

GCSE Edexcel speaking exam –teacher-examiners prompt sheet

- **يجب** إجراء الاختبار بالترتيب التالي: المهمة 1: لعب الأدوار ، المهمة 2: وصف الصورة ، المهمة 3: محادثة
The exam **must** be conducted in the following order: Task 1: Role play, Task 2: Picture-based task, Task 3: Conversation
- سترسل بيرسون حزمة من بطاقات التقييم لأداء مهمة لعب الأدوار ووصف الصورة، وكذلك جدول الموضوعات الذي يجب اتباعه.
Pearson will send assessment cards for the role play and picture-based tasks, along with the prescribed sequencing grids that you must follow.

قبل تسجيل الامتحان

Before recording the exam

1. يجب إعطاء الطالب فترة تحضير مدتها **12 دقيقة** قبل الامتحان وتحت إشراف مراقب.
The student must be given a 12-minute preparation period before the exam and under the supervision.
2. تأكد من الموضوع الذي اختاره الطالب في قسم المحادثة، ثم حدّد رقم بطاقة لعب الأدوار ورقم بطاقة الصورة بحسب جدول الموضوعات.
3. تأكد من أن البطاقات تعود للمستوى الصحيح (H-Higher and F-Foundation) ونفس الشيء بالنسبة إلى جدول الموضوعات Sequence grid
4. حضّر الطاولة وعليها

St Peter's School Exeter Devon

<https://www.youtube.com/watch?v=N9qICzuNzW8&t=63s>



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| جدول الموضوعات sequence grid |
| بطاقات لعب الأدوار الخاصة بكل طالب |
| بطاقات الصورة الخاصة بكل طالب |
| ملف الأسئلة للجزء الأخير من الامتحان (مرفق) |
| جهاز توقيت لمتابعة وقت كل مهمة Timer |
| جهاز تسجيل |

في بداية التسجيل

At the beginning of recording

Start recording once:

“GCSE Arabic Paper 2 Speaking Assessment for Summer 2023, (Foundation or Higher) Tier, teacher-examiner (say your name), (centre name), (centre number)”

***Get the centre name and number from the school before recording**

| المعلم يبدأ امتحان كل طالب بتسجيل التالي: At the start of each candidate's assessment | تعليمات للمعلم | الوقت المخصص لكل قسم | أقسام امتحان المحادثة |
|---|---|--|---------------------------------------|
| سجل باللغة الإنجليزية: Candidate name ... Candidate number ... | Do NOT stop the recording at any time until the end of the exam. | | |
| سجل باللغة العربية: نبدأ ببطاقة لعب الأدوار رقم ... في نهاية هذه المهمة، سجل " اكتملت المهمة الأولى لعب الأدوار. سننتقل الآن إلى المهمة الثانية – وصف الصورة." | <p>Speak only in ARABIC</p> <ul style="list-style-type: none"> The set questions and comments must be asked as they are presented. The statements/questions may be repeated but no more than twice. Previously at the '?', the teacher-examiner was not permitted to prompt the student to ask their question. <p>We have now changed this, so that all teacher-examiners will invite the student to ask their questions</p> <p>مثال: هل لديك سؤال؟</p> | Foundation Tier 1 to 1.5 Minutes Higher Tier 2 to 2.5 minutes | TASK 1 ROLE PLAY |

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| | <p>Teacher-examiners must:</p> <ul style="list-style-type: none"> • allocate the role play stimulus card according to the sequencing grid • introduce the scenario at the start of the role play (using the appropriate masculine or feminine forms) • ask the set questions as presented*. <p>Teacher-examiners may:</p> <ul style="list-style-type: none"> • repeat the set questions twice (i.e. utter three times in total). <p>Teacher-examiners must not:</p> <ul style="list-style-type: none"> • re-phrase the set questions • ask any supplementary questions. <p><i>Pearson</i></p> | | |
| <p>والآن، بطاقة الصورة رقم ...</p> <p>في نهاية هذه المهمة، سجّل</p> <p>" اكتملت المهمة الثانية - وصف الصورة. سننتقل الآن إلى المهمة الثالثة - الحوار "</p> | <p>Teacher-examiners must:</p> <ul style="list-style-type: none"> • allocate the picture-based task stimulus card according to the sequencing grid • ask the 5 set questions as presented. <p>Teacher-examiners may:</p> <ul style="list-style-type: none"> • use the set prompts as presented • repeat the set questions and prompts twice (i.e. utter three times in total). <p>Teacher-examiners must not:</p> <ul style="list-style-type: none"> • re-phrase the set questions • ask any supplementary questions • deviate from the set prompts. <p><i>Pearson</i></p> | <p>Foundation Tier 2.5 to 3 Minutes</p> <p>Higher Tier 3 to 3.5 minutes</p> | <p>TASK 2</p> <p>PICTURE-BASED TASK</p> |
| <p>EXAMINER:</p> <ul style="list-style-type: none"> • COLLECT IN STIMULUS CARDS AND CANDIDATE NOTES • START TIMING CONVERSATION (DO NOT STOP THE RECORDING AT ANY TIME) | | | |

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| <p>في البداية، ما الموضوع الذي اخترته؟</p> <p>حدثني/حدثيني عنه من فضلك؟</p> <p>.....</p> <p>شكرا لك....</p> <p>Ask extra question to cover the full time required.</p> <p>والآن نستمر في الجزء الثاني من الحوار وموضوع ...</p> <p>نهاية الامتحان</p> | <p>Conversation Part 1</p> <ul style="list-style-type: none"> allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspect for up to one minute. the conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively. <p>Conversation Part 2</p> <ul style="list-style-type: none"> for each candidate, there is a choice of two themes on the sequencing grid. part 2 must cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme. this part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively. Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to: <ul style="list-style-type: none"> – answer questions freely, in turn allowing them to produce extended sequences of speech <ul style="list-style-type: none"> – develop conversations and discussions – give and justify own thoughts and opinions – refer to past, present and future events with time frames. | <p>Foundation Tier 3.5 to 4.5 minutes</p> <p>Higher Tier 5 to 6 minutes</p> <p><i>* Divide the time equally between the two parts</i></p> | <p>TASK 3</p> <p>CONVERSATION</p> |
| | | <p>Overall timing</p> <p>Foundation Tier 9–7minutes (+ 12 minutes' preparation)</p> <p>Higher Tier 10–12 minutes (+ 12 minutes' preparation)</p> | |