

Applying Speaking Criteria

For use from January 2009

SPANISH: FOR THE WORLD OF WORK

PRELIMINARY

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Introduction

These materials have been created to exemplify the standard expected in speaking at Preliminary Stage for the World of Work.

You have received these materials because you are a teacher carrying out World of Work external assessment speaking tests who would like support in what constitutes good practice in the conduct of speaking tests, information about how to apply the speaking assessment criteria accurately and guidance in the process of internal standardisation.

The materials consist of the Applying Speaking Criteria booklet and a DVD with four speaking tests. Please read through all the materials and complete the activities.

You may use them by yourself or with other teachers in your centre for standardisation training. You can also use them as refresher training at any time within your centre.

1. Preliminary Stage

The Languages Ladder

The Languages Ladder is a 'ladder of recognition' from beginner level to proficiency level fluency. It is designed to define competence in language learning and it describes a scale of achievement through six stages made up of small graded steps which provide short-term motivational goals. Preliminary Stage comprises Grades 4-6 and is the second of the six stages of the Languages Ladder.

Each of the grades is assessed in relation to simple 'can do' statements, which together constitute the Languages Ladder. These statements describe what candidates are expected to be able to do with language in terms of outcomes.

Languages Ladder 'can do' statements for Preliminary speaking	
<i>GRADE</i>	<i>CAN DO STATEMENT</i>
Grade 4	I can take part in a simple conversation and I can express my opinions.
Grade 5	I can give a short prepared talk, on a topic of my choice, including expressing my opinions.
Grade 6	I can give a short prepared talk, expressing opinions and answering simple questions about it, using a variety of structures.

On completing this stage, you should be able to use and adapt learnt language relating to a range of predictable everyday matters. Your pronunciation should be clearly understandable and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of verb tenses.

The standard at Preliminary

The 'can do' statements are useful, but simple, descriptions of performance. The following descriptions expand on typical performances at each grade.

Grade 4

It can be seen from the 'can do' statements that at Grade 4 learners are expected to be able to take part in a simple conversation and express simple opinions. They are expected to communicate in simple and routine matters using a range of everyday, commonly used vocabulary and a range of simple sentence structures which includes common regular and irregular verb forms. They will be able to communicate the main points, but with some

hesitation and grammatical errors will be present. Exchanges will be short and responses will occasionally be extended and there may be some longer hesitations.

Grade 5

By Grade 5, learners should be able to give a short prepared talk which includes simple expression of opinions. They are expected to be extending some of their sentences and using a good range of common, everyday vocabulary. In conversation they should be beginning to ask for clarification or repetition. They will be able to communicate the main points, but with some hesitation and grammatical errors will be present. Exchanges will be short.

Grade 6

At Grade 6, learners should be able to maintain a conversation using methods to repair the communication or ask for clarification with only a few hesitations. There should be some recognition and may be occasional use of regular and common irregular past tenses or the simple future, but this is not a pre-requisite of this stage. They should be able to use a range of everyday vocabulary and express their opinions clearly. There will be some attempts at extending responses using a range of simple connectives, and pronunciation should be accurate enough for it not to interfere with understanding. Exchanges will be more extended.

When to enter candidates for external assessment speaking tests

The external assessment speaking tests are designed to assess across the whole range of the stage. Ideally, candidates should be entered for the Preliminary external assessment of speaking when they can demonstrate the language competence for the **end** of the stage, so that they have a high probability of achieving a Grade 6. However, Grades 4 and 5 can be obtained by candidates who are unable to demonstrate Grade 6. A candidate who is not yet working at Preliminary Stage proficiency but is still at Breakthrough Stage will not, however, receive a grade at Breakthrough but will be awarded a U (unclassified).

2. Preliminary speaking assessment criteria

Assessment criteria

Whilst the 'can do' statements from the Languages Ladder are useful descriptors of outcome, they do not define performance with sufficient clarity to ensure a uniform approach to assessment. To do this we use Assessment Criteria linked to scales.

For the external assessment of speaking, candidates are assessed on two criteria: language and communication. The assessment scales describing the performance required in each area can be found on page 7.

The two strands of the assessment criteria

Language

This refers to the candidate's knowledge of, and ability to use, vocabulary and structure to convey meaning. Preliminary candidates are expected to have a range of language resources relating to predictable everyday matters, including the occasional use of simple forms of tenses (e.g. the 'near' future) and the ability to express opinions. It is their success in using these resources that is being assessed – this includes range, accuracy and appropriacy.

Communication

This refers to the candidate's ability to take part in the tasks appropriately and with a reasonable degree of fluency. Hesitations, while the candidate searches for language, are expected but should not interfere seriously with the communication tasks. The candidate is also expected to use strategies to maintain or repair communication, e.g. asking for things to be repeated, indicating that things have not been understood and self-correcting. There should be a good attempt to use the target language pronunciation so that a minimum of effort is needed by the listener for understanding.

Applying the assessment criteria

During a speaking test, you assess candidates by applying the criteria shown in the table on page 7. You award each candidate one language mark and one communication mark for Part 1 and for Part 2, giving four marks in total.

To award a language or communication mark:

1. Choose which 'band' (0, 1, 2 or 3) **best describes a candidate's performance.**

Normally you will assign a candidate to band 1, 2 or 3. If it is considered that the response is only equal to that of a Breakthrough learner then it is appropriate to award 0 as this is interpreted as the learner being at Breakthrough level.

2. Each band is then subdivided into three levels, e.g. .1, .2 and .3.

This allows you to discriminate within each band to say that the level has been fully achieved (.3), partially achieved (.2) or minimally achieved (.1).

So, for example, you would award a language mark of 3.2 to a candidate whose performance you think is best described as 'partially achieving the language criteria for band 3'.

You are not expected to award a grade. You record the marks you give using the criteria on an OMR which is returned to OCR. Your marks will then have the relevant weightings applied to them. The resulting totals are compared against a predetermined scale and a grade is awarded by OCR.

Preliminary speaking assessment criteria

This mark scheme is to be interpreted at Preliminary standard.

Language	Communication	Band
<p>A range of structures is used successfully. There may be a few grammatical errors. A range of vocabulary is used.</p>	<p>The main points of the task are communicated. Responses are sometimes extended. Hesitations do not make communication difficult. Simple strategies to repair or clarify communication can be used when needed. There is a good attempt to use the target language pronunciation. Understanding requires little effort from the listener.</p>	<p>3.3 3.2 3.1</p>
<p>There is an attempt to use a range of structures. There are some grammatical errors. There is an attempt to use a range of vocabulary.</p>	<p>Some of the main points of the task are communicated. Responses are not usually extended. Hesitation can sometimes make communication difficult. There is an attempt to repair or clarify communication when needed. There is some attempt to use the target language pronunciation. Understanding requires some effort from the listener.</p>	<p>2.3 2.2 2.1</p>
<p>A range of simple structures is used. Grammatical errors are evident. A limited range of vocabulary is used.</p>	<p>Few of the main points of the task are communicated. Responses are not extended. Hesitation makes communication difficult. There is no attempt to repair or clarify communication when needed. There is little attempt to use the target language pronunciation. Understanding requires considerable effort from the listener.</p>	<p>1.3 1.2 1.1</p>
<p>Response below Preliminary (Grade 4) level.</p>	<p>Response below Preliminary (Grade 4) level.</p>	<p>0</p>

3. External assessment World of Work speaking tests

External assessment of speaking leads to a recognised qualification.

In order to carry out external assessment speaking tests you will have two booklets: one for the candidate and one for the examiner.

- The Candidate's Booklet contains a task preparation sheet and a task information sheet for each task.
- The Examiner's Booklet also contains the assessment materials and, in addition, information on the preparation and conduct of the test.

These booklets are valid for all five series in the year and should be kept in a secure place when not in use. You should familiarise yourself with both booklets so that the best use can be made of all the materials that they contain. However, it must be remembered that this is confidential material and it should only be used for assessment for any testing series.

You can do the tests at any point during the year, but they must be completed by the **start** of the final assessment series in June.

The format of the Preliminary World of Work speaking test

	Content	Format	Assessment	Test time	Weighting
Preparation	The candidate is given the <i>Task preparation sheet</i> to prepare part 1 up to one week in advance of the test	Candidate only	<i>Not assessed</i>	Up to one week in advance	
Greetings	Introduction to the test in English and introductions/greetings	Candidate and teacher only	Conducted and recorded by a teacher <i>Not assessed</i>		
Part 1, task 1 Transactional task	Transactional task with picture/word based stimulus	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	2½ – 3 minutes	60%
Part 1, task 2 Occupational information	Talking and answering questions about work (within the task 1 role-play situation)	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	1 – 1½ minutes	
Part 2 Presentation	Candidate talks on a prepared topic and answers questions	Candidate and teacher only or candidate to a group	Conducted and assessed by a teacher <i>Not recorded</i>	2 minutes	40%

- Parts 1 and 2 can be conducted on the same occasion or on separate occasions.

Helping students prepare for the external assessment speaking test

There are sample materials on the website www.assetlanguages.org.uk/about/samples.aspx which can be used for practising.

The external assessment test materials must **not** be used for practising as these are confidential and should only be used for the external assessment speaking test.

Tips for conducting a speaking test

It is as important for the examiner to be prepared for the speaking test as it is for the candidate. Details on setting up the test and how to carry out recording are given in the Examiner's Booklet. If you do not have an Examiner's Booklet a copy of the instructions can be found on the website. However, this is only one aspect of conducting the speaking test – it is important to conduct the test in a manner that provides candidates with the best opportunity to give their best performance.

Before you start:

- Whilst preparing for the test, look through the whole pack so that you are familiar with the tasks. This will help you select the best task for each candidate and also to think of follow-up questions as necessary.
- Photocopy the task preparation sheet and pass it to the candidate one week before the test.
- In advance of the test, find out the topic of each candidate's presentation. In Part 1, avoid selecting questions about that topic to make sure that candidates have the opportunity to show a range of their language ability.

Phrasing your questions:

- Examiners should allow as many opportunities for language use as possible. For any follow-up questions, use open questions, e.g. 'Tell me about your job', rather than closed questions, which only require a yes/no answer, e.g. 'Do you like your job?'.
- Try not to 'feed' language which may only leave candidates with the option of repeating or answering 'Yes' or 'No' and does not give them a good opportunity to demonstrate their ability.
- Allow the candidate time to think and respond. Don't be afraid of silence; the candidate may be searching for appropriate vocabulary or structure. If the candidate is struggling, prompt with simple questions to help get him/her back on course.
- Avoid interrupting the candidate. Remember that the Speaking Moderators who will be listening to the cassettes need to hear what the candidate can say. Your role should be that of a facilitator to ensure the candidate has the best opportunity to show what he/she can achieve.
- Think about how you respond to what candidates say. Repeating what candidates have said or correcting candidates can be very distracting for them, as they can start thinking about the difference between what you have said and their response. Similarly, praising candidates for a correct answer can be distracting, as candidates might listen out for your responses to check how they are doing rather than thinking about their next response. Try to encourage candidates by using body language and neutral statements such as 'OK' and 'thank you'.

Redirecting the candidate:

- Non-verbal redirection: attempts to 'help' candidates who are slow to respond or reluctant to take part may not always be helpful. Verbal intervention from the teacher, especially unscripted re-phrasings, can be a further source of confusion or lead to a break in concentration. Teachers should, therefore, use eye-contact and gesture in the first instance to indicate that, for example, another aspect of the visual material might be addressed.
- Redirection through prompting: when interaction has clearly broken down, or fails to develop initially, the teacher will need to intervene. This should take the form of additional prompts to redirect the candidates towards the tasks. Redirection may take the form of:
 - a repetition of all or part of the instructions
 - pointing to the visual material
 - use of back-up questions
 - prompting with items of vocabulary.

Timing:

- Timing is very important to ensure all candidates are given an equal test. It is useful to have a clock on the table in front of you to check the timing. Once the required amount of time for the part has passed, do not ask further questions that will cause the test to overrun. Candidates should expect the part to be brought to a close.

Internal standardisation

You can conduct speaking tests at any time during the year but before you submit your marks to OCR you must check that teachers conducting the test in your centre have been applying the assessment criteria consistently. This is known as internal standardisation.

Internal standardisation is designed to ensure that all teachers conducting tests in the centre are marking to the same standard.

Internal standardisation can be carried out in a variety of ways. For example:

- Before tests are conducted and marking begins, the samples on the DVD can be used with all teachers conducting the test to ensure that the marking criteria are being interpreted and applied in the same way. Any differences of interpretation or emphasis can be aired and resolved at this stage.
- Once the tests have been conducted, teachers select candidates from the top, middle and bottom bands of performance from their groups. These are then listened to by another teacher or all the teachers conducting the test in the centre to ensure that they agree with the marking and the rank order.

- Alternatively, candidates who are on the borderline between two bands for language or communication can be selected and listened to by another teacher or all the teachers and a consensus reached about the mark awarded.

As a result of this process it may be necessary for some teachers to adjust their marks in order to ensure consistency for the whole centre.

This will ensure that the rank ordering of the candidates in the centre is consistent, which is essential.

Once the tests are received by OCR, they are sent for moderation. Where the rank order is inconsistent, tests may be returned to centres for review and resubmission for moderation.

4. Understanding the standard using the DVD

The DVD provided with this booklet contains four examples of the external assessment speaking test.

The task preparation sheet and task information sheet used in the speaking tests on the DVD can be found on pages 15-18. (The **Examiner's Booklet** gives a detailed account of how to conduct the test.)

Practical activities based on the DVD: Understanding the standard

Activity 1: Based on test 1

Purpose: To help you understand how to conduct a Preliminary World of Work speaking test.

1. Watch test 1. You should focus particularly on the behaviour of the examiner.
2. How does this work as a test? What are the strengths and weaknesses of the examiner?

Some things to consider are:

- Did the examiner follow the correct format of the test?
 - What was the examiner's questioning technique like?
 - Was the candidate given the best opportunity to show what they were capable of? How? Could it have been improved?
 - Was the timekeeping acceptable?
 - How was appropriate support provided?
3. Reflect on your role as examiner. What do you need to do to provide effective tests for your learners?

Points to note in the tests shown on the DVD

- An external microphone is clearly visible on the table facing the candidate. It is extremely important to use an external microphone when recording the test on OCR cassettes to ensure that a good-quality sound recording is made. **The quality of recording should be checked before the first candidate to avoid indistinct recording which could affect moderation and marking.**
- Timing is also very important. It is good practice to use a clock or watch in this way to ensure that all candidates have an equal test and that timing does not overrun.

The teachers have prepared for the test. They have thought about the questions they will ask the candidates. Only one set of tasks was used in this filming. There is, however, a choice in the test materials and these should be looked at in advance of the test in order to prepare. It

is important to vary the tasks used with different candidates, and to choose tasks that will elicit different vocabulary to that which is used in the Part 1 and Presentation parts of the test and so avoid repetition.

Activity 2: Based on test 1

Purpose: To help you understand how to award marks for the test.

1. Watch test 1 again. This time, focus on the performance of the candidate.
2. Look at the assessment criteria on page 7 and read the accompanying commentary on pages 19-20. Look at the marks that have been awarded and the reasoning that has been given for the choice of mark.
3. Think about your learners. Choose one and apply the criteria to an example of his/her spoken language.

Activities 3 and 4: Based on test 2

Purpose: To provide a further example of the standard at Preliminary.

1. Repeat Activities 1 and 2 above with test 2.
2. The commentary for test 2 can be found on pages 21-22.

Resources for activities 1 to 6

This is the task preparation sheet and task information sheet used in the speaking test shown on the DVD. Please note that the pictures appear in colour in the speaking test pack.

In practice, speaking test packs will include a number of different task preparation sheets and task information sheets. The teacher selects the most appropriate ones for each candidate.

Situation A

Task preparation sheet: to be given to the candidate one week before the test

This sheet will help you to prepare for your test. You may take it into the test with you.

During the test you will be given a task information sheet which you will need to look at.

You must not make notes on this task preparation sheet.

Part 1: Task 1 2½ – 3 minutes

You work in the sales office for a construction company.

You are going to take part in a conversation with a possible buyer (your interviewer) at a development of new flats. A Spanish person is interested in buying a property in England, but does not speak English.

- find out at least 3 pieces of information about the possible buyer (e.g. his/her name, his/her address, how many bedrooms he/she wants, etc.)
- look at the task information sheet and give the price of the flat he/she is interested in
- look at the task information sheet and tell the buyer about the flat

Part 1: Task 2 1 – 1½ minutes

The buyer will ask you about your job in the sales office.

- answer the questions the buyer asks you about your job in the sales office


This page may be photocopied for test purposes only.

Situation A

Task information sheet: to be given to the candidate during the test


You must not make notes.
Dictionaries must not be used.
You have 30 seconds to read the information below.

CA Construction
New homes
01592 – 445122
www.cacon.co.uk




Prices


1 bedroom flats	£100,000
2 bedroom flats	£150,000
3 bedroom flats	£200,000




internet connection




parking




central heating




super-modern kitchen




shower



10 minutes from station



garden



supermarket close by

This sheet may be photocopied for test purposes only.

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Part 1: Task 1 2½ – 3 minutes

Introduction	<p>Centre [number]. Spanish Preliminary Asset Speaking Tests. Candidate [number]. [Candidate name].</p> <p>Hello. Come in and sit down. We're going to do your Spanish Speaking test.</p> <p>In this part of the test you are going to take part in a conversation, using the task information sheet to help you. First you have 30 seconds to look at the task information sheet.</p> <p>[Hand candidate task information sheet and wait 30 seconds.]</p> <p>Let's begin. <i>Usted trabaja en la Oficina de Ventas y yo soy un posible comprador.</i></p>
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Candidate tasks	Suggested prompts and questions
<ul style="list-style-type: none"> ▪ Find out at least 3 pieces of information about the buyer 	<p>Greet the candidate and allow him/her to ask you for at least 3 pieces of information. If necessary, offer information as follows:</p> <p><i>Me llamo</i> <i>Se escribe</i> <i>¿Quiere mi dirección / número de teléfono?</i></p>
<ul style="list-style-type: none"> ▪ Give the price of the flat he / she is interested in 	<p>Specify which flat you are interested in. If the candidate does not offer the price, ask for it.</p> <p><i>¿Cuánto cuesta un piso de un / dos / tres dormitorios?</i></p>
<ul style="list-style-type: none"> ▪ Tell the buyer about the flat 	<p>Allow time for the candidate to talk about the flat. If necessary, ask questions from the list below:</p> <p><i>¿Cómo es el piso?</i> <i>¿Hay jardín?</i> <i>¿Qué más tiene el piso?</i> <i>¿A qué distancia está el piso de la estación?</i> <i>¿Qué tiendas hay en la zona / en el barrio?</i></p>

Part 1: Task 2 1 – 1½ minutes

Candidate tasks	Suggested prompts and questions
<ul style="list-style-type: none">▪ Answer the questions the buyer asks you about your job in the sales office	<p>Ask questions to help elicit a 1 – 1½ minute conversation about the candidate's job, as given on the task preparation sheet. Again, prompt where necessary. Questions should ask for basic, factual details, or very simple opinions.</p> <p><i>¿A qué hora empieza a/termina de trabajar?</i> <i>¿Cómo va al trabajo?</i> <i>¿Es su trabajo interesante? ¿Por qué (no)?</i></p>

Part 2: 2 minutes

Presentation	<p>Right, let's speak in English again. Now I'd like to hear your presentation, and then I'll ask you two questions.</p> <p><i>Bien. Ahora en español.</i></p> <p><i>Te escucho. Puedes empezar/comenzar.</i></p> <p><i>Gracias.</i></p> <p><i>[ask two questions]</i></p> <p>Let's finish in English. That's the end of your Speaking test.</p>
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Worked commentary for activity 2 test 1

Candidate: James

PART 1

Transactional task

James interacts with the teacher very well, producing questions and answering the teacher promptly. Although he mistakenly says *cuánto* instead of *cuántos* in the question *¿Cuánto dormitorios tiene?* the communication is not impeded. His pronunciation is very accurate, although little mistakes like *stó* instead of *está* appear in the speech or *es* instead of *está* as in “*el supermercado es cerca*”, this does not affect his good performance.

Role play

James talks about his work and answers the teacher’s questions promptly and accurately. James gives a detailed explanation of what he does at lunchtime but mispronounces *bien*. He accurately answers the last three questions about his boss, the means of transport he uses to get to work and if he likes it or not.

ASSESSMENT

Language

James uses a range of structures and vocabulary successfully. He makes very few grammatical mistakes. This places him in the middle of Band 3.

Mark: 3.2

Communication

James communicates the main points of the task and his responses are expanded as necessary. There is a very good attempt to use the target language pronunciation. This places him at the top of Band 3.

Mark: 3.3

PART 2

Presentation

James talks about his work experience in an office. He uses the past tense to describe his routine effectively with a few minor mistakes: *volví de casa*, *el primero día*, *me sentí optimista*.... James uses very specific vocabulary like *topógrafo*, *planos* or *construcciones* effectively. He repeats some information and uses *gusta* instead of *gustó* in his conclusion. James uses *los gentes* instead of *las gentes* in his answer to the first question but uses *lo peor* very well to express his opinion.

ASSESSMENT

Language

James uses a range of structures and specific vocabulary relevant to the topic. He makes some minor mistakes, which places him in the middle of Band 3.

Mark: 3.2

Communication

James covers the main points of the task, extending his responses often and using a variety of strategies. Understanding requires little or no effort from the listener. This places James at the top of Band 3.

Mark: 3.3

Worked commentary for activity 4 test 2

Candidate: Jamie

PART 1

Transactional task

Jamie starts his conversation confidently, but from the beginning he starts making very basic mistakes, e.g. *¿quiere dormitorio – hay dormitorio quiere?* He manages to communicate the price correctly but his description of the flat is very confusing. He mispronounces *conexión* and pronounces *j* as an English *j*, and also uses French in some sentences *hay ducha en el jardín* or *el supermercado es cerca*. He answers the question about the kitchen and the garden well but his answers are very short.

Role play

He uses the wrong word order and person when talking about his work: *del trabajo empiezan..., terminan cuarto menos cuarto*. Jamie successfully explains what he eats for lunch and who with, and understands and answers the questions about his boss well. He also successfully answers the questions *¿Cómo viaja al trabajo?* and *¿Le gusta su trabajo?*

ASSESSMENT

Language

Jamie uses a simple range of structures and strategies but grammatical errors are very evident during his conversation *del trabajo empiezan, terminan....* This places him in the middle of Band 1.

Mark: 1.2

Communication

Jamie communicates few of the main points of the task (see above). His responses are not usually extended and his hesitations sometimes make communication a bit difficult. His pronunciation is not always clear.

Mark: 1.3

PART 2

Presentation

For his presentation Jamie talks about his work experience in Cambridge. He describes his routine well but makes basic mistakes like *a mediodía comí mis bocadillos con mis amigo llama...* He successfully uses structures like *tuve que escribir, me sentí...en el futuro quiero estudiar....* Jamie does not understand the question *¿qué más hiciste?* and his answer is not understood. Jamie again confuses the way of telling the time when he answers *cuarto menos cinco*, and he is unsuccessful in describing his working clothes. Jamie does not answer the following questions; however the teacher should have chosen to ask him only two questions after his presentation.

ASSESSMENT**Language**

Jamie uses a simple range of structures but sometimes there is an attempt to use more complex ones. However, there are many grammatical errors and his vocabulary is limited at times.

Mark: 1.3

Communication

Jamie communicates some of the points of the task successfully but his responses are not extended enough. There is some hesitation, which makes the communication difficult at times. His pronunciation is generally correct but at times requires some effort from the listener.

Mark: 1.3

5. Confirming the standard using the DVD

Activity 5: Based on test 3

Purpose: To give you practice in independently assessing a Preliminary World of Work speaking test.

This activity is designed for self-assessment or can be used for group discussion to help with standardisation.

1. Watch test 3.
2. A comment sheet is provided on the following page. Look at the assessment criteria on page 7 and complete the comment sheet by writing brief notes on the conduct of the test and both the candidate's and examiner's performance. Give a mark for each criterion for Part 1 and Part 2 using the assessment criteria on page 7, and explain why you have chosen each mark you have given.
3. Now read the commentary provided in the appendix on pages 28-29 and compare the comments and marks with your own.
4. How does this candidate compare to the ones in tests 1 and 2? Consider your own learners and identify one whose spoken language is more in line with this candidate and apply the criteria to an example of his/her spoken language.

Activity 6: Based on test 4

Purpose: To give you further practice in independently assessing a Preliminary World of Work speaking test.

1. Repeat the above activity using test 4. A comment sheet is provided on page 25.
2. The commentary for test 4 can be found on pages 30-31.

If you are unclear about the assessments, re-read all the information provided and watch the tests again.

Self-assessment comment sheet for activity 5

Candidate:

PART 1
Personal information
Interaction task
ASSESSMENT
Language
Mark:
Communication
Mark:
PART 2
Presentation
ASSESSMENT
Language
Mark:
Communication
Mark:

Self-assessment comment sheet for activity 6

Candidate:

PART 1
Personal information
Interaction task
ASSESSMENT
Language
Mark:
Communication
Mark:
PART 2
Presentation
ASSESSMENT
Language
Mark:
Communication
Mark:

APPENDIX

1. Self-assessment commentary for activity 5
2. Self-assessment commentary for activity 6

Self-assessment commentary for activity 5 test 3

Candidate: Ailie

PART 1

Transactional task

The candidate clearly attempts to use a range of structures but some grammatical errors are present in her conversation. Ailie attempts to use a range of structures but makes a number of errors when using tenses, as in her pronunciation of the question *¿Cuántos dormitorios quiere?* or in the figure *cien mil*.

Role play

Her pronunciation of word *media* in answer to the question *a que hora empieza* is not clear. She also answers by saying *empieza* instead of *empiezo* and *termina* instead of *termino*. She does not understand the question *¿Cómo se llama su jefe?* nor the question *¿Cómo va al trabajo?* although she repairs the second question by using a means of transport. However, she again confuses *vijas* with *viajo*. She does not understand the question *¿Vive cerca de la oficina?* and answers a different question. In her last answer she answers in French and she uses a feminine adjective *positiva*, talking about *el trabajo*.

ASSESSMENT

Language

Ailie uses a range of language but makes a number of errors when using tenses and answers questions using the wrong person, which puts her performance in the middle of Band 2.

Mark: 2.2

Communication

Ailie communicates some of the main points of the task and attempts to repair communication during her conversation. Her pronunciation requires a little effort by the listener when she mispronounces words like *media* or *cien mil* and when she uses French words.

Mark: 2.3

PART 2

Presentation

Ailie chooses to talk about her work experience in a school. She starts by mispronouncing the word *experiencia* and using the English/French word “*college*”. Ailie talks about her duties during her work experience but she confuses past and present tense as well as the correct person of the verb in *trabaja en la cocina, preparé...* She also pronounces an English *j* in *en viajé* and uses infinitives instead of the correct form of the verb in *salir de casa...* Sometimes she effectively uses the past tense but errors are evident during her presentation. She successfully expresses her opinion about her work experience but she makes mistakes in the gender agreement in adjectives when she talks about her uniform, *la ropa negro y camisa blanco*. She does not understand the question *¿Cocina en casa?* and to the question *¿Qué tipo de trabajo le gustaría hacer en el futuro?* she uses *quisiera* successfully and vocabulary like *bachillerato*, although the pronunciation of *biología* is difficult to understand.

ASSESSMENT

Language

Ailie uses a range of structures and vocabulary, but she is not always successful because of errors in her presentation, e.g. second person singular *trabaja* instead of *trabajo*, *salir de casa* instead of *salgo de casa*... She sometimes uses the past tense effectively but errors are evident.

Mark: 2.2

Communication

Ailie communicates some of the main points of the task, although understanding requires a little effort from the listener for most of the presentation. There are some basic mistakes during her speech, for example, when she describes what she had to cook for students, which is very difficult to understand because, for example, of the pronunciation of *j* in *viagé* or the pronunciation of *biologia*.

Mark: 2.3

Self-assessment commentary for activity 6 test 4

Candidate: Joe

PART 1

Transactional task

Joe starts well by asking the teacher *¿Dónde vive?* and *¿Cuántos dormitorios quiere?* But he says the price wrong *doscientos* and also pronounces the word for parking wrong, *parquimiento* instead of *aparcamiento*. He uses *es* instead of *está* in *es a 10 minutos de la estación*, and says *modern* rather than *moderno*. However his interaction with the teacher is good, he is easy to understand and he puts his points across successfully.

Role play

Joe answers the first question well and communicates how he travels to work. He also explains why he likes his job but his answers, although correct, are a bit too short. He does not understand the question *¿Cómo es su jefe?* and when talking about his colleagues he answers *los colegas es simpática*.

ASSESSMENT

Language

Joe attempts a range of structures and vocabulary during his conversation. Although he uses the past tense effectively, in some of his answers there are some grammatical mistakes and vocabulary errors.

Mark: 2.1

Communication

Joe only communicates some of the main points of the task (see above). His responses are not usually extended, but there is not much hesitation and his pronunciation is generally clear.

Mark: 2.2

PART 2

Presentation

Joe talks about his work experience well, using verbs in the past tense like *fui*, *viagé* but he confuses the past tense in the sentence *empiezo a...* instead of *empecé/empezaba*. He uses the sentence *me sentí optimista y nervioso* effectively. The presentation is a bit short and the teacher has to start asking his questions quite quickly. Joe manages to answer these questions well but he does not elaborate much. When he talks about his timetable he expresses the time wrongly *diez y cuatro*, *cinco*.

ASSESSMENT**Language**

Joe uses a few individual words and simple structures for his answers with very basic grammatical errors throughout his presentation.

Mark: 1.3

Communication

Joe communicates some of the main points of the task despite errors. His responses are often short. There is an attempt to clarify information in his answers to the teacher at the end of the exam, where the conversation is more relaxed and his pronunciation is generally clear.

Mark: 2.1

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