

The confidential assessment material and any notes completed by the teacher-examiner during their preparation must not be removed from school premises under any circumstances.

AQA relies on the professional integrity of teachers during this period but teachers are reminded that if AQA is satisfied that a breach of confidentiality has occurred, it reserves the right to take such action as it deems necessary in the circumstances.

Teachers must also ensure that all candidates are familiar with JCQ's [Information for candidates](#).

Schools and colleges should display in the conduct and preparation rooms the *Modern Foreign Languages Speaking Tests: warning to candidates* poster during the conduct of the speaking tests. It is the responsibility of the teacher preparing candidates for the tests to ensure that candidates are aware of and understand the information contained in the notice in advance of the exam. A copy is included at the end of this document (Appendix A) and a copy will be included with the confidential speaking test materials in each series.

The content of the Role-plays, Reading aloud cards and Photo cards must not be divulged to the candidates before the start of the preparation period on the day of their speaking test. Candidates must not know the exact questions they will be asked during the Unprepared conversation in Part 3, nor must they know in advance the topics they will be tested on.

The teacher-examiner should study the Role-plays, Reading aloud cards, Photo cards and topics for the Part 3 Unprepared conversation. It is most important that teachers are thoroughly familiar with these materials. The teacher-examiner may choose to have some starter questions for the Unprepared conversation which can be adapted to the ability and interests of the candidates they are testing.

During the confidential speaking test window, teachers must not email AQA queries referring to the confidential content of the speaking test materials. Any urgent queries during the speaking test window, including the teacher's preparation time, relating to the content of the materials (as opposed to administrative queries) must be made by telephoning AQA on 01423 534381 – please ask to speak to the MFL Subject Support team who have access to the materials.

Please contact us with any queries about the content of the Speaking test materials **before conducting any tests** to ensure that any queries are clarified before your students take their tests.

Under no circumstances may teachers share information or ask questions relating to the confidential content of the speaking test materials on social media, including closed groups, or via any other medium such as email. Any breach of this instruction will be investigated by AQA.

No access to the confidential speaking test materials before 31 March 2026 is permitted under any circumstances.

5 Checks should be made to find the most suitable rooms for conducting the tests. The following points should be considered:

- the layout and arrangement of the rooms to be used for the preparation and conduct of the tests
- no outside noise

- use of a small room, with curtains and/or carpet, for a high-quality recording
 - adequate space to set out the materials for the test
 - the positioning of the recording equipment to ensure maximum recording quality of both teacher-examiner and candidate
 - the recording equipment should be set up and tested at least 30 minutes before the start of the test to ensure both teacher-examiner and candidate can be heard clearly
 - the removal of posters/wall charts etc, if these provide additional support to candidates (in both the preparation and test rooms).
- 6 Extreme care needs to be taken in all technical aspects of the recording of the tests to ensure that candidate performances are not wholly or partially inaudible. Schools and colleges are responsible for ensuring that an audible recording is available for each candidate. Poor quality recordings can result in candidates being disadvantaged.
- 7 Teacher-examiners should remind candidates that they must not have access to any unauthorised material such as books, papers, mobile phones or any electronic devices during the test, including the 15 minutes' preparation time. Teacher-examiners should refer to the JCQ [Instructions for Conducting Examinations](#) for further clarification.
- 8 Candidates must not have access to a dictionary during any part of the test. This includes the 15 minutes' preparation period.

Supervision Requirements

- 9 As the time allowances for the Foundation and Higher tests are different, we recommend that groups of candidates doing the Foundation test should be examined separately from those taking the Higher test.

However, this decision ultimately rests with individual teachers/schools. Because the tests are conducted in accordance with the sequence chart provided by AQA in the Teacher's Booklet, there is no requirement to supervise candidates before the preparation time or after the tests. Candidates must, however, be supervised during the 15 minutes' preparation period.

The invigilator for the preparation period must be an appropriate person nominated by the Head of Centre to carry out the role and they must be fully trained in the requirements of the tests and their specific duties before they are permitted to invigilate any tests.

- 10 Candidates taking the Foundation test require one Foundation Role-play card, one Foundation Reading aloud card and one Foundation Photo card. Candidates taking the Higher test require one Higher Role-play card, one Higher Reading aloud card and one Higher Photo card.

In order to determine which cards each candidate is to be tested on, teacher-examiners should refer to the sequence chart in the Teacher's Booklet. There is a separate sequence chart for Foundation tier and for Higher tier. Each sequence should be followed independently.

The sequence chart forms part of the confidential speaking test materials and must be treated as strictly confidential.

Candidate Order in the sequence chart refers to the sequence in which the candidates are tested by each teacher-examiner, **not** for the school/college as a whole. Each Role-play is identified by a number, each Reading aloud task by a number and each Photo card is identified by a letter. The candidate must be allocated the cards as indicated in the sequence chart grid.

After a break in testing, eg lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than the sequence chart allows for, you should start again at number 1.

If a candidate is unexpectedly absent, we do not expect the teacher-examiner to adjust their running order for that session of tests. The teacher-examiner should miss the row in the sequence chart altogether for the candidate concerned and carry on with their planned sequence for all the other candidates. The absent candidate should be slotted into another session and follow the appropriate running order for that new session.

All tests must be completed before the end of the timetabled window in each exam series – there will be no exceptions because the test material will cease to be confidential after the end of the timetabled window.

Any failure by the teacher-examiner to follow the relevant sequence chart correctly or any attempt to manipulate the school's candidate running order in a way which could confer an unfair advantage to any candidates will be subject to investigation by AQA.

If you have any concerns about the content of any Role-play, Reading aloud or Photo card being allocated to a particular student for any reason during the speaking test window, including the teacher's preparation time in advance of the test window, contact AQA on 01423 534381 for advice – please ask to speak to the MFL Subject Support team who have access to the materials. If a member of the team is not immediately available, please be prepared to leave a contact number for a call back.

Preparation time

- 11 The Role-play card, Reading aloud card and Photo card should be handed to the candidate at the start of the supervised 15 minutes' preparation period.

The candidate should then study the Role-play card, Reading aloud card and Photo card and prepare their responses on the candidate notes sheet provided by the invigilator. Students may use the additional answer sheets for their notes or the optional Preparation booklet in the appendices to these instructions. Any sheets used by students must contain the candidate name and candidate number. A preparation time of 15 minutes is required for each candidate (both at Foundation and Higher tiers). **Candidates must not annotate any of the cards provided.**

There is no restriction on the number of words or the material (eg conjugated verbs or full sentences) which the candidate notes may contain. The notes may be in any language and will not be assessed.

Candidates must have access to any notes made during their preparation time throughout all three sections of the test. Notes must **not** be taken away from the candidate during the test. At the end of the test, the teacher-examiner should take the candidate's notes from them and store them securely until results day.

For the Reading aloud task, candidates can write out the text as part of their notes and annotate this if they wish to help them deliver this task. They may write the text phonetically or use symbols if they wish. **They must not write on the Reading aloud card itself.**

For the Reading aloud task, it is permissible for students to use tracing paper in the preparation time as an overlay and use this in the test itself when delivering this task. Teachers must collect it in alongside the student's notes and keep it securely until results day. However, an AQA issued card must not be compromised in any way, so teachers have to ensure that there are no marks on it as a result of tracing paper being used.

12 During the preparation period, the candidate is under supervised exam conditions. They may make notes on the MFL additional answer sheets or other exam stationery, but must not:

- be unsupervised
- have access to any material other than the Role-play card, Reading aloud card, Photo card and MFL additional answer sheet/other stationery for notes
- write on the Role-play card, Reading aloud card or Photo card
- be allowed to communicate with anyone
- be in a position to hear the candidate being tested.

Teacher-examiners may have access in the exam room to whatever materials they need in order to conduct the tests. Care must be taken to ensure that materials teacher-examiners have in the exam room for their own reference cannot be read by the candidate taking the test.

Timings of the test

13 It is a requirement of the specification that all candidates have exactly 15 minutes' preparation time and invigilation arrangements must be in place to facilitate this. If a candidate reaches the end of the 15 minutes' preparation time and the teacher-examiner is not ready to start the test, the candidate must be asked to stop their preparation by the invigilator, turn over their notes and cards so they are not visible and remain under supervision until the teacher-examiner is ready to start the test.

After the candidate has completed the 15 minutes' preparation period, they should move to the test room, remaining under supervision and retaining their copies of the Role-play card, Reading aloud card and Photo card.

Any notes on the Role-play, Reading aloud task and Photo card made by the candidate on the MFL additional answer sheet/exam stationery should be taken into the exam room to be used during the test.

Below are the recommended lengths for each part of the speaking test:

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5

	minutes for the Unprepared conversation)	and 5.5 minutes for the Unprepared conversation)
TOTAL	7-9 minutes	10-12 minutes

Timing of the test will start at the point the teacher-examiner begins the Role-play using the introductory text in the Teacher’s Booklet (You are speaking with your French/German/Spanish friend). Timing of the test will end at the point the **maximum time allowed** is reached, which is **nine** minutes at Foundation tier for the whole test and **twelve** minutes at Higher tier for the whole test

The recommended duration for each section of the test is provided for guidance and to reflect the marks available, but if a task takes longer or shorter than the recommended time, this is not an issue as the teacher-examiner will move on to the next part of the test.

Teacher-examiners are expected to give candidates the opportunity to respond fully to all tasks, being aware of the recommended length of each task (as specified above) to ensure that each candidate is able to access the maximum number of marks available.

Marking of the speaking test for all candidates will stop at the maximum amount of time specified for the tier, ie **nine** minutes for Foundation tier and **twelve** minutes for Higher tier. If the teacher-examiner is asking a question or if the candidate is still answering a question when the maximum time allowed has been reached, the candidate is allowed to give a response to the question even if this goes beyond the maximum time and this response will be assessed. No additional questions can be asked after the maximum time allowed is reached.

Equal credit will be given for any language used by the candidate which is beyond the defined content but that fulfils the task requirements.

Candidates should not be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. Candidates’ preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

Format and content of the test

- 14 The format of the test is the same for each tier and consists of three parts, which must be conducted in the order shown below.

Candidates must have access to the notes made during their preparation time throughout all three sections of the test. Notes or stimulus cards must **not** be taken away from the candidate during the conduct of the test. At the end of the test, the teacher-examiner should take the student’s notes from them and store them securely until results day.

In terms of theme coverage in this exam, at least two of the themes are covered in the test as a whole - one theme in the Reading aloud task and a second different theme in the Photo card task. The Role-play is not allocated to a particular theme and can cover a range of topics and themes within the bullet point tasks.

Part 1 – Role-play

This part of the test is a Role-play card which has been prepared by the candidate in their supervised preparation time immediately before the test. The five Role-play tasks on the Candidate card will be in English and will contain clear statements about what to say.

This part of the test is likely to last between one and one and a half minutes at each tier, but timings are recommended only.

Part 2 – Reading aloud

This part of the test is reading a short text of a minimum of 35 words at Foundation tier and a minimum of 50 words at Higher tier, to be prepared by the candidate immediately before the test in their supervised preparation time. Candidates will not be permitted to read their text out loud during their supervised 15 minutes' preparation time - this is not necessary, as candidates can correct themselves as often as they wish during the test and the examiner will mark the final attempt each time the candidate self-corrects.

Candidates can write out the reading aloud text as part of their notes on suitable stationery if they wish to help them deliver this task. They may write the text phonetically or use symbols. They must **not** write on the Reading aloud card.

After reading the text out loud during the test, candidates will take part in a short Unprepared conversation on the topic of the text. There are four compulsory unseen questions set on the topic of the text which teacher-examiners will ask exactly as they are written in the Teacher's Booklet.

At Foundation tier, this part of the test is recommended to last between **two and two and a half minutes** in total. At Higher tier, this part of the test is recommended to last between **three and three and a half minutes** in total. This recommended total includes the reading of the text and responding to the four unseen compulsory questions.

The candidate's response to the four compulsory questions is marked as a whole. Marks are not awarded to individual questions (see mark scheme).

Part 3 – Discussion of Photo card

This task has two parts and is based on a Photo card to be prepared by the candidate immediately before the test in their supervised preparation time. The Photo card will contain two connected photos from one of the three themes. Candidates will have the Photo card during their supervised preparation time in order to prepare their response to the question 'Tell me about the photos' (in the target language) which focuses on the content of the two photos. Candidates may make written notes in the preparation time and use these notes at any time during the task.

The Photo card task in the Speaking test is a descriptive one where learners are required to describe the content of the photos. They cannot place themselves in the photos but they can, if they wish, give a personal response in relation to the description, eg 'There is a boy playing football. I like football.'

The Photo card task is recommended to last between **four and five minutes** in total at Foundation tier. At Higher tier, the Photo card task is recommended to last between **six and seven** minutes in total. These recommended time allocations include **both** parts of this task as outlined below, ie the candidate's response to the content of the photos **and** the Unprepared conversation.

Response to the content of the photos

In the first part of this task, marks are awarded for the candidate's response to the content of the photos. Candidates are recommended to talk about both photos for approximately one minute at Foundation tier and approximately one and a half minutes at Higher tier.

Coverage of the photos does not need to be equal but candidates are required to say at least **one thing** about each photo as a minimum requirement. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card. The photos are the same at both tiers.

Unprepared conversation

The second part of this task is an Unprepared conversation which follows the description of the photos. This conversation can be based on any or all of the three topics from the theme specified on the Candidate's card and in the Teacher's Booklet, enabling candidates to develop personalised responses.

As this conversation is unprepared, candidates must not know in advance of the Speaking test which questions, theme or topic areas will be covered in their own test. It is also not permissible for teacher-examiners to narrow the scope of questions by discussing in advance with candidates their preferred areas for inclusion during the test.

Conduct of the tests

- 15 The teacher-examiner conducting the test must ensure that everything which is said to the candidate during the test is clearly audible on the recording. Nothing should be whispered. If the teacher-examiner feels that a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given **clearly** and **audibly** without stopping the recording. At no time should any other communication, apart from that involved in the test itself, take place between the teacher-examiner and the candidate.

All tasks include the informal form of address but in the Part 3 Unprepared conversation, teacher-examiners and candidates can use whichever form of 'you' they prefer. If a teacher-examiner inadvertently uses formal address in the Role-play task or in the reading aloud short conversation, this will not impact on the marks which can be awarded.

- 16 The teacher-examiner should make sure that the candidate is settled, record the introduction (candidate details, etc as specified in paragraph 36), check that the equipment is still on 'record' and then begin the test. The recording must **not** be paused or stopped after the introduction (candidate details etc).

The recording equipment must not be stopped or paused during the recording of the test, including after the recording of the candidate details at the start of the test, except in an emergency. Non-compliance with this instruction may result in an investigation by AQA.

Part 1 – Role-play

- 17 The teacher-examiner should conduct a Role-play appropriate to the candidate's tier of entry.

The teacher-examiner should start by saying in the target language 'We will start with the Role-play' and should begin using the introductory text in the Teacher's Booklet.

French: *On va commencer avec le jeu de rôle numéro ...*

German: *Wir beginnen mit dem Rollenspiel Nummer ...*

Spanish: *Vamos a comenzar con el juego de rol número ...*

Teacher-examiners must adhere to the teacher script for the Role-play provided in the Teacher's Booklet and read it out **without any changes**.

Candidates are instructed to use the informal form of address but if they want to use formal address they can without penalty.

If a candidate doesn't answer, the teacher-examiner can repeat the teacher prompt **in its entirety** if needed, but the advice is that if the prompt has been repeated once and no answer is forthcoming, move on to the next prompt in the teacher script. If the teacher-examiner gives any prompt/help in English, the candidate's response to that prompt is not credited.

Questions must be repeated in their entirety. If a key word from the question is repeated in addition to the prompt to provide emphasis and additional assistance to the student, the student's response will be discounted from the assessment. An example of this is 'Where do you go with your friends at the weekend? Where?'

If the candidate does not respond to the teacher's prompt for the question task, the teacher-examiner can say 'the question' in the target language to remind the candidate that they are expecting to hear the question task. **However, once a candidate has given a complete response to a task, the teacher-examiner cannot repeat a question to try to elicit a different response.** The only exception to this is if the task specifies, for example, 'give two details' and the candidate has given only one detail. In this situation, the teacher-examiner can ask for the second detail by asking, for example, 'And ...?' or 'Anything else?' etc, in the target language.

If a Role-play bullet point is a two-part task separated by three dots in the teacher script (eg opinion and reason), the teacher-examiner should ask the first element (opinion) and then ask 'Why?' after the student has responded to the first element. However, if a student answers the 'why' element in their first response because they are delivering what they have prepared, there is no need for the teacher to then ask the 'why' element as the task has already been fulfilled.

If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner should interrupt by exactly repeating the prompt on the Teacher's role. If the candidate then gives a correct reply, this will be credited.

Candidates may use any notes they have made on the MFL additional answer sheet or other stationery during the preparation period. Whichever stationery is used for the notes, the candidate name and candidate number must be included in case of any queries after the tests are completed. There is no restriction on the number of words or the sorts of material (eg conjugated verbs or full sentences) which the notes may contain. The notes may be in any language and will not be assessed.

This section of the test is recommended to last between one and one and a half minutes at each tier but this will vary between candidates. Once the Role-play has been completed, the teacher-examiner should move on to Part 2.

Part 2 – Reading aloud task

- 18 After completion of the Role-play, the teacher-examiner should move on to the Reading aloud task by asking the candidate in the target language to read the text using the script below:

French: *Lis-moi le texte.*

German: *Lies mir den Text vor.*

Spanish: *Lee el texto.*

Candidates are permitted to restart their reading of the whole text or restart a sentence or individual word(s) if they wish and it is the final attempt which is assessed. There is no limit on the number of times candidates can restart this task but the impact on the time available for the remainder of the test must be borne in mind.

If candidates self-correct their pronunciation of a word or words, it is the final, corrected, version that is assessed.

Teachers are encouraged to train students to read out the text at a 'normal' pace during this part of the test, pausing between sentences. This will ensure that the task can be accurately assessed. Very rapid readings should be discouraged.

After the candidate has completed reading the text, the candidate takes part in a short Unprepared conversation led by the teacher-examiner. The teacher-examiner should indicate the start of the short conversation by saying, for example:

French : *Et maintenant, je vais te poser quatre questions.*

German: *Und jetzt stelle ich vier Fragen.*

Spanish: *Y ahora, te voy a hacer cuatro preguntas.*

This short conversation consists of four compulsory unseen questions on the topic of the text. The four questions must be asked by the teacher-examiner exactly as they are written in the Teacher's Booklet. **No paraphrasing or rewording is permitted** and no additional questions must be asked. Teacher-examiners may repeat individual questions in their entirety if the candidate does not answer. If the candidate still does not answer after this repetition, teacher-examiners may decide it is best to move to the next question for the short conversation or on to the next part of the test.

Candidates can keep their copy of the reading aloud text during this short conversation and if they want to, they can use vocabulary or short phrases from the text to help them to answer the questions. In order to score the highest marks, candidates must try to **answer all four questions as fully as they can** (see mark scheme).

If a candidate doesn't understand a question, the teacher-examiner can repeat it as often as necessary, but just one repetition is advisable so that timing does not adversely reduce the time allowed for Part 3 of the test. **Questions must be repeated in their entirety.** If a key word from the question is repeated in addition to the prompt to provide emphasis and additional assistance to the student, the student's response will be discounted from the assessment. An example of this is 'Where do you go with your friends at the weekend? Where?'

This part of the test is recommended to last between **two and two and a half minutes** at Foundation tier and between **three and three and a half minutes** at Higher tier. This includes the reading aloud of the text **and** the four compulsory unseen questions.

Once this part of the test has been completed, the teacher-examiner should move on to Part 3 of the test.

Part 3 – Discussion of Photo card

- 19 After completion of the Reading aloud task, the teacher-examiner should move on to the discussion of the Photo card. The theme of the Photo card for each candidate is different to the theme for Part 2 (Reading aloud).

The candidate is given a card containing two photos according to the sequence chart and makes notes on the content of them in the preparation time in order to respond to the first compulsory question.

The teacher-examiner should begin this part of the test by confirming the letter of the Photo card and then asking the candidate to speak about the photos, using the suggested script below:

French : *Et maintenant la carte-photo, lettre ... Parle-moi des photos.*

German: *Und jetzt die Fotokarte ... Sag mir etwas über die Fotos.*

Spanish: *Pasamos a las fotos, letra ... Háblame de las fotos.*

At Foundation tier, the recommended time is approximately **one minute** to describe the two photos. At Higher tier, the recommended time is approximately **one and a half minutes**.

Candidates may use any notes they have made during the preparation time and may read verbatim from them if they wish. There is no limit on the amount or nature of the notes.

The photos are in black and white but this does not preclude candidates from talking/speculating about colours. Candidates can use the same grammatical structure repeatedly if they wish, for example *il y a, es gibt, hay* as part of their description.

Any relevant content, including any content from outside of the prescribed theme of the card, is credited in this first part of the Photo card task as long as it is broadly relevant to either of the two photos. Candidates may also include some personal information if it relates to the content of the photos. For example, if the photo shows a young person playing football, the candidate could say that they like to play football and this would be credited.

The candidate must say at least **one thing** about each photo but they can focus more on one photo than the other if they wish. There is no requirement for equal coverage. If a candidate only speaks about one photo, there is a deduction of one mark. So, if according to the assessment criteria, three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

Examiners will look to reward content wherever possible to avoid applying the one mark deduction. So, if something is mentioned which could relate to either photo and the candidate has not said anything about one of the photos, then that piece of content will be credited as meeting the one detail minimum. Each photo is labelled, so candidates should be encouraged to say 'In Photo 1' or 'In Photo 2' in the target language to demonstrate coverage of both photos but this is not compulsory.

Unprepared conversation

- 20 The second part of this task is an Unprepared conversation. This conversation can be based on any one, any two or all three of the topics from the theme specified on the Candidate's card and in the Teacher's Booklet, enabling candidates to develop personalised responses.

The teacher-examiner should indicate the start of the conversation by saying, for example:

French: *Et maintenant la conversation.*

German: *Und jetzt die Konversation.*

Spanish: *Y ahora la conversación.*

The conversation should develop as naturally as possible, within the topics of the specified theme only.

- 21 The aim of the teacher-examiner in this part of the test should be to encourage every candidate to reach their potential. To facilitate this, teacher-examiners need to decide, as the test is progressing, which questions and potentially which aspects of the topics within the theme will elicit the best performance from each candidate. Higher attaining candidates may be able to sustain a longer and more developed conversation on a particular topic or aspect of a topic, whereas lower attaining candidates may need to be asked questions from more topics in order to maintain the conversation for the recommended amount of time for the tier. All candidates are different and teacher-examiners should adopt the practice of proceeding through the Unprepared conversation based on what the candidate says, rather than using a pre-set list of questions. Teacher-examiners should decide which questions to ask next and how to develop the conversation further by listening carefully to the responses the candidate has given and by asking appropriate follow-up questions. The candidate should be given the chance to sustain the conversation as much as possible.

The Unprepared conversation should be conducted in a way which is individual to each student, taking into account their interests and level of ability and should include follow-up questions as appropriate. **Teacher-examiners are not permitted to exclusively use the same questions with every student and any instances of this will be followed up.**

If it is clear that a candidate has not understood a question, teacher-examiners may rephrase or simplify the question in order to accommodate the candidate's response or lack of response. However, if it is apparent that the question has not been understood, it is usually unwise to repeat it more than once since this could waste time and impact on the candidate's confidence. In this case, it is important that teacher-examiners help the candidate to continue the conversation. This may mean moving to another more accessible question or even to another topic within the prescribed theme.

In the Unprepared conversation, if the teacher-examiner feels that a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly without stopping the recording. At no time should any other communication, apart from that involved in the test itself, take place between the teacher-examiner and the candidate. No credit will be given for vocabulary supplied by the teacher-examiner.

At Foundation tier, Part 3 of the test is recommended to last in total between **four and five minutes**. At Higher tier, Part 3 of the test is recommended to last in total between **six and seven minutes**.

This includes the Description of the photos **and** the Unprepared conversation.

Marking will stop for all candidates at the maximum time allowed (**nine** minutes at Foundation tier and **twelve** minutes at Higher tier) but this is the only specific timing which must be adhered to during the test.

When the maximum time is reached for each candidate, teacher-examiners should bring the test to a sensitive end, for example by saying in the target language 'We've now come to the end of your speaking test, thank you'. This should then be followed by 'End of test' in English.

- 22 Further guidance on questioning technique for the Unprepared conversation is provided in the Paper 2 Teacher's Booklet.

The Role-play, Reading aloud and Photo cards must be replaced in the appropriate set for the tier as soon as the test is over for each candidate. All confidential materials must be accounted for during the confidential test window and teacher-examiner preparation time.

A reminder checklist for teacher-examiners for the conduct of the tests is given in paragraph 38 of these instructions.

Problems

- 23 If a candidate raises a safeguarding concern during their speaking exam, the centre should adhere to its safeguarding policies and take appropriate action to address the issue. The centre should also make a note on the submission to inform AQA that the concern has been addressed and handled within the centre, ensuring that AQA's safeguarding team does not need to refer the matter back to the centre, if it is flagged by a moderator during the marking process. If the centre have any queries / concerns, they can contact AQA's safeguarding team at: safeguarding@aqa.org.uk

Other issues

23 Preparation time

If the candidate is given the wrong preparation time, an application for special consideration should be submitted in line with the instructions contained in the JCQ document [Access Arrangements, Reasonable Adjustments and Special Consideration](#) via the Exams officer.

24 Candidate details

If the candidate details have not been recorded and the omission is discovered during or immediately after the test, the teacher-examiner must record the candidate's details at the end of the test with the words 'That was the test of candidate number ... (name of candidate)'.

25 Role-plays

If the candidate cannot produce part of the Role-play, the teacher's response should be given to allow the candidate to move on to the next utterance.

26 Reading aloud short conversation

If the candidate does not respond to a question in the Reading aloud short conversation, the teacher-examiner can repeat the question in its entirety but if there is still no response, the teacher-examiner should move to the next question. The recording must not be stopped other than in an emergency.

27 Unprepared conversation

If the candidate is unable to answer a question, the teacher-examiner should phrase the question more simply or try a related, though different, question. Failing that, the teacher-examiner should move to a simpler question or another topic of the theme.

If a teacher-examiner inadvertently strays into a topic which is not part of the prescribed theme, they should move their questioning back into the correct theme as soon as this is realised. If there is evidence of repeated and deliberate avoidance of the topics on the prescribed card with the intention of advantaging candidates, this will be investigated.

28 General

The recording must not be stopped, paused or interrupted until the end of the candidate's test, except in an emergency. The recording must not be stopped between the introduction (candidate details etc) and the start of the test itself. If an emergency arises which makes it necessary to interrupt a test, a note of explanation must be submitted to the Digital Media Portal with the recordings.

If the test is interrupted by external factors, such as noise or someone entering the room, the teacher-examiner must continue with the test if the interruption is unlikely to obscure the test recording. Otherwise, the recording should be allowed to run but the test should not be continued until the interruption has ceased. **The recording must not be stopped unless the interruption is lengthy or very disruptive.** If the recording is stopped, a note explaining the circumstances must be uploaded with the recordings. In the event of a lengthy interruption such as a fire alarm requiring full evacuation of the school/college, the recording should be paused, the candidate concerned should be supervised at all times during the interruption and once the interruption is over, the test should be resumed and continued until the test is completed, ie all three sections. A note should be uploaded with the recordings to explain why a particular candidate's test was stopped, eg full fire evacuation. If such an interruption distresses a candidate which impacts on the rest of their test

after the interruption, then an application for special consideration can be submitted.

29 If the candidate appears too upset to continue the test, they should nevertheless be encouraged to continue. The recording must not be stopped unless it is absolutely essential to do so, in which case a note should be uploaded with the recordings. The candidate must not be re-tested on another occasion. If there are medical reasons for the candidate's inability to continue, an application for special consideration should be submitted in line with the instructions contained in the JCQ document [Access Arrangements, Reasonable Adjustments and Special Consideration](#) via the Exams officer.

30 Candidates who are eligible for extra time in their exams because of difficulties with reading and/or writing can only use this extra time in speaking tests for the preparation time.

If a candidate is eligible for extra time because of a learning difficulty or speech impediment which will affect the speed of their spoken communication in the speaking test, then they may be eligible for extra time during the speaking test. A separate application must be made by contacting accessarrangementsqueries@aqa.org.uk

We offer an exemption for candidates with speech impediments. A separate application must be made prior to the test by contacting accessarrangementsqueries@aqa.org.uk

Documentation approving any extra time from the Access Arrangements team for the conduct of the test must be uploaded to the Digital Media portal with the Speaking test recording(s).

For any other issues about access arrangements, please email: accessarrangementsqueries@aqa.org.uk

31 **The only circumstances in which a candidate can be re-tested for the whole test are:**

- if the test has not been recorded or is wholly inaudible
- if a candidate's test is lost through over-recording
- if there is a technical malfunction during the test resulting in no recording
- a candidate completes a whole test at the wrong tier of entry in error - in this case the whole test must be redone at the correct tier within the confidential window and the original test discarded.

If a candidate has completed the **wrong tier** of Role-play or Reading aloud card or it is realised that **a whole task** has been omitted (eg Role-play or Reading aloud task), the part(s) of the test in question must be retaken as soon as possible and within the confidential window. **For each part** of the test (ie Role-play and/or Reading aloud card) retaken, the candidate should be allocated **5 minutes' supervised preparation time** and the new recording of the correct task(s) submitted along with the original recording with a note of explanation.

NB As the photos are the same at Foundation and Higher tier for the Photo card task, a wrong tier of card will not impact a candidate's ability to complete the task and this part of the test does **not** need to be retaken.

If a candidate is tested on the wrong card in error for any of the sections of the test by the teacher-examiner (ie not the one the candidate prepared during the preparation time) and the error is realised **before the candidate leaves the test room**, then the correct task must be done at the end of the test recording and a note uploaded to confirm which task should be marked.

AQA will not normally consider an error in the conduct of the test on the part of the teacher-examiner as justifying an application for special consideration.

After the tests

32 As soon as all the tests are completed for the school or college, the recordings must be kept secure.

The Digital Media Submissions Portal will be available from at least one week prior to the last date of the assessment window and submissions should be made between this date and within one working day of the last date of the assessment window.

You can find all the information you need on the AQA [website](#), including guidance on uploading files and checking the status of your submissions.

The deadline for submitting the GCSE MFL audio files and accompanying paperwork (see page 8) is **Monday 18 May 2026**

As the recordings are being uploaded via a secure portal, there is no requirement to encrypt recordings of MFL speaking tests.

Candidate notes must be stored under secure conditions in the school or college until results day, after which they must be disposed of.

33 An example of a 'Detailed mark sheet' is provided as an appendix. Teachers may use this for mock exams if they wish. An editable version of the Detailed Mark Sheet can be found on the [AQA website here](#).

34 **Teacher-examiner tester performance records**

A *Teacher-examiner tester performance record* (TTPR) will be sent to some schools and colleges following the marking of the speaking tests. The TTPR is intended to provide teacher-examiners with factual feedback on the conduct of the speaking tests to inform the conduct of future tests. Please note that a form is not provided for every school or every teacher-examiner.

Feedback is only provided where there are issues with the conduct of the tests which could affect candidates' marks.

It is not possible to provide more detailed feedback than the information on the TTPR form. Candidate numbers are provided on any TTPR issued to identify the teacher-examiner at the school or college and the comments may also apply to other candidates tested by this teacher-examiner.

35 **Data Insights and raw/scaled marks**

A detailed breakdown of individual candidate component marks and overall results is available via the AQA Data Insights service.

Data Insights is provided free of charge and allows you to analyse school, subject, class, and individual student results. It helps in creating personalised reports and comparing student data through engaging charts. It is accessible through Centre Services under 'Post-exams'. Use your registered email and password. Multi-factor authentication (MFA) will be required as per usual.

Further details about Data Insights are available on our [website](#).

For guidance on how raw marks are converted to scaled marks, please refer to the Assessment weightings in section 4.3 of the specification.

36 Summary of procedures

At this point

At the start of each candidate's test

Record this

GCSE (language) exam, June 20...

Centre number _____

Candidate number _____

Candidate name _____

Role-play number _____

Reading aloud task number _____

Photo card letter _____

Do this

Start the test.

Do not stop or pause the recording at any time during the test.

At the end of each candidate's test

End of test

Check that the test has been recorded clearly and audibly. Prepare the equipment ready to record the next candidate.

After the last candidate has completed their test for the school or college

Schools and colleges must upload their recordings to the Digital Media Portal and ensure that all the supporting information listed on page 8 of these Instructions is also provided to AQA.

37 Important points for teacher-examiners

The teacher-examiner can:

- refer to their own notes at any point during the test
- interrupt a candidate who has started an incorrect response during the Role-play task and repeat the prompt in the teacher's script
- practise and correct candidate responses to a range of questions based on the themes and topics as part of normal class teaching prior to the speaking tests
- prompt a missing detail in the Role-play if a candidate has failed to provide the required number, eg the task requires two details and only one detail has been provided
- prompt the question task if the candidate does not initiate it

The teacher-examiner cannot:

- point to the candidate's notes or cards to prompt the candidate during the test – all communication must be clearly audible on the recording
- use any form of non-verbal communication during the test, including visual aids, hand signals or pointing
- let the candidate know in advance the questions or topics within each theme which will be covered during their own speaking test
- allow the candidate to decide or dictate the topics/questions to be covered in the test
- narrow the range of topics within a theme which candidates prepare in advance of the speaking test
- use exactly the same list of set questions with every candidate
- stop the recording at any point during the test. If this become unavoidable (eg in an emergency) a note explaining the circumstances must be uploaded with the recordings
- re-test a candidate during the speaking window, apart from in the specific circumstances listed in paragraph 31
- simplify or reword the Role-play teacher script in the Teacher's Booklet
- re-word or paraphrase the compulsory questions for the Reading aloud short conversation
- refer to/disclose the confidential content of the Role-plays, Reading aloud cards, Photo cards and sequencing charts to anyone, including in any electronic/online communications during the confidential test window and teacher preparation time, including in emails to AQA and in social media contexts, including closed groups.

Important reminders for teacher-examiners and preparation area invigilators

- Make sure you are fully familiar with the relevant sections of these *Instructions for the Conduct of the Examinations*.
- Make sure your invigilator for the preparation area is fully trained and understands their role in the tests.
- You can only have access to the exam material up to **three working days** before the start of the timetabled test period.
- You must ensure that the material is treated as confidential until the end of the speaking test window and is kept secure at all times.
- Keep individual sets of confidential material separate to avoid any confusion. All cards must be accounted for during the confidential test window.
- Ensure that all candidates are aware of the ‘Warning to candidates’ provided in Appendix A and that they understand the contents of this notice and what it means in practice. Schools and colleges should also display the ‘Warning to candidates’ poster in the Speaking test room(s) during the speaking tests.
- Make sure language specific posters/displays are removed from the preparation and test rooms.
- Make sure that candidates receive Role-play cards, Reading aloud cards and Photo cards in accordance with the sequence chart in the Teacher’s Booklet and for the correct tier.
- Remember to take great care when recording the tests to ensure that candidates’ performances are clearly audible. Poor recordings can disadvantage candidates.
- Everything which is said to the candidate must be clearly audible on the recording. Nothing should be whispered.
- Always refer to the tier-specific sequence chart in the Teacher’s Booklet. Remember that after a break in testing, eg lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate order*. When more than one teacher-examiner is conducting the tests for a language, each teacher-examiner should start at Candidate 1 and once the full list of candidates has been covered, start again at Candidate 1.
- Remember that candidates are not allowed to use a dictionary at any time, including in their preparation time. They may make notes in the preparation period on MFL Speaking test additional answer sheets or other stationery. No other materials are permitted.
- Take care to ensure that Role-play cards, Reading aloud cards and Photo cards are returned to the correct set.
- Make sure there are no marks on the Role-play cards, Reading aloud cards or Photo cards.
- Make sure that candidates are under constant supervision and do not have contact with other candidates or access to unauthorised materials during the time they are in the preparation and testing areas.
- Make sure you retain the candidate notes securely until results day.

Reading tests – Foundation and Higher

Requirements

- 1 Materials required:
 - one question and answer booklet for each candidate for the correct tier of entry
 - a copy of these *Instructions*
 - a copy of the JCQ document [Instructions for Conducting Examinations](#).

Conduct of the tests

- 2 Candidates should be asked to complete the details on the cover of their question and answer booklet before starting the test. They should be reminded that they must use black ink or black ballpoint pen to write their answers and that they must write their answers in the spaces provided.
- 3 At the conclusion of each test, the scripts should be arranged in attendance list order and dispatched with the attendance list, using the label(s) provided.

Note: Listening and Reading tests

Schools and colleges should note that the listening and reading tests are conducted in one single session. The listening question papers must be collected in before the reading test papers are distributed. Under no circumstances may candidates have access to both question papers at once. If a school or college decides that all or some candidates will do the reading exam first, then the reading papers must be collected in before the listening papers are issued.

Writing tests – Foundation and Higher

Requirements

- 1 One question and answer booklet for each candidate at the correct tier.
- 2 Candidates may do rough work in the question and answer booklet. All rough work/planning notes must be crossed out.

Conduct of the tests

- 3 Candidates should be asked to complete the details on the cover of their question and answer booklet before starting the test. They should be reminded that they must use black ink or black ballpoint pen to write their answers and that they must write their answers in the spaces provided. Candidates should be reminded of the need for legible handwriting.
- 4 In the Foundation tier writing test, candidates must answer:
 - Question 1
 - Question 2
 - Question 3
 - Question 4and **either**
 - Question 5.1 **or** Question 5.2.
- 5 In the Higher tier writing test, candidates must answer:
 - Question 1and **either**
 - Question 2.1 **or** Question 2.2and **either**
 - Question 3.1 **or** Question 3.2
- 6 At the conclusion of each test, the scripts should be arranged in attendance list order and dispatched, with the attendance list, using the label(s) provided.

Modern Foreign Languages Speaking Tests

Warning to candidates notice

You **must not**:

- become involved in any unfair or dishonest practice in any part of this assessment
- discuss this assessment with anyone who has not yet taken the assessment
- share information about this assessment in any way, including on the internet/social media.

Sharing information about Speaking tests can create an unfair assessment and could impact on your grades in this exam. Failing to report to your teacher any assessment-related information being shared may also lead to a malpractice investigation which could result in:

- a loss of marks for this component
- a disqualification from this component or the entire qualification
- a ban from sitting exams for a set period of time.

AQA monitors social media and candidate websites for evidence of malpractice.

**Remember: treat the Speaking tests as confidential.
Keep things fair for everyone.**

Contact details

Please contact the AQA languages Subject Support team with any queries:

Tel: 01423 534 381

Email: mfl@aqa.org.uk



Paper 2 Speaking test – Detailed mark sheet

Appendix B

GCSE French, German and Spanish - Summer 20_____

Centre no:							Language: _____	Component Code: _____ (eg 8668/SF)
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Candidate name	Candidate no.	Tier F/H	Role-play							Reading aloud task				Discussion of Photo card				Total		
			Role-play no.	Task 1	Task 2	Task 3	Task 4	Task 5	RP sub- total	RA text no.	Reading aloud of the text Max 5	Response to compulsory questions Max 10	Reading aloud sub- total Max 15	PC letter	Response to the content of the photos Max 5	Unprepared conversation		Photo card sub- total Max 25	Max 50	
				Max 2	Max 10							AO1 Max 15	AO3 Max 5							

Examiner name: (please print)

Sheet no.	
Total sheets for this centre	



AQA GCSE SPEAKING TEST

STUDENT PREPARATION BOOKLET

EXAM SERIES:	Summer 20____
LANGUAGE:	French / German / Spanish (delete as appropriate)
TIER:	Foundation / Higher (delete as appropriate)
CENTRE NUMBER:	
CANDIDATE NUMBER:	
STUDENT NAME:	

ROLE-PLAY NUMBER:	
READING ALOUD TASK NUMBER:	
PHOTOCARD LETTER:	

***Note to students:** you may ask your invigilator for additional paper if you need it during your preparation time.*

WARNING TO CANDIDATES NOTICE

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- discuss this assessment with anyone who has not yet taken the assessment
- share information about this assessment in any way, including on the internet/social media.

Sharing information about Speaking tests can create an unfair assessment and could impact on your grades in this exam. Failing to report to your teacher any assessment-related information being shared may also lead to a malpractice investigation which could result in:

- a loss of marks for this component
- a disqualification from this component or the entire qualification
- a ban from sitting exams for a set period of time.

AQA monitors social media and candidate websites for evidence of malpractice.

Remember: treat the Speaking tests as confidential. Keep things fair for everyone.

TASK 1:

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TASK 2:

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TASK 3:

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TASK 4:

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TASK 5:

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