

SPANISH

PRELIMINARY

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Introduction

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

You have received these materials because you are either:

- **a teacher carrying out 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,

or:

- **a teacher using teacher assessment.**

A DVD with four speaking tests which are to be used for both Teacher Assessment and External Assessment is available from the Publications Catalogue (http://www.ocr.org.uk/orderpublications/pubs_catalogue/index.html) as part of the Accredited Teacher Training Pack, which also includes writing test support.

Materials and information in these materials provide additional support for conducting and marking speaking and writing tests. 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.

Only those teachers who are applying for accreditation in order to be able to present the OCR Grade Awards need to complete the assessment in Activity 4 on page 21.

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, on a topic of my choice, expressing opinions and answering simple questions about it.

On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. Your pronunciation should be clear 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 so that it does not 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).

Using teacher assessment speaking tasks will provide a good indication of when learners are ready.

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 overly interfere 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 for a minimum of effort 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.</p>	3.3
	<p>Responses are sometimes extended. Hesitations do not make communication difficult.</p>	3.2
	<p>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>	3.1
<p>There is an attempt to use a range of structures. There are some grammatical errors. There is an attempt to use of range of vocabulary.</p>	<p>Some of the main points of the task are communicated.</p>	2.3
	<p>Responses are not usually extended. Hesitation can sometimes make communication difficult.</p>	2.2
	<p>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>	2.1
<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.</p>	1.3
	<p>Responses are not extended. Hesitation makes communication difficult.</p>	1.2
	<p>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>	1.1
<p>Response below Preliminary (Grade 4) level</p>	<p>Response below Preliminary (Grade 4) level</p>	0

3. External assessment speaking tests

External assessment of speaking leads to a recognised qualification.

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

- The Candidate's Booklet contains the pictures for the interaction task.
- The Examiner's Booklet also contains the assessment materials.
- The Instructions for Internally Conducted Speaking Tests booklet contains 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 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 speaking test

Part	Content	Format	Assessment	Test time	Weighting
Part 1, task 1 Personal information	Personal questions on a topic	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	1 to 1 ½ minutes	60%
Part 1, task 2 Interaction	Picture-based task: description and questions	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	2 ½ to 3 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	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 or you can use any pictures of your own to practise the format of the interaction task and choose your own topics to practise the format of the personal information task.

You can also use the teacher assessment materials in the Teacher Assessment Packs to prepare for the external speaking test.

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 Instructions for Internally Conducted Speaking Tests booklet. If you do not have an Instructions booklet, a copy 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 pictures and the questions. This will help you select the best task for each candidate and also to think of follow-up questions as necessary.
- Look at the pictures in Part 1, task 2, in advance of the test. The pictures and topics have been chosen to allow a range of vocabulary to be covered. Ensure that areas of vocabulary and topics are not repeated in 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. 'What do you do at the weekend?' rather than closed questions, which only require a yes/no answer, e.g. 'Do you play tennis?'.
- 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 see that the assessment criteria are being interpreted and applied in the same way and any differences of interpretation or emphasis can be aired and resolved.
- 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 or all teachers conducting the test in the centre to see 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 or all 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

Whether you are a **teacher carrying out external assessment of speaking tests** or a **teacher using teacher assessment**, this section is relevant to you. The DVD provided with the Accredited Teacher Training Pack or the Teacher Assessment Pack contains four examples of the external assessment speaking test. However, the principles and standards exemplified on the DVD can also be used equally well with teacher assessment speaking tasks.

The visual material and the interlocutor frame used in the speaking tests on the DVD can be found on pages 14-15. (The **Instructions for Internally Conducted Speaking Tests 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 speaking test.

1. Watch test 1. You should particularly focus 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. Note that there is a clock or watch in view which is used regularly to check the timing of each part of the test. 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 pictures 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 pictures used with different candidates, and to choose pictures that will elicit different vocabulary to that which is used in the Personal Information 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 16-17. 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.

Resources for activities 1 to 5: Interlocutor frame

This is the interlocutor frame and pictures 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 topics for the personal information questions and a number of different visual tasks. The teacher selects the most appropriate ones for each candidate.

Part 1: Task 1 1–1½ minutes

Introduction	Hello. Come in and sit down. We're going to do your Spanish Speaking test. We'll do most of it in Spanish, but I'll tell you some things in English, so you know what to do. Right, let's start.
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Note: A choice of topics will be provided.

Free time	Vamos a hablar de tu tiempo libre. ¿Qué haces el fin de semana? ¿Ves mucho la televisión? ¿Adónde vas con tus amigos? ¿Qué hacéis juntos? ¿Usas un ordenador en tu tiempo libre? ¿Para qué?
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1 Note: A choice of pictures will be provided.

Studying

Part 1: Task 2 2½–3 minutes

Introduction	Now I will speak in English again. Here is a picture that shows people studying. [<i>give photo to candidate</i>]. Have a look and then I will ask to talk about it. <i>[wait 15 seconds]</i>
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Photo content	Y ahora en español. Háblame del lugar. Háblame de la gente.
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General comment	¿Cuáles asignaturas haces en el instituto? ¿Qué hay en tu clase? ¿Prefieres estudiar solo/a o con amigos? ¿Por qué? ¿Usas un ordenador en el instituto? ¿Para qué?
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Part 2 2 minutes

Presentation	Right, let's speak in English again. Now I'd like to hear your presentation and then I'll ask you two questions. Y ahora en español. ¿Quieres empezar? Gracias. <i>[ask 2 questions]</i> Let's finish in English. That's the end of your speaking test.
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Part 1 Interaction task picture



Worked commentary for activity 2

Candidate: Tom

PART 1

Personal information

Tom gives mostly clear and confident answers to questions about his free time, extending some of his answers: '*voy al cine con mis amigos*', '*voy a comprar con mi hermano*', '*me gustan los Simpsones porque es...*' Some of his responses are short '*mucho*', '*Star Wars*', but he adds information when prompted by the examiner. He makes a couple of mistakes: '*no momenta mucho*' and '*diverto*'.

Interaction task

When asked to talk about the place, Tom produces two statements about the picture, which are clear though grammatically flawed: '*Hay mucho estudiantes y muchos ordenadores*', '*no hay la profesora*'. Tom does not understand the examiner's question about school subjects '*Qué tipo de asignatura es?*', but he is able to reply when it is reworded. [Note: possibly the phrasing of this question is too difficult for the level, the examiner could have asked '*qué asignatura es?*']. His next two replies are clear and confident: '*Sí, me gusta mucho*', '*Geografía, francés e inglés*'. Tom does not understand the question '*preferes estudiar con ordenadores?*'. (Again, the wording is possibly difficult), but he manages to reply after some repetition.

ASSESSMENT

Language

Tom uses a range of vocabulary and structures successfully '*voy a, es interesante, me gusta, hay, estudiantes, ordenadores, profesora, informatica*'. However, there are a few errors (see above) which keep him at the bottom of Band 3.

Mark: 3.1

Communication

Tom communicates the main points of the task clearly and his responses are sometimes extended. He does not understand two of the questions, which need to be repeated, but he then manages to reply. Although he mispronounces the plural of '*ordenadores*' and the first vowel sound of '*inglés*', his pronunciation is clear and requires no effort from the listener.

Mark: 3.2

PART 2**Presentation**

Tom has chosen to talk about his holidays. He describes his activities confidently '*normalmente voy a Francia*', '*visité mis abuelos con mi familia*', '*jugar al tenis y baloncesto con mis dos hermanos*', though his use of tenses is at times confusing '*visité*', '*jugar*', '*voy*'. Tom uses a range of vocabulary.

The examiner then asks him two questions, the first one in the past '*Te gustaron tus vacaciones?*'.

Tom gives a full answer in the present '*Si, me gusta mucho porque es interesante y fenomenal*'. His reply to the second question is extended, though there are mistakes '*Voy a ir a Ecocia con mis amigos, en montañas, hace camping and jugar muchos al futbol.*'

ASSESSMENT**Language**

Tom uses a range of structures (see above) and vocabulary '*museos de guerra*', '*abuelos*', '*en avion y coche*'. However, he makes a few grammatical and vocabulary errors (see above), thus putting himself at the bottom of Band 3.

Mark: 3.1

Communication

Tom communicates the main points of the task, though some of his utterances are a bit confusing because of his use of tenses. His responses to questions are extended. There is a good attempt to use Spanish pronunciation, though there are some errors '*ei*' for final '*e*' as in '*normalmentei*', '*cochei*', and wrong stress '*tenis*'.

Mark: 3.2

5. Confirming the standard using the DVD

Activity 3: Based on test 2

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

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

1. Watch test 2.
2. A comment sheet is provided opposite. 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, explaining why you have chosen each mark you have given.
3. Now read the commentary provided in the appendix on pages 26-27 and compare the comments and marks with your own.
4. How does this candidate compare to the one in test 1? Consider your own learners and identify one whose spoken language is more in line with this second candidate and apply the criteria to an example of his/her spoken language.
5. If you are unclear about the assessment, re-read all the information provided and watch tests 1 and 2 again. Test 4 on the DVD is an extra test that can be used for further discussion purpose. However, a commentary is not provided to accompany this test.

Self-assessment comment sheet for activity 3

Candidate:

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

6: Making the link with teacher assessment speaking tasks

Teacher assessment and external assessment

The teacher assessment speaking tasks are separately targeted at grades 4, 5 and 6 in contrast to the external assessment speaking tests which test across the three grades of the stage. When the required number of teacher assessment tasks has been completed, a Grade Award can be signed and presented by an Accredited Teacher. This is not a nationally recognised qualification but can have a very good motivational effect as it rewards the small steps of progress made at grade level. The two different types of assessment complement each other but are completely separate. You can choose to do just external assessment, just teacher assessment or both.

How are teacher assessment tasks marked?

The tasks in teacher assessment consist of a Teacher's Notes page and a Learner's Page. If you are not familiar with the teacher assessment tasks, an example of a Teacher's Notes page and a Learner's Page taken from speaking tasks at Grade 5 in the Teacher Assessment Pack at Preliminary Stage is given in the appendix on pages 24-25. These pages are in English. In the actual Teacher Assessment Pack the parts that are shaded are all in the target language or are culturally relevant (e.g. visual resources).

Each Teacher's Notes page gives clear indications of what the learner has to do to achieve the task. Marking notes and assessment criteria are given. As for external assessment, two criteria are used: communication and language. Communication refers to the learner's ability to complete the tasks and how successful he/she is at conveying the required information. Language refers to the range of vocabulary and sentence structures and the grammatical accuracy that the learner demonstrates. Absolute accuracy is not expected.

However, the assessment criteria in the teacher assessment tasks are different to those used for external assessment as they are only assessing at one grade, not across the whole stage. They are adapted for each task to make it easier to apply them to the task in question. Up to 3 marks can be awarded for each criterion, giving a total of up to 6 marks for each task.

If you are using the teacher assessment speaking tasks you may find the 'Tips for conducting a speaking test' on page 9 useful and relevant. Although not a requirement for teacher assessment, it can also be very beneficial to carry out internal standardisation in your centre. The process is explained on pages 10-11.

7. Applying for Accredited Teacher status

Becoming accredited

When students have successfully completed two speaking tasks at a particular grade from the Teacher Assessment Pack they have demonstrated that they have achieved the grade. Accredited Teachers may then sign and present a Grade Award to them. If you wish to become accredited you will need to complete the following assessment to show that you understand the standard expected in speaking at Preliminary Stage. This is achieved by **assessing an external assessment speaking test** which tests across the whole stage using the speaking assessment criteria on page 7.

Activity 4: Based on test 3

Purpose: This test is provided to assess those teachers who wish to become Accredited Teachers.

This test is labelled on the DVD as for accreditation purposes. **It is not necessary to complete this assessment exercise to carry out External Assessment Speaking Tests. Only those teachers applying for accreditation for teacher assessment will need to complete this exercise.**

1. Watch test 3.
2. Assess the candidate, using the assessment criteria on page 7.
3. On the accreditation sheet, write brief notes about the conduct of the test (e.g. timing, examiner performance) for each part.
4. Finally, explain each of the marks you have awarded using examples from the candidate's performance.
5. Return the accreditation sheet to OCR for accreditation purposes.

8. Further example

Activity 5: Based on test 4

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

This test is an extra activity that you can use for training purposes in your centre to generate discussion about assessing performance in each of the criteria, examining technique, timing etc. You may like to discuss how the performance would relate to learners in your language.

APPENDIX

1. Preliminary teacher assessment Grade 5 task A
2. Self-assessment commentary for activity 3

Teacher's Notes

"I can give a short prepared talk, on a topic of my choice, including expressing my opinions."

Instructions Learners work in pairs. They are given a visual list of different types of TV programmes. They choose one they like or dislike and they talk to each other about it. A grid with ideas about what to say is provided for support.

Answering Learners do not have to follow the grid but they should be able to say 4 different things in Spanish about their favourite/least favourite TV programme, including an opinion. They must not refer to any notes in Spanish.

Marking notes Each learner is assessed individually. The task is assessed globally on the basis of both communication (up to 3 marks) and language (up to 3 marks). Please do not use half marks.

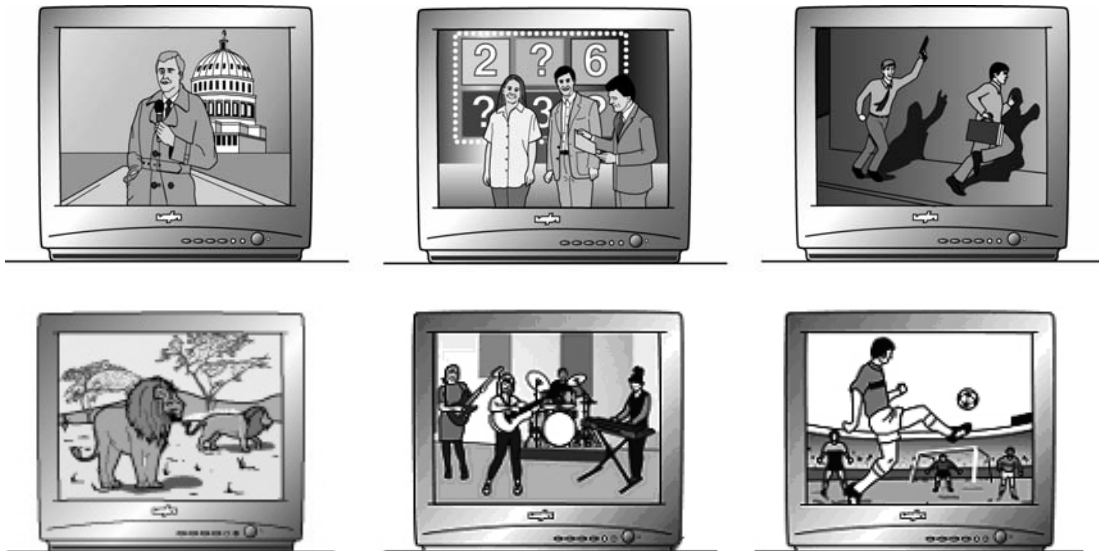
COMMUNICATION	LANGUAGE
<ul style="list-style-type: none"> • all four points are communicated • there is a good attempt to use the target language pronunciation • understanding requires little effort from the listener 	<ul style="list-style-type: none"> • a range of vocabulary is used successfully • a range of structures is used successfully (e.g. sentences do not all begin the same way; there are some longer sentences, with connectives) • language is generally accurate
<ul style="list-style-type: none"> • if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark 	<ul style="list-style-type: none"> • if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

Pass 4 out of 6 marks (communication + language)

Adapting the task The teacher can adapt this task by changing the topic: learners could talk about a type of book, meal, magazine, club etc. A support grid in English with guidelines of what to say should always be provided.

Learner's Page

You are going to talk about a TV programme. Think about different types of programmes, as illustrated below, and then choose a programme you particularly like or dislike. There is a grid in English to give you ideas of what you could say. You must say 4 different things in Spanish about the programme, including why you like or dislike it. When you have prepared your talk, work with a partner and practise your talks. When you are ready, ask your teacher to listen to you. You may not refer to any notes you have made in Spanish when you talk about your programme to the teacher.



My TV Programme
Name and type of programme:
When it is on TV (day(s), time(s)):
What happens? What is it like?
Why I like/dislike it:

Self-assessment commentary for activity 3

Candidate: Chris

PART 1

Personal information

Chris answers most of the examiner's questions about his free time. However, his reply to the first question is in the past tense '*jugué*' and he does not respond clearly to the second question '*alle? mis amigos*'. His replies to the next three questions are hesitant but clear '*Si, veo la programmas deportivos*', '*mi programa favorito is Match of the Day*', '*.... es interesante*'.

Interaction task

Chris does not deal well with the photograph task. After a good first sentence '*hay muchos ordenadores y muchas personas*', he is unable to respond to the first question. When the examiner repeats it, he answers in French '*enfants*'. He can only reply to the second question when the examiner offers him some options. The same is true of the next question, which elicits another response in French '*informatique*'. Chris does not understand the question about other subjects he studies or the question about whether he likes using computers.

ASSESSMENT

Language

In the personal information section Chris uses some simple structures and vocabulary, but there is no attempt to use a range of structures or vocabulary in the Interaction (see above). This restricts him to Band 1.

Mark: 1.3

Communication

Chris communicates some of the main points of the task in the Personal Information section. In the Interaction section he manages to communicate a few points after repetition and prompting by the examiner. His pronunciation requires some effort from the listener, particularly when he uses French sounds '*intéressant*', '*informatique*'.

Mark: 2.1

PART 2**Presentation**

Chris chooses to talk about his holidays. He produces some correct utterances '*voy a España*', '*voy en avión*', '*voy de compras*', '*el año pasado visité*', '*visito muchos museos*'. However, he uses some French words and expressions '*la plage*', '*future*' and his presentation is at times repetitive (he uses '*voy*' eight times) and at times unclear because of a mixture of present and past tenses. His response to the first follow-up question is incorrect '*en car*' and he is unable to answer the second question.

ASSESSMENT**Language**

Chris attempts to use a range of structures, but there are many errors (see above + '*voy mis familia*', '*visite en Francia*', '*veo match di foot*'). These errors drop his performance to the lower end of Band 2.

Mark: 2.1

Communication

Chris communicates some of the main points of the task in his presentation, though he is unable to answer the follow-up questions. His pronunciation is at times unclear and requires some effort by the listener ('*n*' for '*ñ*' in '*año*', '*muzios*' for '*museos*', and use of French sounds).

Mark: 2.1

