

Applying Speaking Criteria

For use from January 2009

SPANISH: FOR THE WORLD OF WORK

INTERMEDIATE

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Introduction

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

You have received these materials because you are a teacher carrying out external assessment World of Work 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. Intermediate 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. Intermediate Stage comprises Grades 7-9 and is the third 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 Intermediate speaking

<i>GRADE</i>	<i>CAN DO STATEMENT</i>
Grade 7	I can answer unprepared questions in a conversation or following a presentation.
Grade 8	I can narrate events, tell a story or relate the plot of a book or film and give my opinions about it.
Grade 9	I can take part in a discussion, giving and justifying my opinions and ideas.

On completing this stage you should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. You should be using and adapting language for new purposes. Your pronunciation and intonation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of language and structures.

The standard at Intermediate

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

Grade 7

At Grade 7 learners are expected to use a range of everyday vocabulary to talk about familiar topics using more extended sentence structures, e.g. using connectives. They should be using a range of grammatical structures, including some references in simple past and future tenses. They should be able to express a range of simple opinions and answer questions related to familiar matters but in unprepared situations. There will be a good

attempt at target language pronunciation, but there may be hesitations that slow communication.

Grade 8

By Grade 8, learners should be able to engage in extended conversations on a wider range of topics. They will be beginning to use a range of regular and irregular verb forms, changing the time reference to include common past and future tenses with a greater degree of success. They will be able to offer clear opinions and to justify them in a simple way. Some hesitation can be expected, which should not affect understanding for the listener, and learners will make a good attempt at target language pronunciation.

Grade 9

Learners at Grade 9 should now be able to engage in more extended conversations on familiar matters regularly encountered in work, school, leisure, etc. They should have the vocabulary to handle this variety, employing more complex sentence structures. They should be able to respond to and use references in past and future tenses more confidently in a wider range of sentence structures. Opinions should be expressed and justified. There should be little hesitation, so understanding should require little effort from the listener.

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 Intermediate 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 9. However, Grades 7 and 8 can be obtained by candidates who are unable to demonstrate Grade 9. A candidate who is not yet working at Intermediate Stage proficiency but is still at Preliminary Stage will not, however, receive a grade at Preliminary but will be awarded a U (unclassified).

2. Intermediate 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. Intermediate candidates are expected to have a broad range of language resources relating to predictable situations and familiar matters, including the use of a range of tenses. Candidates are expected to be able to maintain a conversation using a range of language, including giving and justifying 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 with a reasonable degree of fluency and some extension of sentences. Hesitations while candidates search for language are expected but should not interfere greatly with the communication tasks. Candidates are also expected to use strategies to maintain and repair communication, e.g. asking for phrases to be repeated, indicating that things have not been understood, asking for clarification and self-correcting. There should be a good attempt to use the target language pronunciation and understanding should not require much effort from the listener.

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 Preliminary learner then it is appropriate to award 0 as this is interpreted as the learner being at Preliminary 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.

Intermediate speaking assessment criteria

This mark scheme is to be interpreted at Intermediate standard.

Language	Communication	Band
<p>A wide range of structures, including tenses, are used successfully.</p> <p>There may be a few grammatical errors.</p> <p>A range of vocabulary is used.</p>	<p>The main points of the task are communicated.</p> <p>Responses are successfully extended.</p> <p>Hesitations do not make communication difficult.</p> <p>A range of simple strategies is used to maintain communication.</p> <p>There is a good attempt to use the target language pronunciation.</p> <p>Understanding requires little effort from the listener.</p>	<p>3.3</p> <p>3.2</p> <p>3.1</p>
<p>There is an attempt to use a range of structures, including tenses.</p> <p>There are some grammatical errors.</p> <p>There is an attempt to use a range of vocabulary.</p>	<p>Some of the main points of the task are communicated.</p> <p>Responses are sometimes extended.</p> <p>Hesitation can sometimes make communication difficult.</p> <p>A few simple strategies are used to maintain communication.</p> <p>There is some attempt to use the target language pronunciation.</p> <p>Understanding requires some effort from the listener.</p>	<p>2.3</p> <p>2.2</p> <p>2.1</p>
<p>A limited range of structures, including tenses, is used.</p> <p>Grammatical errors are evident.</p> <p>A limited range of vocabulary is used.</p>	<p>Few of the main points of the task are communicated.</p> <p>Responses are basic.</p> <p>Hesitation makes communication difficult.</p> <p>Strategies to maintain communication are not always successful.</p> <p>There is little attempt to use the target language pronunciation.</p> <p>Understanding requires considerable effort from the listener.</p>	<p>1.3</p> <p>1.2</p> <p>1.1</p>
<p>Response below Intermediate (Grade 7) level.</p>	<p>Response below Intermediate (Grade 7) 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 Intermediate 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 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	3½ – 4 minutes	60%
Part 1, task 2 Occupational information	Talking and expressing opinions 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>	3 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 a typical day on your work experience'. rather than closed questions, which only require a yes/no answer, e.g. 'Did you enjoy your work experience?'.
- 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 the 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 an Intermediate 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 Part 1 and in the Presentation 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 Intermediate.

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 3½ – 4 minutes

You work in a hotel in Spain.

You are going to attend an exhibition in London. You will be travelling there with some colleagues. You discuss the travel possibilities with your colleague (your interviewer) who does not speak English. Use the task information sheet to do the following:

- tell your colleague about the travel options available through Exhibition Services Ltd
- say which you prefer and why
- ask your colleague to make the booking.
Tell him / her 3 pieces of information he / she will need (e.g. which plane to book, what class, number of passengers, etc.)

Part 1: Task 2 1 – 1½ minutes

Later in the day, you talk with your colleague about your job in the hotel

- answer the questions your colleague asks you about your job in the hotel.

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

Situation A

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

EXHIBITION SERVICES LTD – TRAVEL OPTIONS



TRAVEL OPTION 1 – EXECUTIVEAIR

Depart: 11:30 & 16.00
Time: Barcelona to London
2 hours 5 minutes
Price: 240€ return
Food: One meal
Airport to city centre transfer time: 1 hour
Transport links to exhibition: Bus/underground from airport

TRAVEL OPTION 2 – BUDGETAIR

Depart: 06:35 & 18:25
Time: Barcelona to Birmingham
2 hours 25 minutes
Price: 120€ return
Food: Free snacks
Airport to city centre transfer time: 2 hours
Transport links to exhibition: Bus/train from airport

Part 1: Task 1 3½ – 4 minutes

<p>Introduction</p>	<p>Centre [number]. Spanish Intermediate Asset Speaking Tests. Candidate [number]. [Candidate name].</p> <p><i>Hola. Entre y siéntese. Vamos a hacer su examen oral de español.</i></p> <p><i>En esta parte del examen usted va a tomar parte en una conversación. Puede usar la hoja de información como ayuda. Primero, tiene 30 segundos para leer la hoja de información.</i></p> <p>[Hand candidate task information sheet and wait 30 seconds.]</p> <p><i>Vamos a empezar. Usted trabaja en una compañía en España y va a asistir a una exposición en Londres. Yo soy uno de sus colegas.</i></p>
<p>Candidate tasks</p>	<p>Suggested prompts and questions</p>
<ul style="list-style-type: none"> ▪ Tell your colleague about the travel options. ▪ Say which you prefer and why. ▪ Ask your colleague to make the booking. Tell him/her 3 pieces of information he/she will need. 	<p>Greet the candidate and allow him/her to tell you about the travel options. If necessary, offer information as follows:</p> <p><i>¿Cuánto cuestan?</i> <i>¿Cuánto tarda el viaje?</i> <i>¿Cómo voy a la exposición?</i> <i>¿Qué comida hay disponible? / ¿Qué hay para comer?</i></p> <p>Ask the candidate which option he/she prefers, and why:</p> <p><i>¿Cuál cree usted que es la mejor opción? ¿Por qué?</i> <i>¿Son convenientes los horarios de salida?</i> <i>¿Ha viajado anteriormente en avión?</i></p> <p>Now the candidate has to ask his/her colleague (you) to make the booking, and must give 3 pieces of information that the colleague (you) will need to do this. Prompt questions might be:</p> <p><i>¿A qué hora salimos/llegamos?</i> <i>¿Cuántos billetes necesitamos?</i> <i>¿De qué clase?</i> <i>¿Dónde quedamos?</i></p>

Part 1: Task 2 **1 – 1½ minutes**

Candidate tasks	Suggested prompts and questions
<ul style="list-style-type: none">▪ Answer the questions your colleague asks you about your job.	<p>Ask questions to help elicit a 1 – 1½ minute conversation.</p> <p>Lead into a conversation which gives the candidate an opportunity to talk about work. Questions should elicit opinions and a range of tenses.</p> <p><i>¿Hace cuánto tiempo que trabaja para el hotel?</i> <i>¿Qué es lo que más le gusta de su trabajo?</i> <i>Para usted, ¿qué es lo más difícil de su trabajo?</i> <i>¿Cuáles son sus planes para el futuro?</i></p>

Part 2: **3 minutes**

Presentation	<p><i>Ahora me gustaría escuchar su presentación, y después le haré algunas preguntas.</i></p> <p><i>¿Puede empezar?</i></p> <p><i>Gracias.</i></p> <p>[ask questions related to the presentation]</p> <p><i>Hemos terminado su examen oral.</i></p>
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Worked commentary for activity 2 test 1

Candidate: Beatrice

PART 1

Transactional task

Beatrice talks about the two possibilities quite confidently but she makes some mistakes: *a mí perfiero, doscientos y cuarenta eros...*. She struggles when explaining the possible mode of transport from the airport in one of the options. She gives good reasons about the best travelling options and answers the teacher's final questions successfully but briefly.

Occupational Information

When she talks about her job she produces long sentences; *trabajo en la recepción, escribo artículos, pero a veces, no me gusta contestar el teléfono todo el tiempo porque a mí me molesta...*, although she makes some mistakes during the conversation, *escribo artículos, un poco aborido, me gusta comuninar...*. Her speech is confident but she hesitates at times although she clearly understands all of the questions asked by the teacher. Beatrice chooses not to extend her answers at times.

ASSESSMENT

Language

Beatrice uses a wide range of vocabulary and structures, including tenses, successfully. There are a few grammatical errors.

Mark: 3.1

Communication

Beatrice communicates all the main points of the task and although her responses are not always extended there is a good attempt to use Spanish pronunciation. Understanding requires little effort from the listener although in words like *artículos, aborido* or *comuninar* her pronunciation deteriorates.

Mark: 3.2

PART 2

Presentation

Beatrice talks about her work practice in a kindergarten quite well. Her presentation is clear and well organised. She makes a few mistakes, *trabajó, hacié, que eran* allí, but she produces a wide range of vocabulary and structures, e.g. *cosas así, llegué a la guardería y empecé a lavar los platos porque..., hay como veinte persona..., hay niños que tienen uno hasta tres o cuatro años y no permiten enseñar porque...*. She understands and answers all questions clearly and quite accurately.

ASSESSMENT**Language**

Beatrice uses a wide range of structures and vocabulary successfully. There are a few errors (see above) which prevent her from scoring more than the bottom of Band 3.

Mark: 3.1

Communication

Beatrice communicates all of the main points of the task but her pronunciation of some words is not very clear: *trabajó, hicié...* However she communicates very confidently with her interlocutor and maintains communication at every moment.

Mark: 3.2

Worked commentary for activity 4 test 2

Candidate: Lucy

PART 1

Transactional task

Lucy's reply to the first task is extended but a bit hesitant. She expresses the time successfully but not correctly grammatically, *once hora treinta o cuatro hora*. She exchanges the necessary information and uses the right verb persons for it, *dura, podemos...* She explains the reasons why one flight is better than the other successfully but her answers are very short and she misses the teacher's last question. It has to be taken into consideration that the teacher did not follow the format of the test correctly and asked Lucy to reserve the tickets instead of allowing Lucy to ask him to do it. It is possible that this mishap affected Lucy's performance in this part of the test.

Occupational Information

In this task Lucy talks about her job and although she answers promptly there are some basic mistakes like *el recepción, hablaes con los turistas or hablo por el teléfono*. She successfully describes what she likes about her job but she uses expressions like *tengo que levanto*.

ASSESSMENT

Language

Lucy attempts to use a range of structures and vocabulary but she is often unsuccessful (see above). There are a number of grammatical errors during her intervention in this part.

Mark: 2.1

Communication

Lucy communicates some of the main points of the task. Her responses are sometimes extended but she tends to give short answers. Her pronunciation is generally clear and requires little effort from the listener.

Mark: 2.1

PART 2

Presentation

Lucy's presentation is clear and well structured. In her speech there are a few mistakes like *compaña* instead of *compañía*. However, she struggles to use the right tense when the teacher asks her, e.g. *trabajo* instead of *trabajé*, *como* instead of *comí* or *comía*, *los otro personas no hablan con yo*. She uses the conditional correctly but fails to end sentences appropriately; *me gustaría hacer un empleo con mucho hablo... me gustaría ser un profesor...*, but her hesitations make communication difficult.

ASSESSMENT**Language**

Lucy uses a limited range of structures and grammatical errors are evident (see above).

Mark: 1.3

Communication

Lucy communicates some of the points of the task and her responses are sometimes extended. Her hesitations make communication difficult at times and her pronunciation, although very good during her presentation, deteriorates when the teacher questions her about her job.

Mark: 2.1

5. Confirming the standard using the DVD

Activity 5: Based on test 3

Purpose: To give you practice in independently assessing an Intermediate 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 an Intermediate 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: Kerry

PART 1
Transactional task <p>Kerry talks about the two possibilities confidently, though she makes a few mistakes, e.g. <i>a las horario de sale, solo uno hora, ciento y veinte euros, con snackos, no me gusta levante....</i> She also gives good reasons about the best travelling options: <i>se sirve, mientras que, para mí....</i></p>
Occupational Information <p>When she talks about her job she produces long sentences with good linking words, <i>para mí vivo muy cerca del hotel y el hotel paga bien</i>, although she makes some mistakes during the conversation, <i>no estoy bien con los ordenadores....</i> Her speech is confident and clear and she clearly understands all of the questions asked but at times she does not extend her answers.</p>
ASSESSMENT
Language <p>Kerry uses a wide range of vocabulary and structures, including tenses, successfully. There are a few grammatical errors.</p> <p>Mark: 3.1</p>
Communication <p>Kerry communicates all the main points of the task and her responses are often extended. There is a good attempt to use Spanish pronunciation and understanding requires little effort from the listener. Only with words like <i>tren</i> or <i>porque</i>, which she pronounces with a French accent, does her pronunciation deteriorate.</p> <p>Mark: 3.2</p>
PART 2
Presentation <p>Kerry talks about her work practice well. Her presentation is clear and well organised. She makes a few mistakes but she produces a wide range of vocabulary and structures; <i>hice mis practicas ...está situado, pasaba mi tiempo, empecé porque..., se divide..., es pequeña porque....</i> She understands and answers all questions clearly and accurately.</p>
ASSESSMENT
Language <p>Kerry uses a wide range of structures and vocabulary successfully. There are a few errors, <i>los colegas muy simpática, fui en la estudio....</i>, which prevent her from achieving the highest score.</p> <p>Mark: 3.2</p>

Communication

Kerry communicates all the main points of the task but her pronunciation of some words is not very clear, *la compañía, porque, sucesos....*

Mark: 3.2

Self-assessment commentary for activity 6 test 4

Candidate: Jenny

PART 1

Transactional task

Jenny starts her report on the different options of transport confidently but she uses the infinitive of *salir* instead of *sale*. She compares both flight options very well and repairs communication quickly from wrongly using *es* to *hay*. Jenny mispronounces *aeropuerto* (*aeroporte*), and uses the feminine article *la* with *metro*. She pronounces *seis* as *sieis* and she struggles to communicate in Spanish that there will be free snacks during the flight. Her interaction with the teacher is very good but there are small mistakes during her conversation as when she uses *mí y tú*, instead of *para mí y para ti*, but she communicates information about herself effectively, e.g. *Soy vegetarian*, instead of *vegetariana*.

Occupational Information

Jenny starts by talking about her work in the hotel. She uses *directa* instead of *directora*. She fails to explain some of her duties accurately, e.g. *es mucho llamo la teléfono or escribo al mucho gente, hablar con la clientes y los empleos....* Jenny talks about the positive and negative aspects very well with few mistakes. When she explains her job routine she struggles to explain what she does and there is some hesitation in her intervention.

ASSESSMENT

Language

Jenny attempts to use a range of vocabulary and some structures but sometimes does so unsuccessfully. There are also a number of grammatical errors but she makes a good attempt to use a range of vocabulary.

Mark: 2.3

Communication

Jenny communicates some of the main points of the task, but her meaning is sometimes unclear. Her hesitation sometimes makes communication difficult. Her pronunciation requires little effort from the listener but she struggles with the pronunciation of some words in Spanish and the pronunciation of double l.

Mark: 2.3

PART 2

Presentation

Jenny talks about her work experience as a journalist. Her presentation is clear, "*fui una periodista por una semana*, but she mispronounces *compañía* and *producen*. She says *empleo* instead of *emplea* and pronounces *gratuito* in a way which is very difficult to understand. Mistakes like *la estudiantes, la líneas de autobus...* are present in her presentation. She manages very well in her conversation with the teacher, clearly understanding all of the questions.

ASSESSMENT

Language

Jenny attempts to use a range of structures and vocabulary but makes several mistakes during her presentation; *empleo* instead of *emplea*, *la entudiantes*, *la líneas de autobus*....

Mark: 2.3

Communication

Jenny communicates the main points of the task, but her meaning is sometimes unclear, particularly when she is giving information about the newspaper. Her pronunciation is clear and requires little effort from the listener although a few mispronunciations of words makes communication difficult (*gratuito*, *35 céntimos*...).

Mark: 3.1

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