St.Catherine's College

Please

- **Wifi – UCLGuest - Open Browser - Self service – Event Code: ChineseConf – Copy password**
- **nleng@stcatherines.college**

AQA GCSE Mandarin

- **Strategies and Activities targeting New GCSE speaking questions.**

J U N 1 8

Outcome

- 1. Administration
- 2. Activities
- 3. Answer bank and resources.

Before we start administration, can you complete the questionnaire?

1. Administration

- 1a. Conduct of exam.
- 1b. Mark internally.
- 1c. Sending to examiner.

- ## GCSE Instructions for the June 2018 Examinations

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 12, Photo card I and her second Conversation Theme will be Theme 1.
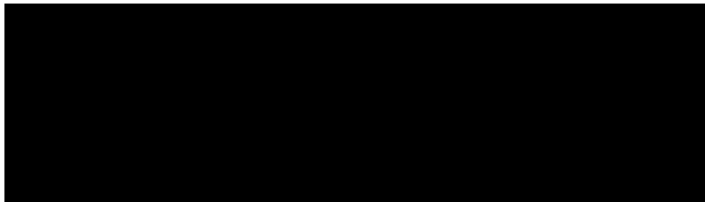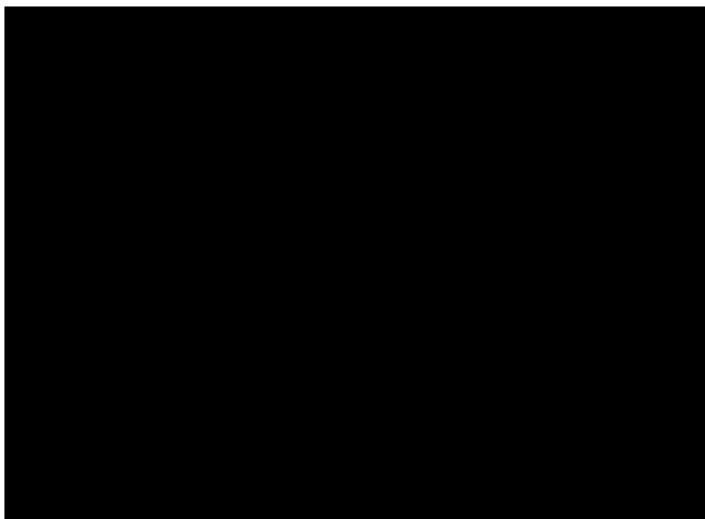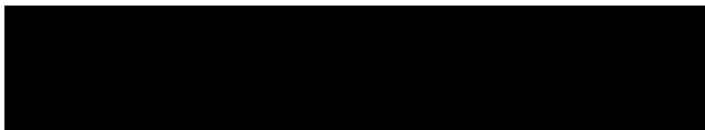
Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 10, Photo card L and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. 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 this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	12	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
2	9	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
3	8	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
4	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
5	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1

- **Say what?**

AT THIS POINT	RECORD THIS	DO THIS
At the start of the tests for each teacher-examiner	███████████████	
At the start of each candidate's test	███████████████	Start the test. Do not stop or pause the recording at any time during the test.
At the end of each candidate's test	███████████	Check that the test has been recorded clearly and audibly. Prepare the equipment ready to record the next candidate.

- **Everything alright?**
- **Mark it?**

GCSE MFL Speaking Tests additional answer sheet

AQA

GCSE MFL Speaking Tests
additional answer sheet

Candidate No: [ ][ ][ ][ ]   Centre No: [ ][ ][ ][ ][ ]

Candidate Name:

or: **Memory sticks** with the following information securely attached to the memory stick on a tag (or attached on an additional sheet if it is not possible to write all of the required information on the tag):

- the number and name of each candidate on the memory stick
- component code (eg 8698SF)
- centre number
- teacher-examiner's name (written clearly).

Individual candidate recordings should be saved as .mp3 files. The filename **must** contain the component code, centre number and candidate number, eg 8698SF_55217_0041.mp3.

- **Different languages?**
- **Different tiers?**
- **USB?**

Before we move on to 'activities', can you list 3 biggest challenges?

Adaptability for different contexts /Ability to cope with the unexpected/Variety of language/Ability to refer to past, present, future events/Giving opinions/Recognising what questions mean/Commenting on a photo/Choosing the best questions to ask/Planning what to say/even in English/Prepare within a time limit/Working towards a recommended length/'Good' pre-learning/Student ability/Student gives up …

2. Activities

- **2a. Making input accessible**
- **2b. Dealing with spontaneity**
- **2c. Maintaining motivation**

- How would you teach a speaking preparation lesson?
- What differentiation you consider useful?
- How to make peer assessment effective?

CHOSEN THEME: THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTERESTS.		
Question 1 MD		Time:
Question 1 EN		
Answer 1 MD		
Answer 1 EN		
Answer 1 Correct		
Question 2 MD		Time:
Question 2 EN		
Answer 2 MD		
Answer 2 EN		
Answer 2 Correct		
Question 3 MD		Time:
Question 3 EN		
Answer 3 MD		
Answer 3 EN		
Answer 3 Correct		
Question 4 MD		Time:
Question 4 EN		
Answer 4 MD		
Answer 4 EN		
Answer 4 Correct		
Question 5 MD		Time:
Question 5 EN		
Answer 5 MD		
Answer 5 EN		
Answer 5 Correct		

- **Hand gesture and mouthing?**
- **Plan ahead for themes?**
- **Write down notes during Role Play and Photo Card?**

Purpose	Original Language	Positive Cue Alternative	Expressions Post-Intervention
Instruction	1. You all have to finish this… 2. If you don't know, then you need to work harder. 3. Concentrate please!	1. Team, we begin together and finish together. 2. Great result is reflected by your great efforts! 3. Stay with me.	'It does take that long' 'I finish earlier than …' 'The lesson goes so fast'
Sympathy	4. I know it's difficult and it's difficult for everyone. 5. Ask me if you don't know. 6. Wrong character, sorry.	4. You all making this looks so easy. 5. I'm here for you whenever you need to talk to me. 6. Not correct yet? Let's do it right then.	'Actually I can do it' 'it wasn't that difficult' 'oh, it's like that'
Control	7. Don't waste your time! 8. Stop talking. 9. Stop complaining.	7. This is what you came for. 8. How many left? You can do more than you think you can. 9. I promise results, work with me, give both of us a chance to try.	'I've done more' 'I don't think it will take long for my homework' 'it's actually fun'.
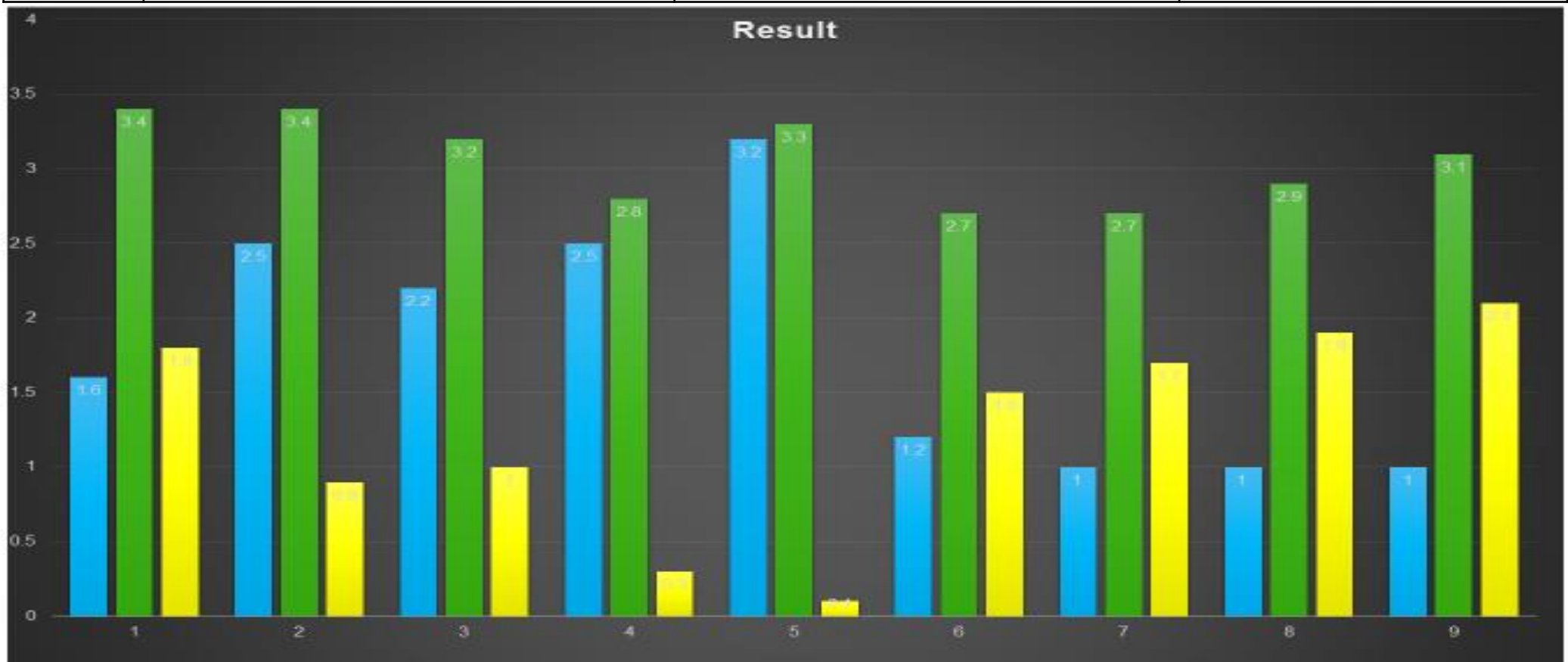
Before we share the answer bank, please make sure that you are with me on survey.

Answer Bank

- **Role Play – Sample answers.**
- **Photo Card – MFL sample + 2018.**
- **General Conversation – Question bank.**

Mind-map template

Use this mind-map template to revise for any role-play topic.

- Write the topic in the centre of the mind map.

- Note useful opinions, nouns and adjectives, verbs and questions for the topic.

- Try to predict what you could be asked for the unprepared question.

- Compare and share your ideas with a partner or small group.

Opinions

Topic

Nouns and adjectives

Verbs

!

Questions
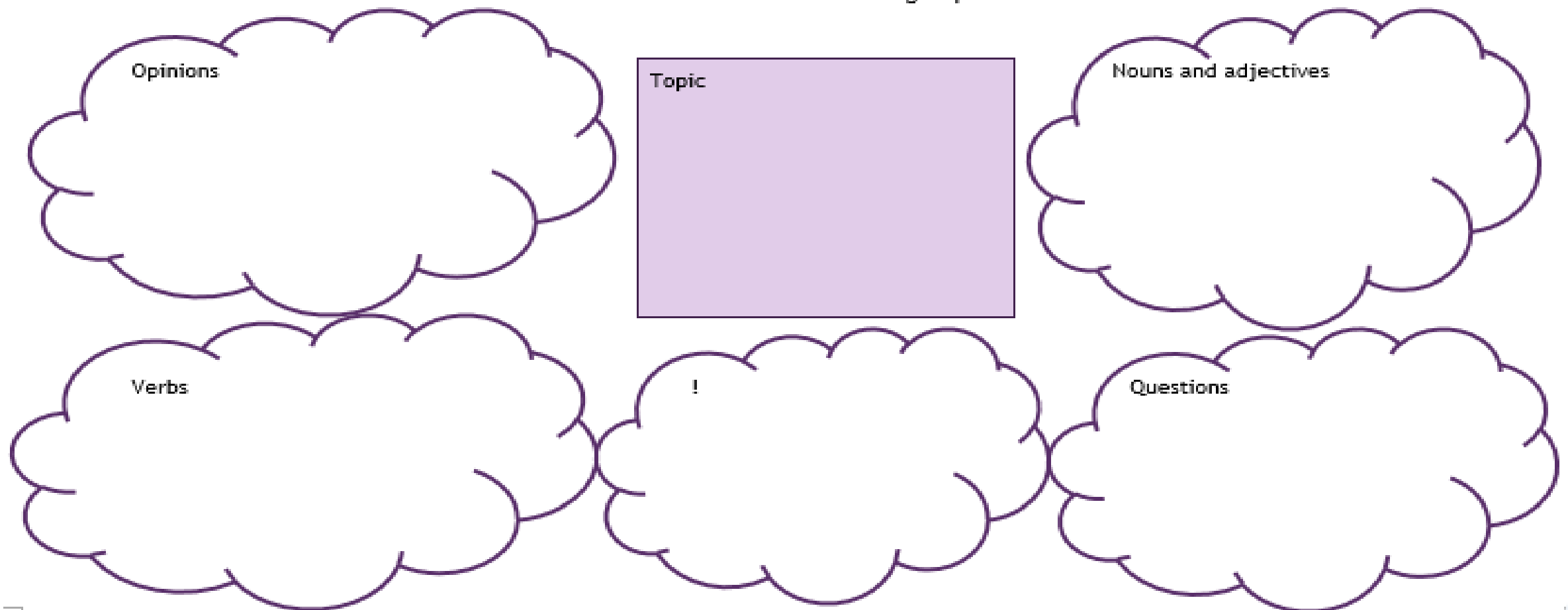
Word sort

- Categorise the words in the box below under the headings provided.

- There are four words for each category.

- Then add more of your own ideas to each category.

Introducing the photo	Where in the photo	People
Physical descriptions	Character/mood	Verbs
Geographical locations	Location details	Describing the location
Opinions	Conjectures	Reasons

Thank you

- Finish your survey by inputting your email.
- Don't forget to evaluate this workshop on the sheet given by IOE.

25   Role-playing situations

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   Photo card

If the candidate does not understand a question in the photo card, the teacher-examiner should phrase the question more simply, ensuring that the same meaning is retained and that key vocabulary is not provided. Failing that, the teacher should move to the next question. The recording must not be stopped.

27   General Conversation

If the candidate is unable to answer a question on the General Conversation, the teacher-examiner should phrase the question more simply or try a related, though different, question. Failing that, the teacher should move to a simpler question on another topic or sub-topic of the Theme. If a teacher-examiner inadvertently strays into a Theme which is not part of the General Conversation for a particular candidate, they should move their questioning back into the correct Theme as soon as this is realised.