

**General Certificate of Secondary Education**  
**Modern Foreign Languages**  
**Portuguese - Speaking**  
**Specimen Paper**

**A832**

**Additional materials:** none

## INFORMATION FOR CANDIDATES

- There are two parts to this Speaking Test:
  - Part 1: Topic Presentation (maximum 1 minute) and Discussion (maximum 4 minutes) [25 marks]
  - Part 2: General Conversation (maximum 5 minutes) [25 marks]
- The preparation time is 10 minutes and you can:
  - make notes on the Speaking Test Notes Form (40 words maximum – 5 bullet points each with 8 words maximum)
  - use a bilingual dictionary to look up/check words
- In Part 1 of the test you can use the Speaking Test Notes and up to 5 visuals or objects.
- You cannot use a dictionary during the taking of the test.
- You must respond to the examiner's questions, giving information on the topics as well as explaining and justifying your ideas and points of view.

This document consists of **4** printed pages.

**Part 1 Topic presentation and discussion (5 minutes)****You can choose to present and discuss:**

- one of the OCR main topics
- one of the OCR sub-topics
- a topic of your own choice

**Examples of topics**

Possible topics are:

1. Home and local area: what you can do and see in my local town: what there is, what people do – have done – will do, opinions people have, what would be good, a really interesting event or activity – now or in the past or in the future.
2. Getting around in my local area: what transport there is, what people usually use, what the problems are, what changes could be introduced, what people in other towns/areas use to get around.
3. Health and sport: how to get good at a sport (or any other sport): information on what to do, equipment needed, training required, why choose this particular sport, what people think about it, any issues associated with it, a really interesting/important event or activity connected to this sport -, how this sport might change and develop.
4. Leisure and entertainment: celebrating a special event: what it is, why and how it's celebrated, what people do – are there different ways to celebrate it, a really interesting/important event/activity linked to this particular celebration - now or in the past or in the future, what you did/will do, what would be interesting to change and why.
5. Making a short film clip: why and how, what you need to make it, interesting films that you have seen or made, what would be really interesting to make a film about – why? What difficulties are there?
6. Home and local area: what to do about rubbish in my local area or in an area where the language is used: what happens now – what I do/people do and why, what problems there are, has there been a particular problem, what people or local authorities could do, what would be really interesting/innovative to do.
7. Education and work: part time working: what you can do in my local area, what I do and why, what the work is like, what skills/knowledge you need, what would be really interesting to do, an interesting event or activity linked to a part time job - now or in the past or in the future or what other people do.

**The OCR topics and sub-topics are:**

- 1 Home and local area
  - Life in the home; friends and relationships
  - Local area, facilities and getting around
- 2 Health and sport
  - Sport, outdoor pursuits and healthy lifestyle
  - Food and drink as aspects of culture and health
- 3 Leisure and entertainment (includes online)
  - Socialising special occasions and festivals
  - TV, films and music
- 4 Travel and the wider world
  - Holidays and exchanges
  - Environmental, cultural and social issues
- 5 Education and work
  - School life in the UK and in the target language country or community
  - Work experience, future study and jobs, working abroad

**Presentation – (maximum 1 minute)**

You should introduce the topic and explain why you want to discuss it, explaining why it is interesting and important to you.

**Discussion – (maximum 4 minutes)**

In this part of the test your teacher will ask questions about the topic. You will have to give information about the topic, about events connected to the topic - and explain ideas and points view (your own or those of others connected to the topic).

**Support materials**

You can use 1 or up to 5 visuals or objects and your notes on the Speaking Test Notes Form.

**Type of language required**

You will need to use:

- a variety of vocabulary
- different types of sentences
- different verb tenses

It is important also to speak clearly and confidently with accurate pronunciation and intonation.

**Part 2: General Conversation (5 minutes)**

- Your teacher will give you a choice of three topics and you choose one of them
- It must be different to the topic in Part 1
- Your teacher will discuss the topic straightaway (there is no presentation).

**Type of language required**

You will need to use:

- a variety of vocabulary
- different types of sentences
- different verb tenses

It is important also to speak clearly and confidently with accurate pronunciation and intonation.

**Assessment**

Both parts of the speaking test are marked for:

1. Content and communication:

- information and events linked to the topic
- explanations of ideas and points of view linked to the topic.

2. Quality and range of language used

3. Pronunciation and intonation

The maximum mark for this paper is **50**.

SPECIMEN

## **Security of the Test Material**

**Please note that you must examine your candidates in accordance with the Random Order Sheet.**

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used by the teacher for preparation or testing. At the end of each Speaking Test session all items must be accounted for.

## **Quiet Conditions**

These are essential. The examination room should be free from any noise or disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that the Speaking Test is in progress.

## **Separate Preparation Room**

This is essential. It should be near the examination room and should not be part of a corridor. Other students should not have access to the area and it should be equipped with a table where candidates can prepare their tasks.

## **Preparation time**

This must be 10 minutes per candidate.

## **Support materials**

The candidate is allowed

- to make written notes during the preparation time (up to a maximum of 40 words, set out as 5 bullet points (each with 8 words maximum) – and write these on the OCR Speaking Test Notes Form
- to use a bilingual (i.e. English/target language) dictionary during the preparation time

There should be no immediate contact between candidates preparing and those who have finished the Speaking Test.

## **Invigilation**

OCR recommends that an invigilator supervises the candidates while they are preparing for the test.

## **Conduct of the Speaking Test**

The Speaking Test is a single tier exam and consists of two speaking tasks.

The Speaking Test will last 10 minutes.

The first candidate should be given a maximum of 10 minutes to prepare and then each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

## Recording the Speaking Tests

The Centre **must** record all candidates and send all the recordings and the completed mark sheets to either the OCR repository (if sent electronically) or the external OCR Examiner.

The recording of each task should be continuous and must not be edited in any way. At the beginning of each recorded file, the teacher or supervisor should give the following information:

Date of the recording  
Centre number  
Candidate number and name  
Unit number and component number

Both the candidate and the teacher should be audible.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the recording.

Each CD or DVD should be labelled with the Centre number and unit number. To label CDs and DVDs appropriate marker pens should be used. The use of biro, for example, may make the contents of the disk unreadable. Centres should also complete each CD/DVD insert.

For more technical information, consult the OCR website and the document *Digital Audio Technology: Guidance to Centres and Assessment Personnel*.

## Completion of Mark Sheets

The teacher / examiner must complete an individual mark sheet for **each** candidate with:

- Candidate name and number
- Centre number
- Name of teacher / examiner
- Date of test
- Title of topic for General Conversation

When the tests are complete, you must send the following to the OCR Assessor or repository:

- All attendance registers
- All individual mark sheets
- The clearly labelled recordings of all candidates' tests

It is essential that recordings are packed securely to ensure safe delivery when sent through the post.

The Examinations Officer at your Centre will receive the name and address of the OCR Assessor. If you have carried out the Speaking Tests before this arrives, please keep the recordings secure in the meantime.

**All materials must be received by the OCR Assessor by no later than May 15.**

## Absent Candidates

If any candidate(s) are absent on the day(s) set aside by the Centre for the Speaking Tests, they may be tested at another time **within the specified period**. The following items must be despatched immediately after the Speaking Test:

- The candidate's recording
- The candidate's individual mark sheet

## Elements of the Speaking Test

It is essential that candidates complete all parts of the Speaking Test as set out below.

**Note:** Candidates cannot be compensated for any part that is omitted.

Part 1	Presentation and discussion	(1 minute + 4 minutes)
Part 2	General Conversation on 1 topic	(5 minutes)

## Mark Scheme

Part 1	Presentation and discussion	Content and communication	10 marks
		Quality and range	10 marks
		Pronunciation and intonation	5 marks
Part 2	General Conversation	Content and communication	10 marks
		Quality and range	10 marks
		Pronunciation and intonation	5 marks
<b>Total</b>			<b>50 marks</b>

**GENERAL NOTES****Part 1: Presentation and discussion (maximum 5 minutes)**

Candidates are expected to introduce their topic for no longer than 1 minute and the teacher / examiner develops the discussion using further differentiated questions according to the candidate's ability.

**Part 2: General Conversation (maximum 5 minutes)**

The teacher/examiner offers the candidate a choice of 3 topics from the list printed on the Random Order Sheet.

Candidates choose to discuss 1 topic.

The teacher/examiner must ask open-ended questions that require the candidate to express opinions and justify individual ideas and points of view.

**Note: Candidates must discuss 2 different topics.**

## Sample Random Order Sheet

Candidate	Topics
1 / 2 / 3	<ol style="list-style-type: none"><li>1. School life in the UK and in the target language country or community</li><li>2. Holidays and exchanges</li><li>3. Socialising, special occasions and festivals</li></ol>
4 / 5 / 6	<ol style="list-style-type: none"><li>1. Sport, out door pursuits and healthy lifestyle</li><li>2. Life in the home; friends and relationships</li><li>3. Work experience, future study and jobs, working abroad</li></ol>
7 / 8 / 9	<ol style="list-style-type: none"><li>1. Environmental, cultural and social issues</li><li>2. TV, films and music</li><li>3. Local area, facilities and getting around</li></ol>

SPECIMEN

**Assessment Criteria**

<b>Content and communication 10 marks</b>	
<b>9 - 10</b>	The candidate responds fully to all questions, including open ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information confidently and spontaneously without being cued.
<b>7 - 8</b>	Responds well to questions, including open-ended ones. Routinely gives relevant information, expresses opinions and provides justifications. Sometimes develops and explains own ideas. Generally confident.
<b>5 - 6</b>	Communicates information and responds to questions. Readily expresses points of view. Can deal with some open-ended questions. Only occasional hesitation.
<b>3 - 4</b>	Gives some information and expresses some opinions. Makes some attempt to deal with open-ended questions. Hesitant at times.
<b>1 - 2</b>	Communicates with simple, short pieces of information in response to straightforward questions. Can express simple opinions. Attempts to link straightforward ideas. Hesitation usually in response to open-ended questions.
<b>0</b>	Communicates no relevant information.

<b>Quality and range 10 marks</b>	
<b>9 - 10</b>	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
<b>7 - 8</b>	A range of clause types, with some consistent manipulation of verb structures and tenses. Successful with complex language features, though with some inaccuracy. Overall, in control of the material.
<b>5 - 6</b>	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
<b>3 - 4</b>	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
<b>1 - 2</b>	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
<b>0</b>	Nothing coherent or accurate enough to be comprehensible.

<b>Pronunciation and intonation 5 marks</b>	
<b>5</b>	Pronunciation and intonation extremely accurate for a non-target language speaker. Only one or two instances of error.
<b>4</b>	Pronunciation and intonation very accurate for a non-target language speaker.
<b>3</b>	Pronunciation and intonation generally accurate.
<b>2</b>	Pronunciation and intonation are fair, but inconsistent.
<b>1</b>	Incorrect pronunciation and intonation frequently prevent clear communication.
<b>0</b>	Nothing coherent or accurate enough to be comprehensible.

**Assessment Objectives Grid**

	<b>AO2</b>	<b>Total</b>
<b>Part 1</b>	25	<b>25</b>
<b>Part 2</b>	25	<b>25</b>
<b>Total</b>	<b>50</b>	<b>50</b>

SPECIMEN