

GCSE

French/German/Spanish

Unit **A702/A712/A722**: Guide To Controlled Assessment Speaking

General Certificate of Secondary Education

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Moderation of GCSE MFL Speaking

French A702 / German A712 / Spanish A722

**Guide to Controlled Assessment Speaking
Section 5: Teacher Guidance on task
marking**

5 Teacher guidance on task marking

5.2 Unpacking assessment objectives in Controlled Assessment tasks

Preparing to assess

Before starting any assessment make sure that the work itself fulfils the **requirements of the unit** and allows students the possibility of showing the best of what they can do.

- Before assessing the first candidate read carefully through the **assessment criteria**.
- Be very clear about what you are assessing for each category of the assessment criteria. There may be cases, for example, where a candidate communicates a great deal of information and so achieves a high mark in that category, but the quality of language or the pronunciation and intonation may be inconsistent and merit a different mark band. Be careful to listen to the candidate's performance in such a way as to be able to make clear distinctions between each category of the assessment criteria and award marks appropriately.
- If there is a gap of a few days between assessing groups of candidates it may be useful to plan to listen again to some candidates to make sure that you apply consistent standards.
- Similarly it is a good idea to listen to some candidates from the previous assessment series each time you start a new round of assessments. If you have a **moderator's report** from the previous series take the comments into account; they can be very helpful in developing a consistent approach.

5.3 Interpretation of the Controlled Assessment marking criteria

Assessment objective and standards

The assessment of speaking derives from assessment objective AO2 in the national subject criteria: Communicate in Speech

Grade descriptions, within the specification, have been provided to give an indication of the standards of achievement likely to have been shown by candidates awarded grades A or C or F.

Grade A

Candidates initiate and develop conversations and discussions, present ideas and information, and narrate events. They express and explain ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with accurate pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Grade C

Candidates take part in conversations and simple discussions, which contain a variety of structures and may include different tenses or time frames. They express personal opinions, present information and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Grade F

Candidates take part in simple conversations, can present simple information and can express their opinions. Their pronunciation is understandable, and although there may be grammatical inaccuracies the main points are communicated.

Using the criteria

Task(s) should be assessed by the teacher according to the assessment criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, select the description that most closely describes the level of the work being assessed.

Marking should be positive, rewarding achievement and the production of successful language throughout the test rather than penalising failure or omissions. The award of marks **must be** directly related to the assessment criteria.

Listen carefully to the candidate. In each of the **three categories (Communication, Quality of Language, and Pronunciation and Intonation)** try to locate the candidate in a band, initially, and then allocate a mark within that band. Do this only once the test is complete, so that your mark can be global, it is usually best to mark immediately at the end of the test whilst the performance is still fresh in your mind.

To select the most appropriate mark within the band, use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the higher mark should be awarded
- Where the candidate's work *just* meets the statement, the lower mark should be awarded.

Teachers should use the full range of marks available and must award the top mark in any band for work which fully meets the description. This is work which is 'the best that could be expected from students working at this level'.

One mark per assessment category is required. The final mark for each task is out of a total of 30. The marks for each task are then added together to give a total mark for the unit out of 60.

ASSESSMENT CRITERIA: SPEAKING

| | | |
|-------------------|------------------------------|-----------------|
| Task One | Communication | 15 marks |
| | Quality of Language | 10 marks |
| | Pronunciation and Intonation | 5 marks |
| | Total | 30 marks |
| Task Two | Communication | 15 marks |
| | Quality of Language | 10 marks |
| | Pronunciation and Intonation | 5 marks |
| | Total | 30 marks |
| UNIT TOTAL | | 60 marks |

| Communication 15 marks | |
|-------------------------------|--|
| 14 - 15 | The candidate responds fully to all tasks/questions, including open-ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued. |
| 12 - 13 | Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus. |
| 10 - 11 | Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information. |
| 8 - 9 | Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation. |
| 6 - 7 | Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions. Makes some attempt to deal with unpredictable elements. Hesitant at times. |
| 4 - 5 | Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions. Attempts to link straightforward ideas. Hesitation usually in response to unpredictable elements. |
| 2 - 3 | Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive. Communicates briefly in response to direct questions. Hesitant delivery. |
| 1 | Conveys only isolated pieces of information, even in response to very simple tasks/questions. Brief and monosyllabic. Single words in response to questions and delivery is slow and hesitant. |
| 0 | Communicates no relevant information |

| Quality of Language 10 marks | |
|-------------------------------------|---|
| 9 - 10 | Confident and accurate use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Very fluent, coherent and consistent – only one or two instances of minor errors, usually in the most ambitious language. |
| 7 - 8 | A good range of structures and vocabulary, including verb structures and tenses. Uses more complex language features, but makes some mistakes. Fluent most of the time and overall in control of the material. |
| 5 - 6 | Uses a range of straightforward structures and vocabulary, which may include different tenses or time frames. Can connect verbs. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent. |
| 3 - 4 | Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible. |
| 1 - 2 | Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure. |
| 0 | Nothing coherent or accurate enough to be comprehensible |

| Pronunciation and Intonation 5 marks | |
|---|--|
| 5 | Very accurate for a non-target language speaker though there may be some minor slips. |
| 4 | Mostly accurate with occasional errors. |
| 3 | Generally accurate, though there may be some instances of first language interference. |
| 2 | Inconsistent but still some instances of accurate pronunciation and intonation. |
| 1 | Very few instances of clear pronunciation and intonation, significant first language influence prevents clarity. |
| 0 | Nothing coherent enough to be comprehensible. |

Communication 15 marks

When assessing the work for communication, teachers must consider both parts of the assessment, the presentation/interview/transactional part of the role play/discussion, and the unexpected element. Teachers must ask **unexpected** questions to elicit a spontaneous response, based on the candidate's prepared work, and their knowledge of the candidate's ability. If a candidate shows that, as well as communicating the essential elements of the topic, they can deal with these unexpected questions, with only occasional hesitation, teachers should award within the 8-9 band for communication.

Similarly, to access full marks for communication candidates must respond fully to all tasks and unexpected questions, and have developed and justified their ideas and points of view. To be able to do this, they will have to be able to use a variety of tenses, vocabulary and structures, as specified within the grammar list in the specification.

Key words within the bands

| | |
|-------|--|
| 14-15 | fully, develop, justify , individual ideas and points of view, spontaneously |
| 12-13 | usually, extra , routinely, sometimes develops/explains own ideas, confidently |
| 10-11 | enough , competently, sometimes, more than straightforward, often |
| 8-9 | tackles, communicates , readily, some, occasional |
| 6-7 | unevenly , tries, some opinions, some attempt, hesitant at times |
| 4-5 | simple , short, occasionally , attempts to link, hesitation |
| 2-3 | a few , simple, sometimes irrelevant/repetitive, hesitant |
| 1 | isolated, brief , monosyllabic, single words, slow, hesitant |
| 0 | nothing relevant |

N.B. A mark of **0** for communication will mean a mark of 0 for Quality of Language and Pronunciation/Intonation

Quality of Language 10 marks

As it suggests, Quality of Language, identifies and categorizes the variety of language the candidate produces, including the variety of vocabulary, verb tenses, and structures attempted.

Key words within bands

| | |
|------|---|
| 9-10 | confident, accurate, wide variety, very fluent, coherent , consistent, ambitious, odd minor error |
| 7-8 | good range , more complex, some mistakes, most of the time, overall control |
| 5-6 | a range , straightforward, can, sufficiently accurate, clear, reasonably coherent |
| 3-4 | some awareness, overall inconsistent, straightforward , everyday, sufficiently accurate |
| 1-2 | a few accurate phrases, very simple |
| 0 | nothing comprehensible |

'**Wide variety**' means using a wide range of grammar from both the foundation and higher grammar lists, including a variety of tenses, adverbs and adjectives, quantifiers and intensifiers, linking words, both subordinate and co-ordinating. Candidates who only use grammar from the foundation grammar list will not be able to access the higher bands for quality of language.

Pronunciation and Intonation 5 marks

This assessment category concerns the level of accuracy in delivery of the candidate's language and is fairly self-explanatory. The key point to bear in mind for band 5 is that the candidate does not need to be a target language speaker! It may be that it is difficult to tell whether they are or not. As long as they are **very accurate**, they are allowed **some minor slips**.

'**Minor slips**' means odd errors, which do not prevent communication and could even occur with a first language speaker, e.g. confusion of gender.

In Band 4, candidates are allowed occasional errors; these may be major and cause ambiguity in complex structures, though they will be few in number.

In Band 3, first language interference will be noticeable on occasions.

In Band 2, there will be some clarity, but some delivery may not be clear, due to pronunciation and intonation, i.e. there will be a lot of mistakes.

In Band 1, communication will be seriously impaired, and an award of 0 will mean that nothing can be understood.

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