

EXTERNAL ASSESSMENT SAMPLE TASKS FRENCH SPEAKING

ADVANCED

Asset Languages

Advanced French Speaking

External Assessment sample

This sample material has been provided to help you get a feel for the style of tasks and the level of Asset Languages External Assessment.

Please see our website www.assetlanguages.org.uk for the most up-to-date information and new materials as they become available in other languages and stages.

Asset Languages

Advanced stage speaking tests

This booklet is for teachers who will act as examiners for Advanced stage speaking tests. The following pages provide guidelines on assessing candidates and conducting the tests.

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Guidelines for assessment

Understanding the standard of Advanced

Before conducting a speaking test, ensure that you are familiar with the standard of the Advanced stage as described by the Languages Ladder statements.

Languages Ladder Statements – Speaking

- | | |
|-----------------|---|
| Grade 10 | I can give a presentation on a chosen theme and respond readily to questions. |
| Grade 11 | I can give a presentation on a chosen theme and argue my viewpoints with some degree of success. |
| Grade 12 | I can participate in discussions relating to a variety of situations and topics, taking the initiative where appropriate. |

You should now be comfortable using a range of tenses and a variety of registers. On *completing* this stage, you should be able to communicate confidently and maintain a conversation using a wide ranging vocabulary. Your pronunciation and intonation will be generally accurate. You should be able to make references to the culture and society of countries/communities where the language is spoken.

During the speaking test, you will determine whether candidates have demonstrated these grades by assessing their performance in terms of the language they use and communication they achieve.

Language

This refers to the candidate's knowledge of and ability to use vocabulary and structures to convey meaning. Advanced candidates are expected to have a range of language resources and registers which should allow them to begin to handle abstract topics in a coherent manner. The candidate is expected to be able to maintain a discussion using a range of language, including presenting, justifying and defending opinions. Your assessment will evaluate a candidate's success in using these resources, including range, accuracy and appropriacy.

Communication

This refers to the candidate's ability to take part in the tasks appropriately with a reasonable degree of fluency and spontaneity, expressing and developing opinions and ideas in an appropriate register. Minor hesitations may occur but should not seriously affect communication. The candidate should use conversational techniques to engage in discussion and maintain, monitor and repair communication. Target language pronunciation should mostly be accurate so that a minimum of effort is needed by the listener.

Structure of Advanced speaking tests

The following table shows the activities that make up a speaking test.

	Content	Format	Assessment	Test time	Weighting
Part 1A Personal information	Introductions & personal questions	Candidate and teacher only	not assessed	½ to 1 minute	0%
Part 1B: Unprepared interaction	Picture-based task: description and development of theme	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	5 minutes	40%
Part 2A: Presentation	Candidate talks on a prepared topic	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	2 to 2½ minutes	60%
Part 2B: Discussion	Discussion and extension of topic	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	5 minutes	

Applying the assessment criteria

During a speaking test, 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 part 2, giving four marks in total.



Ensure that you give marks for part 1 and part 2.

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 an Intermediate learner then it is appropriate to award 0 as this is interpreted as the learner being at Intermediate 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'.

The 'Completing a mark sheet' section on page 8 explains how to record a candidate's marks on a mark sheet.

Assessment of part 2A and 2B

Part 2 of the test comprises a prepared, uninterrupted presentation and a subsequent discussion of the same topic. Part 2A allows the opportunity to hear and evaluate the candidate speaking continuously. The candidate's subsequent performance in the interaction of part 2B is likely to differ from part 2A in terms of language and communication, and teachers should bear in mind the following considerations:

- to be placed at the top of the highest assessment band (score 3.3), a candidate needs to achieve the standard of the highest band descriptors in both parts 2A and 2B.
- teachers should apply each descriptor to the whole candidate performance in both of parts 2A and 2B and, where the quality of the two sections varies markedly, make an aggregate assessment of the standard achieved.

Reference to target language culture/community

When a candidate makes no reference to the culture and society of countries/communities where the language is spoken, this will affect your assessment of his/her performance as follows:

- Failure to refer to the target language culture/community falls under the first bullet point of Communication in the mark scheme: *main points and details*.
- The effect in terms of assessment might be to reduce the mark given by one point, that is from 3.3 to 3.2, or from 2.2 to 2.1. This should be related to, and dependent on, performance in the other five criteria in the band.
- If a candidate fails to refer to the target language culture/community in their presentation in part 2A, then you should do so in the follow-up questions in the discussion in part 2B. Acceptable reference by the candidate in the discussion may be limited to a single assertion, backed up by a specific reference to fact.
- If the candidate is still unable to offer any information relating to the country/community, then this falls again under the first bullet point (*main points and details*) and the mark awarded might fall one point further, for example from 3.2 to 3.1.

Thus, a candidate who makes no reference to target language culture and society in both part 2A (presentation) and part 2B (discussion) might be moved down a maximum of 2 points. This could potentially mean a change of band, for example, from 3.1 to 2.2.

Advanced assessment criteria

This mark scheme is to be interpreted at Advanced standard.

Language	
There is appropriate use of a wide range of structures. There is considerable use of the language of ideas, opinions and discussion. Grammatical accuracy is generally consistent. There is appropriate use of a wide range of vocabulary.	Band 3 3.3, 3.2, 3.1
Appropriate use of a range of structures is attempted. There is some use of the language of ideas, opinions and discussion. Grammatical accuracy is variable. There is an attempt to use a range of vocabulary.	Band 2 2.3, 2.2, 2.1
A limited range of structures is used. There is limited use of the language of ideas, opinions and discussion. Grammatical errors are frequently noticeable. A limited range of vocabulary is used.	Band 1 1.3, 1.2, 1.1
Response below Advanced (grade 10) level.	Band 0
Communication	
Main points and details are clearly communicated. Candidate frequently takes the initiative and extends responses. Pronunciation is almost always appropriate to convey meaning. Speech is almost always fluent and spontaneous. Communication is maintained effectively, without major hesitations.	Band 3 3.3, 3.2, 3.1
Main points and details are partially communicated. Candidate sometimes takes the initiative and extends responses. Pronunciation is mostly appropriate to convey meaning. Speech is generally fluent and spontaneous. Communication is generally maintained effectively, with occasional hesitations.	Band 2 2.3, 2.2, 2.1
Few points are communicated. Candidate rarely takes the initiative or extends responses. Pronunciation is often inappropriate to convey meaning. Fluency and spontaneity are limited. Communication is maintained with some difficulty, and with considerable hesitation.	Band 1 1.3, 1.2, 1.1
Response below Advanced (grade 10) level.	Band 0

Completing a mark sheet

The facing page shows an example of a completed mark sheet, and the following notes explain how to complete the various sections.

Using a PENCIL, complete one mark sheet for each candidate. The Examination Details, Centre Number and Centre Name will already have been completed.

!

Before completing the mark sheets, ask your Examinations Officer for a list of candidate numbers for your students.

Accredited Teacher No. – leave this box empty.

Candidate Name – write the candidate's first name and family name.

Candidate No. – write the number in the top row of boxes on the top line, and then confirm the number by shading the appropriate boxes in the grid below.

Ensure that the number you enter on this mark sheet matches the number supplied by the Examinations Officer. If they do not match, candidates might not receive their grades.

What is the candidate's first language? – Select one of the languages listed or, if a suitable language is not listed, write the language in the box provided.

Task attempted – mark the number of the set of visual materials you used in part 1 task 2.

Marks awarded – for part 1 and part 2, you must award ONLY ONE mark in each row (*Language* and *Communication*). If you need to change a mark, rub out the original mark and underline the new one.

!

Note that the final 'To be completed by the Moderator' section of the mark sheet is for completion by an External Moderator and not by your centre.



0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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Preparing Advanced speaking tests

Any teacher can conduct an Advanced speaking test and is responsible for ensuring that the test is conducted correctly.

Before conducting a speaking test, read through this booklet to familiarise yourself with the test structure, the test topics and vocabulary. This familiarity will help you to select the best task for each candidate and to ensure that you use a variety of topics. Please note that this booklet is for use for one academic year.

Managing time

The total duration of all the assessed activities in a test should be 13 minutes. This allowance does not include the time required to introduce a candidate or for any administrative activities.

Throughout the test, keep a careful track of the time. Move through the tasks appropriately, ensuring that each candidate is given the opportunity to demonstrate their ability by responding fully to the whole range of prompts. Allocate the full time to each task so that every candidate has a fair opportunity to speak. When the required time for the task has passed, do not ask further questions that will cause the test to overrun. When a candidate has finished the activities for a task, bring the task to a clear close.

Choosing picture tasks for assessments

Material is provided for one context, intended to suit students from 6th Form, Further Education and Adult backgrounds.

In advance of the test, it is necessary to find out the topic of each candidate's presentation and select a picture task for part 1B accordingly, to avoid repetition of topic areas and vocabulary. Use the full range of pictures available and vary the tasks for different candidates.

Using questions correctly

When you act as an examiner, be aware that your technique can significantly influence how well a candidate can demonstrate their ability to speak a language.

General

- Try not to "feed" language to candidates: allow them time to think and respond, encouraging them by using body language neutral statements such as *ok* and *thank you*.
- Avoid interrupting candidates, correcting or repeating what they say.
- Where applicable, questions should be adapted to use the appropriate form of address for the situation.

- Initially only use the questions provided in this booklet. However, you can subsequently rephrase a question to assist a candidate who is struggling, or use your own follow-up questions where time is still available.
- When rephrasing questions, use either open questions or when using closed questions, ask for justification of their answer.
- Ensure that there are opportunities for the candidate to express their own opinions and ideas.

For part 2B

Once a candidate has finished their presentation, you must ask questions which:

- should include one question from each of the sections in MENU C
- provide the candidate with the opportunity to expand on the content of the presentation, to offer a personal response, and to support their opinions with further information
- should explore the content of the presentation, and allow the candidate to express and justify opinions both on the subject of the presentation and related areas
- should, within the bounds of what may reasonably be asked about the topics, be spontaneous and unrehearsed.

Avoiding malpractice

When you conduct speaking tests, take care to follow the guidelines in this booklet and to be consistent and impartial in your dealings with candidates. If you deviate significantly from recommended practice, you risk arousing suspicions of 'malpractice'. We consider malpractice to be any attempt to give an unfair advantage or any breach of the regulations governing the conduct of assessment that may threaten the integrity of Asset Languages. So remember:

- use a variety of picture tasks from this booklet when testing a group of students; you must not give all candidates the same tasks
- although it is important to prepare candidates for a speaking test, you must not coach them to the point where questions are rehearsed
- to ensure fairness to all candidates, take care to respect the timings for each task.

Choosing a suitable location for conducting tests

Before conducting the speaking test, find and reserve a room that is suitable both for assessing candidates and for recording the test sessions. It is not appropriate for any part of the Advanced speaking test to be conducted in the classroom in front of other students. Look for a room that:

- can accommodate yourself and a candidate in reasonable comfort
- is equipped with two chairs and a table or desk suitable for placing a cassette recorder and microphone
- is sufficiently quiet to avoid distractions and to permit you to make good quality recordings
- provides suitable conditions for a test: acceptable air temperature, ventilation, lighting and cleanliness
- does not display any materials that might help candidates during tests.

Later when conducting tests, ensure that you maintain an ordered and quiet atmosphere.

If you designate another location as a waiting area, it should be some distance from the test room. Also, it should ideally contain enough chairs for candidates to sit while they wait.

Controlling the quality of recordings

Before conducting any speaking tests, make a brief test recording in the test room. Listen to the recording to check that the microphone is suitably positioned on the table or desk to capture clearly the voices of both yourself and candidates. Also, after recording the first candidate, listen to the quality of the recorded sound to confirm that it is clear and comprehensible.

From time to time during a task, check the cassette recorder to confirm that it is still recording.

Labelling cassettes and cassette boxes

After completing the tests, you must clearly and securely label each cassette and its box with the assessment title, assessment code, centre name and centre number.

While you conduct tests, keep accurate lists of the sequence in which you record candidates. Then, in each cassette box, provide a list of candidates recorded on the relevant cassette (in the order you have recorded them) and all their candidate numbers. Also, distinguish between candidates recorded on side A and on side B. This information is to enable the External Moderator to identify which candidates appear on any particular cassette.

Conducting Advanced speaking tests

Requirements for recording

For every candidate, record the entire speaking test. Record no more than 10 candidates on each side of a 90-minute cassette. During the tests, use a watch or alarm clock to keep track of time.

Materials needed:

- this *Examiner's Booklet*
- a *Candidate's Booklet*
- candidate mark sheets
- a cassette recorder
- cassettes (provided by OCR)
- an external microphone
- a watch or clock, preferably with a second hand, suitable for timing the test.

Conducting part 1A – Personal information

The aim of part 1A is to give the candidate the opportunity to establish communication with the teacher, to become used to the situation, and to get into a rhythm of answering follow-up “Why...?” questions.



This part is not assessed.



Duration: ½ to 1 minute.

Before you begin the task, ensure that the cassette recorder is recording.

To conduct part 1A

- 1 At the beginning of each recording, state clearly:
‘Centre [number], [language], [stage] Asset Speaking Tests.’
- 2 Before you begin your assessment of each candidate, state clearly:
‘Candidate [number], [candidate name].’
- 3 Read the opening target language instructions to the candidate.
- 4 Read the opening greeting in the target language.
- 5 Choose questions from one topic, as long as the questions are suitable for the candidate.

If a candidate struggles with a specific question or topic, try another one. This part should last up to 1 minute.

Conducting part 1B – Interaction task

The aim of part 1B is to give each candidate the opportunity to speak spontaneously and to respond to questions.



Duration: 5 minutes.

To conduct part 1B

- 1 Select a picture task and pass the *Candidate's Booklet*, open at the relevant task, to the candidate.
- 2 Announce the task number and title of the pictures for the cassette recorder.
- 3 Read the instructions in the target language to the candidate.
- 4 Wait 20 seconds to allow the candidate to look at the pictures.
- 5 Read the *short turn* focus question to the candidate and allow 1 minute for a response.
- 6 Ask at least one question from MENU A, allowing good time for each of the responses.
- 7 Ask at least one question from MENU B, allowing good time for each of the responses.
- 8 Continue asking questions until 5 minutes have passed. You may need to use your own follow-up questions where time is available.
- 9 Record your assessment for part 1 on the mark sheet.

Conducting parts 2A & 2B – Presentation & discussion

The aim of part 2 is to give each candidate the opportunity to demonstrate their ability to speak uninterrupted about a prepared topic and to answer questions about it.



Duration: 2 to 2½ minutes.

Preparation

In advance of the test, ask each candidate to prepare a 2 to 2½ minute presentation.

Content of a presentation

Each presentation topic should be an account of an issue, event, book, play or film. It should have a clearly defined title, which may be formulated as a question in the target language. For example,

- *Est-ce qu'il faut avoir un téléphone portable aujourd'hui?*
- *Inwiefern ist Deutschland „grün“?*
- *La corrida de toros: ¿deporte o barbarie?*
- *« Le Petit Prince » - un vrai chef d'œuvre*

The presentation should:

- touch on the background, relevance or general importance of the topic
 - relate the topic to other areas
 - include a clear personal point of view, backed up by structured information.
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- The topic of the presentation may be related to a subject which the candidate has experienced or investigated, and should make some reference to the culture and society of countries/communities where the language is spoken.
 - A candidate must not bring any written notes into their presentation, but may bring up to four visual prompts (containing no text) such as OHTs, PowerPoint slides, objects or photos.
 - The candidate may additionally bring a prompt card of four bullet points for reference only during the presentation. No more than 30 words may appear on the prompt card.

To conduct a part 2A assessment

- 1 Introduce the part in the target language by reading from the 'Presentation' section in this booklet.
- 2 Listen to the candidate and only intervene if communication breaks down completely. In such a case, prompt and encourage the candidate.

To conduct a part 2B assessment

The aim of part 2B is for the candidate to take part in a discussion about the content of their presentation, their personal opinions, and issues arising from the presentation. See page 10 for further guidance on appropriate questions.

- 1 When the candidate has finished their presentation, ask questions which should include at least one from each of the sections in MENU C.
- 2 Read the closing statement to the candidate.
- 3 Record your assessment for part 2 on the mark sheet and bring the test to a formal close.

After completing tests

Ensure that you have completed all the mark sheets and labelled all the cassettes correctly.

If more than one teacher at your centre is conducting and marking the same speaking test, the centre must ensure that all teachers are marking to the same standard (standardisation) before submitting the tests to OCR.

After standardisation, hand all mark sheets and cassettes to the Examinations Officer for despatch to OCR for moderation. This moderation ensures that OCR standards are applied uniformly across all centres.

Support documents.

For more support with conducting speaking tests, the following documents are available.

External Assessment Reference Guide

Ask your Examinations Officer for this guide, or download it from <http://www.assetlanguages.org.uk/examsofficers/default.aspx>.

The guide provides more information on administration and marks submission, when you can conduct speaking tests, the equipment needed, recording candidates, standardisation and submitting test marks with recordings.

Applying Speaking Criteria Booklet

See the accompanying letter for an application form for requesting this booklet, or download it from <http://www.assetlanguages.org.uk>.

The booklet provides more information on the Advanced standard. It also contains a DVD with model speaking tests, with accompanying marking commentaries, as well as tips for conducting a speaking test.

Introduction	<p><i>Centre [number]. French Advanced Asset Speaking Tests.</i> <i>Candidate [number]. [Candidate name].</i></p> <p>Bonjour ! Venez vous asseoir. On va faire votre test oral de français.</p> <p>Je m'appelle XXX. Et vous ? Bon, on commence.</p>
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Part 1A: **½ – 1 minute**

Note: Choose only one or two topics and ask questions to help elicit a ½ – 1 minute conversation.

(Not assessed)

Chez vous	<ul style="list-style-type: none">• Quel genre de maison habitez-vous ?• Est-ce qu'elle vous plaît ? Pourquoi ?• Décrivez-moi votre maison idéale.• Parlez-moi de votre voisinage.
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In the Examiner's booklet, three topics are provided.

1

Le tourisme

Part 1B: 5 minutes

Introduction	<p>Dans cette partie du test, je vais vous donner deux photos à regarder. J'aimerais que vous regardiez les deux photos pendant quinze secondes, puis je vous poserai quelques questions.</p> <p>Voici les deux photos.</p> <p><i>[give photos to candidate]</i></p> <p><i>[wait 15–20 seconds]</i></p>
Short turn	<p>Maintenant, dans les deux photos, il y a des gens qui sont en vacances. Parlez-moi de ce que les gens peuvent faire pour s'amuser quand ils sont en vacances.</p> <p><i>[1 minute approx]</i></p> <p>Merci.</p>

Examiner now chooses one or more prompts from Menu A.

Menu A	<ul style="list-style-type: none">• Dans laquelle de ces deux situations préféreriez-vous être ? Pourquoi ?• D'après vous, que font les gens sur la photo A/B le reste du temps, quand ils ne sont pas en vacances ? Pourquoi pensez-vous ça ?• D'après vous, que vont raconter les gens sur la photo A/B à leurs amis au sujet de leurs vacances quand ils rentreront chez eux ? Pourquoi pensez-vous ça ?
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Examiner now asks one or more prompts from Menu B.

Menu B	<ul style="list-style-type: none">• Quels bienfaits le tourisme peut-il apporter à un pays ?• Quels problèmes le tourisme peut-il causer ?• Comment les vacances ont-elles changé au cours des 20 à 50 dernières années ? Pourquoi pensez-vous ça ?• Quelles seraient les vacances idéales pour vous ?
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Until end of the allotted time of this part.

In the Examiner's booklet, four picture tasks are provided for French, German, Italian and Spanish. For all other languages, three picture tasks are provided.

1

Le tourisme

A



B



Part 2A: 2–2 ½ minutes

Presentation	Maintenant je voudrais entendre votre présentation. De quoi allez-vous parler ? <i>[Candidate gives title of presentation]</i> Bon. Je vous écoute. Vous avez deux minutes. <i>[Candidate gives uninterrupted presentation]</i>
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Part 2B: 5 minutes

The examiner should ask at least one question related to each section of Menu C, so as to explore the content of the presentation, and allow the candidate to express and justify opinions both on the subject of the presentation and related areas.

MENU C

Section i	questions directly linked to the presentation
Section ii	exploration of the candidate's point of view
Section iii	development of the topic into more general areas