

Controlled Assessment for Speaking

GCSE Spanish

OCR GCSE in Spanish: J732

Unit: A722

Additional Exemplar Material to Support the
Administration and Assessment of
Controlled Assessment for Speaking based on
June 2011 candidate material

GCSE Spanish

A722: Speaking

OCR has produced these support materials to provide additional advice and guidance for teachers preparing candidates for the Controlled Assessment for speaking.

The material covers the long term planning from the perspective of an imaginary Centre for the purpose of demonstrating the processes undertaken. In addition, there is information to highlight the process of task planning from the initial teaching and learning stage through to the final task taking stage and the moderation process. The content can be used for training purposes in MFL departments and can also be adapted to be used with candidates, as teachers deem appropriate.

The material has been produced using scripts from the June 2011 series to illustrate each of the stages of the administration and assessment processes for the effective conduct of Controlled Assessment tasks.

The candidate recordings can be found on the OCR Interchange under:

Coursework and Tests / Support Material / Controlled Assessment Materials.

Type in the relevant unit code (A722) and click on the file: A722 – Exemplar Speaking Files.

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SECTION A

Candidate A

Topic Area 2: Health and sport

1 Long Term Planning

Topic Area 2: Health and sport

Summary

The OCR Topic Area no. 2, Health and Sport, sub-section Sport, Outdoor Pursuits and Healthy Lifestyle, was undertaken in the second term of Year 10.

Planning

A teaching programme of approximately six weeks allowed for the Speaking Controlled Assessment task to be taken just before the half-term break by the majority of the students. The tests of two students who were absent were rescheduled for soon after the break.

2 Teaching and Learning

Unit 2A of the course book (GCSE Spanish for OCR) focuses on 'Sports; outdoor pursuits and healthy lifestyle'. In addition to the work covered in this, or any other course book and the additional resources which complement it, any of the following activities could be introduced to further practice useful language in the build-up to the Controlled Assessment Speaking task.

Some suggested teaching / homework activities	Suggested resources	Points to note
<p>Conduct a survey of students' preferred sports and activities</p>	<p>Questions drawn up by students in pairs or groups (higher ability) List of teacher's pre-prepared simple questions and grid (for ✓ or × answers) for lower ability</p> <p>Key, sample responses practised with those needing such help</p> <p>www.yahoo.es then choose 'deportes' link for names of sports, fixtures, players and news</p> <p>http://salud.univision.com/es/estado-fisico-y-ejercicios/consejos-practicos-como-hacer-actividad-en-familia for article & advice on exercising together as a family</p>	<p>Detail added according to abilities of students (frequency; when; where; how long have been doing; who with; reasons for liking / disliking etc)</p> <p>In addition to the use of first and second person verb forms and pronouns (e.g. ¿Juegas al ...?; ¿Te gusta el ...? Sí, me gusta), an activity requiring reporting on another student's preferences could be used to practice third person forms (e.g. Chris hace el piragüismo los sábados. Le gusta porque ...)</p>
<p>Conduct an interview with a famous person / sports person</p>	<p>www.yahoo.es then search by name</p> <p>http://salud.univision.com/es/%C3%A1lbum-de-fotos/los-m%C3%A1s-deportistas-de-hollywood for Hollywood stars' favourite sports and links to other articles on health issues and sport</p> <p>http://www.youtube.com/watch?v=4Ex3k3yKjYk&feature=related and http://www.youtube.com/watch?v=yup8ifNVcKI&feature=related for brief alternative approach to revising verb endings</p>	<p>Depth and details dependent on ability of students. Angle could be that of normal training period (daily routine and reflexive verb exploitation); a special event / match etc (past tense usage, adjectives, comparisons); biography to present day (past tenses, opportunity for practising wide range of vocabulary and structures already learnt) or more general, broader spectrum but at less complex level, bringing in details of family, favourite food etc for lower ability (consolidating recently learnt structures and vocabulary as well as prior learning)</p> <p>Written activity could follow in form of famous person's blog</p>

<p>Report on a sporting fixture, perhaps from journalist's viewpoint</p>	<p>Mock-up of news / sports broadcast brief report on match / event in audio or audio-visual format as stimulus for students to prepare own</p> <p>http://www.youtube.com/watch?v=iFUAWMMdE7c&feature=related for guitar-playing teacher revising some irregular preterite tense forms</p>	<p>Brief synopsis of a sports event (those who took part; score / outcome; star performances; opinions of event and justifications; next fixture / event)</p> <p>Students could record their reports for playback to class</p> <p>Once format established, use of frame could be used at regular intervals / occasionally to provide brief cover of sport popular with class e.g. local derby match / school competition</p> <p>Written version could follow</p>
<p>Health quiz in game-show format</p>	<p>Whiteboard plus visuals of foodstuffs; drinks and extras (e.g. cigarettes, activities)</p> <p>http://www.muyinteresante.es then choose 'salud' link for articles on health issues and also the comments posted by readers which generally take the form of opinions</p>	<p>Students divided into teams Students decide whether an item / activity is healthy or not</p> <p>Appropriate reasons earn extra points</p> <p>Expression of positive and negative opinions – extra points earned for using expressions beyond the straightforward (e.g. (no) me gusta / es bueno / malo etc)</p>

At appropriate points in the teaching and learning process, students worked in pairs or small groups, recording their exchanges using small, handheld recorders. Speaking practice took the form of an interview and short conversations. Even relatively short exchanges were recorded in order to accustom students to being recorded and to encourage them to analyse areas for potential improvement in terms of pronunciation and delivery (pace, pausing such that meaningful strings are uninterrupted etc).

3 Task Setting

Topic Area 2: Health and sport

The students were aware of the general topic area for their forthcoming Speaking task since the teacher had explained at the beginning of the academic year how the Controlled Assessments for Speaking and Writing would be incorporated into their normal timetable. They had undertaken a written Controlled Assessment in the previous term on the topic studied then, Local Area, so they were expecting to prepare a Speaking task on Sport and Health.

As part of the final work on this topic, the teacher used one of the OCR exemplar tasks relating to Topic Area 2, Health and Sport, from the Guide to Controlled Assessment (Speaking) with her pupils in order to explore with them the sort of structures and vocabulary they might include. This exercise had culminated in a compilation of key structures and vocabulary decided by the pupils and guided by the teacher. The teacher had then set her pupils the task of compiling their own notes, such as they would for the Speaking Notes Form [GCW 937], as a practice exercise and the results were discussed in order to determine good practice in approaches.

The teacher chose to write her own task for the actual Controlled Assessment and ensured that it was not closely related to the work outlined in the paragraph above.

With reference to the Speaking Information Form [GCW 933] which she had prepared, the teacher advised students that the work they had done in class and for homework would assist them in responding to the cues outlining the task but, with higher-ability students, she explained that they should not feel that they had to cover every point if they felt that their interests and ability led them to explore some points in greater depth. With students whose targeted grade was in the range B – D, the teacher advised them to try to prepare something in response to each of the cues in order to demonstrate their ability and give themselves the opportunity to show a range of language.

Students whose targeted grade was below D were encouraged to respond to each cue within the scope of the work they had studied and the teacher advised them that they would be equipped to respond well to at least four or five of the seven cues. In addition, she advised these students to pay particular attention to the questions in brackets, where they appeared, and to ensure that they tried to include some information in response to these sub-cues.

She informed all students that the format for the assessment would be a Conversation and reminded them that she would ask them some questions which they had not specifically prepared but which would be based on ideas that they were familiar with and would be able to recognise and respond to, given that they had been covered at some stage in this topic or another.

French (A702) / German (A712) / Spanish (A722)

Controlled Assessment

Speaking Information Form (Teachers)

French (J730):

German (J731):

Spanish (J732):

Teaching Group:	Year 10 EH	Preparation Start Date:	15/02/2011
Teacher: E Harnham			

Topic Area	No. 2 Health and Sport
Purpose*	Conversation

* Purpose could be: Narration / Conversation / Presentation and Discussion / Role Play / Interview etc.

Task Title: You are speaking to your Spanish friend about lifestyles.
You may include the points listed below.
You will also need to answer unprepared questions on this topic.

Suggestions:

- How healthy is your lifestyle?
What should you do to maintain a healthy lifestyle? [Exercise / diet / sleep?]
- How important is diet?
What should you eat? Which foods should you avoid?
What are your favourite foods? Are these healthy?
- What role does sleep play?
How many hours should you sleep each night?
How many hours do you usually sleep? [During the week / at the weekend?]
- How could you improve your lifestyle? [Exercise / food / drink / sleep / bad habits?]
What advice would you give to others? [Stopping smoking / drinking / other?]
- Is sport important to you?
What sports do you play? [How often / when / where / clubs?]
Have you recently played a match / taken part in a tournament?
- Is exercise good for everyone?
[Stress / social groups / balanced lifestyle?]
[Too much / obsessive / injuries?]
- Other harmful activities [smoking / alcohol / drugs?]

This form is to be retained in the Centre until December following the June examination series.

4 Task Preparation

At the beginning of the first lesson slot scheduled for the Task Preparation, students arrived with their course book, exercise book, a bilingual dictionary and some also had a published language guide. There was lined paper on their desks and seating had been arranged to allow each student enough working space. The teacher issued the Speaking Information Form and read it through to the class. She had decided to do this in order to settle her students.

After deciding what they would like to include, almost all of the students wrote out their ideas in full. They had been advised to write on alternate lines so that, should they later find a mistake or want to expand on a point, they would be able to make neat changes without feeling the need to rewrite the whole piece. The pupils were allowed to take home their notes and develop them further for homework.

At the start of the next lesson, the teacher issued the students a copy of the Speaking Notes Form [GCW 937]. She reminded them of the need towards the end of this session to prepare the notes that they could take into the Speaking test itself and that they could write eight words for each of the bullet points. She reviewed with them some of the approaches they had determined recently to summarise the key points that they felt would be useful as an aide-mémoire, for example, that they might want to write the first few words of responses they had prepared to the cues, or they might write the key words for that response or the main verbs.

Students were aware that, once they had completed their preparation and had written their notes on the Speaking Notes Form, they could practice their delivery quietly in a way that would not disturb other students. They could also prepare outside the classroom as they could take their materials away with them.

Immediately before the Speaking test itself, each student was allowed a further ten minutes in which to consult their notes in preparation as the teacher felt that this would enable pupils to compose themselves.

French (A702) / German (A712) / Spanish (A722)

CONTROLLED ASSESSMENT
Speaking Notes Form (Candidates)

French (A702): German (A712): Spanish (A722):

		Centre Number	12345
Candidate Name	Beatrice Jones	Candidate Number	0017

Topic Area	No.2 Health and Sport
Purpose*	Conversation

* Purpose could be: Narration / Conversation / Presentation and Discussion / Role Play / Interview etc.

Your notes below should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – you can include conjugated verbs.

Task Title: A Healthy Lifestyle

Notes:

1. Mi estilo de vida...
Trato de mantenerme forma
2. Se debe comer... / evitar...
La dieta mediterránea es...
3. Se recomienda dormir...
Durante la semana duermo...
4. Si tuviera más tiempo, haría... jugaría...
nadaría... comería...
5. Demasiado ejercicio - obsesión
Fumar - vicio - relajarse

Candidate Signature: Beatrice Jones

Date: 22/02/2011

This form is to be submitted with the recording for moderation to OCR.

5 Task Taking

Prior to the day when the students were scheduled to take their Speaking tasks, the teacher had set up a system of electronic folders in a secure area of the school's computer server. Within the area for Modern Foreign Languages, a folder had been labelled 'GCSE Speaking Tasks' and, within this folder, there were subfolders for each language taken at GCSE and then subfolders for each teaching group and again a subdivision for each student.

She had also drawn up a timetable for the students detailing when they should arrive to take their test. Tests were scheduled at ten-minute intervals.

The MFL department had arranged to use a teaching room and a nearby office where no languages materials would be on show. The tests were conducted in the office whilst the teaching room was used for the final preparation time for each candidate, supervised by an invigilator. The Cover Supervisor arranged for the teacher's classes to be supervised for the day when the tests would be taken.

Each student arrived at the teaching room at their allotted time with their Speaking Notes Form and Speaking Information Form.

At the start of each test, the teacher stated the following:

- Centre number
- Candidate's number and name

The teacher began the conversation and asked relevant questions appropriate to the student's ability and subject matter. She was careful to include some questions which the student could be expected to be able to answer but which had not specifically been suggested for this task. As each student left, the teacher collected the two forms, the Speaking Notes Form and the Speaking Information Form, so that they could be stored securely within the MFL Department.

The teacher recorded the tests using a digital recorder and, at the end of each one, checked that it had been successfully recorded. She gave each recording the file name, 'T2 - Conv [+ candidates' name]' (Topic 2 - Conversation) and immediately filed it in the folder set up previously. The file path for one student was:

- GCSE Speaking Tasks
 - Spanish
 - 10 EH [Teaching set]

- Beatrice Jones

Once all the students had taken their tests, the teacher copied the recordings to CD and finalised the disk so that it could be played on other equipment. She labelled the disk and the CD case insert carefully with every student's details. She then stored this CD in a lockable filing cabinet in the Head of Department's office. She later used this CD to mark her candidates' tests.

6 Application of Assessment Criteria

The commentary on the assessment of the tasks has been provided by the Principal Moderator for GCSE Spanish – Speaking in order to help teachers to understand how the Assessment Criteria should be applied.

The content of the transcripts is designed to provide a phonetic representation of the whole assessment. Therefore, spelling errors and grammar mistakes may be apparent in order to provide a true record of the assessment.

Exemplar candidate recordings are located on Interchange, OCR's secure repository, in the 'Coursework and Tests' menu, under 'Controlled Assessment'. Choose 'GCSE' and 'Spanish' from the drop-down boxes to display the recordings.

The tasks were marked internally by the Centre according to the Assessment Criteria with a total mark of 30 awarded for:

- Communication (15 marks)
- Quality of Language (10 marks)
- Pronunciation and Intonation (5 marks)

The teacher preferred to mark the Speaking tasks after they had been taken rather than simultaneously as she felt that she could not otherwise concentrate on eliciting the best performance from her candidates. Therefore she applied the Assessment Criteria at a later date. As she had attended an OCR INSET session, she felt able to advise her colleagues on the application of the criteria.

Candidate A

Communication

The candidate conveys information confidently. She communicates a lot of information in an intelligent and coherent way; her ideas are well structured by the incorporation of adverbs such as *a veces*, *sin embargo* and *por lo tanto*. She expands on points and provides opinions, points of view and justifications routinely. Besides referring to standard advice on the subject, she introduces some personal points too.

Mark: 12

Quality of Language

The language used is generally accurate and quite varied. There is a good range of vocabulary and some more complex features. The present tense is mainly used but the conditional mood is also demonstrated. The candidate is fluent throughout.

Mark: 8

Pronunciation and Intonation

Mostly accurate with occasional errors.

Mark: 4

Total Marks: 24

Candidate A: Transcript of Assessment

Topic Area no. 2	Health and Sport
Purpose	Conversation
Timing:	5' 00" [from start of candidate's response]

[T] Vamos a hablar un poquito sobre tu salud. Descríbeme tu estilo de vida.

[C] Mi estilo de vida no es muy bien pero trato que mantener en forma y comer el alimento que es bueno para mí. A veces soy demasiado perezoso de jacer mucho ejercicio, sin embargo al colegio tenemos de hacer al menos de cuatro horas de deporte cada semana por lo tanto creo que soy bastante en forma y saludable.

[T] Muy bien. ¿Qué alimentos, entonces, se deben evitar para llevar una vida sana?

[C] Para llevar una vida sana se debe evitar la comida basura y los grasientos. Esta comida es mal para su sana y ... se debe ... mantiene la piel sana y radiante y esta comida no está cosa.

[T] Y ¿qué se recomienda al dormir?

[C] ¿Perdón?

[T] Para dormir, ¿cuántas horas se recomienda dormir? Y, ¿por qué?

[C] Se recomiende dormir al menos de ocho horas cada noche porque es un buen tiempo de reponer su cuerpo.

[T] ¿Qué opinas de lo que tú comes, en particular?

[C] No soy much .. muy saludable que ... comer, pero trato que comer la comida como las ensalada y la fruta pero me gusta la comida como el chocolate *mais*, pero sé que no es muy saludable.

[T] Muy bien. Si tú tuvieras tiempo, ¿qué más harías para estar en forma?

[C] Si tuviera más tiempo, haría más ejercicio, al menos de una hora cada día y ... comer la dieta es físicamente .. y balanceado.

[T] Bueno. ¿Qué consejos darías a otros jóvenes sobre la salud?

[C] Les dería ... diría que se debe evitar los .. la comida basura y los grasientos porque no es bueno para tu salud y jacer una hora de físico cada día.

[T] ¿Recomendarías la dieta mediterránea?

[C] No sé.

[T] ¿Por qué es la dieta mediterránea tan importante?

[C] Porque es bueno para tu salud y tiene buen sabor.

[T] Muy bien. ¿Tú, qué crees? ¿Qué alimentos ayudan a adelgazar?

[C] Para adelgazar ... comer la comida como la ensalada y la fruta. Se debe evitar los dulces y la comida basura.

[T] Y ¿qué pasa cuando el ejercicio físico es una obsesión?

[C] Creo que es muy común que el ejercicio es una obsesión y pienso que es buen que la gente es consciente de su salud pero es ... sé que es tan fácil que gente dice para romper esta obsesión.

[T] ¿Qué opinas de fumar?

[C] Creo que fumar es una buena manera de relajarse uno mismo y es su decisión si desía hacerlo. Personalmente pienso que es un vicio que gente necesita descanso pero no es tan facil como gente dice y es su decisión.

[T] Y, por último, ¿qué no te gusta comer?

[C] No me gusta algunas verduras como la .. el tomate y el aguacate que no tiene buen sabor.

[T] Muy bien, pues eso es todo. Bien hecho.

Section B

Candidate B

Topic Area 4: Travel and the Wider World

1 Long Term Planning

Topic Area 4: Travel and the Wider World

Summary

The OCR Topic Area no. 4, Travel and the Wider World, was studied in the autumn term of Year 11.

Planning

The teaching programme of six weeks meant that the Speaking Controlled Assessment task could be completed before the half-term break.

The teacher used the course book in the Centre (GCSE Spanish for OCR) to cover the normal vocabulary and structures linked to this topic and also practised them using supplementary Reading Comprehension and Listening Comprehension at appropriate moments in the teaching cycle.

Note: Where suggestions are given for possible activities and reference is made to web-based materials, these are clearly only a sample of those available and more are constantly being uploaded. For example, there are many more alternative-approaches-to-grammar items featured on youtube.com which can introduce an element of humour to a class.

2 Teaching and Learning

Unit 4A of the text book focuses on 'Holidays and Exchanges'. In addition to the work covered in this, various activities were introduced to further practice useful language in the build-up to the Controlled Assessment Speaking task. For example, in order to explore a wider range of language, very able students were directed to the website, <http://es.viajes.yahoo.com/> and to two diary postings in Spanish, the first on a trip to San Francisco:

http://es.viajes.yahoo.com/viajes-journal-1288468-san_francisco;_ylt=ArryteVPYRbJ5gxduMW2oWPG_Yd4?journalnum=1

the second on a holiday in Stockholm:

http://es.viajes.yahoo.com/viajes-journal-1133913-mi_viaje_a_estocolmo;_ylt=ArryteVPYRbJ5gxduMW2oWPG_Yd4?journalnum=1

The teacher had to point out some spelling and accent errors and assist her students with more colloquial expressions in the text but students enjoyed the freer exercise and selected some expressions for their own work. With less-able students she explored a range of holiday destinations and appropriate activities for each destination in a matching exercise. The students were then set the task of selecting a destination and making a few simple diary entries, incorporating the phrases from the matching exercise and other common, useful preterite verb forms (e.g. fui, visité; viajé; llegué; vi; comí; bebí; saqué; compré; salí etc). These were then shared in class as a narrative of different types of holiday (skiing; beach; city break; luxury cruise etc) and the opportunity taken to pool some language and extend and elaborate on sentences.

3 Task Setting

Topic Area 4: Travel and the Wider World

Purpose: Conversation about Holidays

Following discussion of the proposed format ('Purpose') of the task with her students, the teacher drew up the Speaking Information Form [GCW 933]. She had advised her students that, as they had acquitted themselves well in their first Speaking task, the format of which was a Conversation, it would be necessary to adopt a different format on this occasion since it would not be possible to submit two Speaking tasks of the same type. Therefore, a Presentation and Discussion task-type was decided upon.

As with their first Speaking task, the teacher advised her students of the value of the work they had done in class and for homework in preparing them for the task. She again gave advice tailored for different ability levels in terms of individual approaches to the cues on the Information Form and reminded them that, besides the items they would specifically prepare, she would also ask them some additional questions which would be based on ideas that they were familiar with and would be able to recognise and respond to, given that they had been covered at some stage in this topic or another.

French (A702) / German (A712) / Spanish (A722)

Controlled Assessment
Speaking Information Form (Teachers)

French (J730): German (J731): Spanish (J732):

Teaching Group:	Year 11 EH	Preparation Start Date:	14/10/2011
Teacher: E Harnham			

Topic Area	No. 4 Travel and the Wider World
Purpose*	Presentation and Discussion

* Purpose could be: *Narration / Conversation / Presentation and Discussion / Role Play / Interview etc.*

Task Title: You have been asked to speak to some Spanish students about holidays.
You may include the points listed below.
You will also need to answer unprepared questions on this topic.

Suggestions:

1. Describe the last holiday you had with your family.
[Beach / winter sports / city break / staying with family / other?]
[Where / who with / what did you do?]
2. When do you usually go on holiday?
[Summer / Christmas / Easter / other?]
How long for / how many times do you go in a year?
3. What do you normally do on holiday?
[Relax / play sport / visit places or monuments?]
4. What sort of food do you like?
What foreign foods / drinks have you tried?
Would you recommend them?
5. Where else have you visited?
[When / who with / activities?]
Have you been on a school trip?
6. Where would you like to visit if cost was not a problem?
[Why / who would travel with you / what would you do?]
7. Your favourite holiday / most memorable holiday moment.

This form is to be retained in the Centre until December following the June examination series.

4 Task Preparation

The Task Preparation was again scheduled for two 55-minute lesson slots. Students brought their course book, exercise book, a bilingual dictionary and some a published language guide. Lined paper had been distributed and seating had been suitably arranged. The teacher again began by reading through the Speaking Information Form to her class. At this stage, one student asked a question regarding the suitability of including reference to a certain context in his task. As this question was of a general nature and not requesting advice on specific language items or the accuracy of such items, the teacher could respond to the question and advise that if the student's development of his task led him in that direction, then inclusion of such reference would indeed be appropriate.

Students took their work away with them to continue their preparation at home.

At the start of the second preparation period, the teacher gave each student a copy of the Speaking Notes Form [GCW 937]. She reminded them of the need towards the end of this session to write on this form the notes that they could take into the Speaking test itself as an aide-mémoire. As before, she advised them of possible different approaches to selecting the items they might write.

Students were aware that, once they had completed their preparation and had written their notes on the Speaking Notes Form, they could practice their delivery quietly in a way that would not disturb other students.

Immediately before the Speaking test itself, each student was allowed a further ten minutes in which to consult their notes in order to refresh their memory.

French (A702) / German (A712) / Spanish (A722)

CONTROLLED ASSESSMENT
Speaking Notes Form (Candidates)

French (A702): German (A712): Spanish (A722):

		Centre Number	12345
Candidate Name	Priti Chauhan	Candidate Number	0005

Topic Area	No.4 Travel and the Wider World
Purpose*	Presentation and Discussion

* Purpose could be: Narration / Conversation / Presentation and Discussion / Role Play / Interview etc.

Your notes below should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – you can include conjugated verbs.

Task Title: *Holidays*

Notes:

1. Paso - recomiendo - vamos - prefiero nos quedamos . Baila - canta .
2. Me gusta ir - Puedo visitar - lugares de interés .
3. Comemos - cenamos juntos - tan delicioso pero caliente . Ejemplos .
4. Visitamos España . Fuimos avión . País hermoso . Tiempo , Tiendas .
5. Me gustaría ir - si pudiera - nos llevó - desierto

Candidate Signature: Priti Chauhan

Date: 21 October 2011

This form is to be submitted with the recording for moderation to OCR.

5 Task Taking

The students' tests were again scheduled at ten-minute intervals and a timetable was issued in advance.

The same arrangements regarding accommodation were made as for Task A, in Year 10 [please see earlier in this document].

At the start of each test, the teacher stated the following:

- Centre number
- Candidate's number and name

The teacher briefly introduced the task to the student and then asked the first question. At appropriate points, the teacher asked relevant, unprepared questions in keeping with the student's ability.

The teacher recorded the tests using a digital recorder and, at the end of each one, checked that it had been successfully recorded. She gave each recording the file name, 'T4 – P+D [+ candidates' name]' (Topic 4 - Presentation) and immediately filed it in the electronic folder, 'GCSE Speaking Tasks', set up previously. The file path for one student was:

- GCSE Speaking Tasks
 - Spanish
 - 11 EH [Teaching set]
 - Priti Chauhan

Once all the students had taken their tests, the teacher copied the recordings to CD and finalised the disk so that it could be played on other equipment. She labelled the disk and the CD case insert carefully with every student's details. She then stored this CD in a lockable filing cabinet in the Head of Department's office. She later used this CD to mark her candidates' tests.

6 Application of Assessment Criteria

The commentary on the assessment of the tasks has been provided by the Principal Moderator for GCSE Spanish Controlled Assessment – Speaking in order to help teachers to understand how the Assessment Criteria should be applied.

The content of the transcripts is designed to provide a phonetic representation of the whole assessment. Therefore, spelling errors and grammar mistakes may be apparent in order to provide a true record of the assessment.

The tasks were marked internally by the Centre according to the Assessment Criteria with a total mark of 30 awarded for:

- Communication (15 marks)
- Quality of Language (10 marks)
- Pronunciation and Intonation (5 marks)

Candidate B

Communication

The candidate conveyed information confidently without the need for repeated stimulus and routinely expressed opinions and provided justifications. The conversation flowed well and the candidate generally offered a good amount of information. On a small number of occasions, communication was not wholly conveyed. On one occasion, she did not really answer the question put to her, *¿qué actividades ... puedes hacer en la playa?*

Mark: 12

Quality of Language

The candidate demonstrated accurate verb use in the first person singular and plural and in the third person singular. She was fluent. The language used was appropriate and varied. There were some mistakes but she was generally in control of her material.

Mark: 8

Pronunciation and Intonation

The pronunciation was generally accurate although the use of a rising intonation when offering an example did not reflect Spanish intonation practice and sounded strange. The accuracy of the piece otherwise accounts for the mark of 4 being awarded rather than 3.

Mark: 4

Total Marks: 24

Candidate B: Transcript of Assessment

Topic Area no. 4 Travel and the Wider World
Purpose Presentation and Discussion
Timing: 5' 35"

[C] Normalmente paso mis vacaciones en la India. Recomiendo vamos a India en el invierno porque en ver ... en el verano hace mucho calor. Vamos a India una vez cada dos años porque hay muy caro para comprar billetes de avión para seis personas. Yo prefiero las vacaciones de playa y las vacaciones activas. Durante nuestra viaje ... nos quedamos en la casa de mi familia porque es muy grande. Nos gustas ir de compras en les .. en los mercados de aire libre porque es muy barato. Primero lugar vistaremos el río Ganguis y monyumentos por ejemplo la Taj Mahal; es muy magnífico. Hay festivales de Jindu que son divertídamos de ver. Por ejemplo Joli, es un festivales de color. La gente baila y canta en las calles.

[T] Y, ¿has ido a la playa en ... en la India?

[C] Sí, es un playa en Mumbay.

[T] Y, ¿qué actividades ... puedes hacer en la playa?

[C] ... Puedo visitar a mi familia porque vivo cerca de la playa y puedo visitar nuevos lugares y ver animales exóticos en los parques zoológico y ... hay muchas lugares de interés en Mumbay cerca de la playa. Como el año pasado vi un elefante. Sí. La comida es muy diferente.

[T] ¿Qué tal la comida?

[C] Cenamos Normalmente cenamos juntos después de explorar el país. Era tan delicioso pero fui ... fue muy caliente. Por ejemplo *chicken tikka*

[T] Picante.

[C] Picante, sí. Por ejemplo *chicken tikka* es muy caliente pero muy rico.

[T] Ah sí, y, ¿qué sueles beber?

[C] Beber un ... ¿*mango lasti*? Sí, es muy delicioso.

[T] Muy bien, y ¿has ido a Europa una vez? ¿Has pasado vacaciones en Europa?

[C] Sí, hace dos años fuimos a España. Es un país hermoso y nos fuimos en avión. Fui con mis padres y hermanas. Estúvimos en un hotel estupendo durante una semana. El tiempo era perfecto. Había una playa que visitamos cada día en el .. en el ¿Costa del Sol? Había un monto de tiendas. No cansamos.

[T] ¿Qué compraste en las tiendas?

[C] Compramos las ropas y muchas comidas de España por ejemplo tortillas.

[T] Y, ¿cuál prefieres, la India o España?

[C] Prefiero India porque las ventajas de ir a la India son puedo visitar a mi familia y ... la comida es más me gusta más de ... el de India.

[T] ¿Hay un país que te gustaría visitar?

[C] Sí. Este año me quedaste en casa, otalis de a mis abuelos en Manchester. No podemos darnos lujos de ir a la India hasta el próximo año. Pero si yo pudiera ir a cualquier parte me gustaría ir a ¿Liduenia? porque ...

[T] ¿[???] Liduania un poquito? [???] extraño.

[C] Porque es un hermoso país que es rico en historio y me gusta mucho la comida de Liduenia, por ejemplo ¿*quelepánday*? Es un ... es un ... comida ... muy picante es un carne y pollo y arroz. Es muy delicioso.

[T] Muy interesante. ¿Dónde probaste esta comida?

[C]

[T] ¿Cuándo comiste comida de Liduania?

[C] El año pasado, mi amigo de Liduenia cocinar el ... la comida de Liduenia.

[T] Y, ¿tienes unas vacaciones favoritas?

[C] ... El años ... el año pasado fuimos a Dubai. Mi padre nos llevo el desierto donde nos montamos en los camellos. Los ...nos pasamos bomba. Fue muy divertido. Me encanta Dubai y me compré un montón de recuerdos.

[T] Entonces, ¿recomendarías Dubai?

[C] Sí.

[T] Muy bien. Muchas gracias. Hemos terminado.

7. Internal Standardisation

The teacher and her colleague in the Spanish Department each marked their own students' tests and then exchanged CDs to sample the other's marking. They later conferred and agreed the marks of the candidates they had sampled. As a result, they each agreed to adjust some of their original marks for other candidates as they had now established a common standard for their department.

8 Storage of Work

The CDs carrying copies of the tests were returned to the secure storage in the Head of MFL's office. The marks were recorded electronically and filed in a secure area of the server designated for this purpose. The Speaking Information Forms had been drawn up electronically and so these could be saved in electronic format with an appropriate file name.

For example, with reference to the task used in the Candidate A recording:

- GCSE Speaking Tasks
 - Spanish
 - 10 EH [teaching group]
 - Spk Info Forms
 - T2 - Conv [Task 2 - Conversation]

and, for the task used in the Candidate B recording

- GCSE Speaking Tasks
 - Spanish
 - 11 EH [teaching group]
 - Spk Info Forms
 - T4 - P+D [Task 4 – Presentation & Discussion]

Each candidate's Speaking Notes Form was scanned and stored with an appropriate file name. For example, the Form for the student featured here as 'Candidate B' was stored following the file path:

- GCSE Speaking Tasks
 - Spanish
 - 11 EH [teaching group]
 - Priti Chauhan
 - T4 - Spk Notes

In the Spring Term, once it was known that students would undertake no further Speaking Tasks, the teachers downloaded an interactive version of the Working Mark Sheet [GCW 932] from the OCR website and completed it for each student, entering the marks for the best two Tasks. The interactive version automatically totals marks entered on the form, thereby avoiding arithmetic errors. The sheets were printed for the teachers to sign, confirming the work to be that of the

candidate in accordance with the regulations. They then scanned the sheets and stored both versions securely. The electronic version was saved in each student's electronic file along with the other documentation relevant to his or her Speaking Tasks.

The teachers also gave each of their pupils a copy of the Candidate Authentication Statement form. In class, they explained the purpose and importance of the form, that it was a declaration by the candidate that all the work submitted was his or her own and instructed the pupils to complete it. These were then scanned and both versions stored securely.

The marks for each candidate were passed to the school's Examinations Officer who communicated them to OCR via a form called an MS1. On the basis of these marks, OCR requested a sample of work from the school, identifying those candidates whose work must be submitted for moderation.

At the time of making final candidate entries, in the February prior to the examination period, the MFL Department had elected to submit work to the Repository rather than on disk via the postal route and this was reflected in the OCR entry code used.

The teachers worked with the Examinations Officer to upload the requested candidates' recordings and documentation to the OCR Repository. The process was speedier and more efficient as they followed OCR advice on file labelling, contained in the Guide to Controlled Assessment [Speaking] booklet on pages 58 and 59. For each candidate, they uploaded the following:

- a Working Mark Sheet [GCW 932]
- the recording of Task 1
- the candidate's Speaking Notes Form [GCW 937] for both Tasks

At this stage, the teachers completed a Centre Authentication Form [CCS 160], signed it and filed it electronically. This was also uploaded.

The administrative procedures were all completed well in advance of the deadline of 15 May.

French (A702) / German (A712) / Spanish (A722)

Controlled Assessment: Speaking
Working Mark Sheet

French (A702): German (A712): Spanish (A722):

This marksheet is required for moderation purposes and must be sent with the candidates recorded task (Task 1) and the Speaking Notes Form

		Centre Number	12345
Candidate Name	Beatrice Jones	Candidate Number	0017

Controlled Assessment Task 1: Component 01 (Repository) OR **Component 02 (Postal)** (please tick one box)

Task Purpose: Conversation

Task Title: A Healthy Lifestyle [Topic Area no.2, Health and Sport]

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
12 / 15	8 / 10	4 / 5	24 / 30

<i>For OCR Moderator's use only</i>		Timeframes	Pronunciation
Simple opinions			
Ideas / points of view		Structures	
Justifications		Vocabulary	
Detail			

Controlled Assessment Task 2 : Component 03 (Marks only to be submitted)

Task Purpose: Role Play [Topic Area no.5, Education and Work]

Task Title: Applying for a Summer Job

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
13 / 15	8 / 10	4 / 5	25 / 30

The Teacher's signature below confirms that the Controlled Assessments are the unaided work of the Candidate, produced under the prescribed controlled conditions.

Signed *E. Harnham* (Teacher) Date **23/04/12**

French (A702) / German (A712) / Spanish (A722)

Controlled Assessment: Speaking
Working Mark Sheet

French (A702): German (A712): Spanish (A722):

This marksheet is required for moderation purposes and must be sent with the candidates recorded task (Task 1) and the Speaking Notes Form

Candidate Name		Priti Chauhan	Centre Number	12345
			Candidate Number	0005

Controlled Assessment Task 1: Component 01 (Repository) <input checked="" type="checkbox"/> OR Component 02 (Postal) <input type="checkbox"/> (please tick one box)			
Task Purpose: Presentation and Discussion			
Task Title: Holidays [Topic Area no.4, Travel and the Wider World]			
Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
12 / 15	8 / 10	4 / 5	24 / 30

<i>For OCR Moderator's use only</i>		
Simple opinions	Timeframes	Pronunciation
Ideas / points of view	Structures	
Justifications	Vocabulary	
Detail		

Controlled Assessment Task 2 : Component 03 (Marks only to be submitted)			
Task Purpose: Role Play [Topic Area no.5, Education and Work]			
Task Title: Applying for a Summer Job			
Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
12 / 15	7 / 10	4 / 5	23 / 30

The Teacher's signature below confirms that the Controlled Assessments are the unaided work of the Candidate, produced under the prescribed controlled conditions.

Signed *E. Harnham*

(Teacher)

Date 23/04/12

Centre Authentication Form

OCR Entry Level, GCSE, GCE, Functional Skills, Principal Learning and Project

One copy of this form must be completed for each internally assessed unit or component and signed by the appropriate person(s). The completed form must accompany examined coursework submissions or in the case of moderation the MS1 or centre generated equivalent submitted to the moderator.

It is a requirement of the Code of Practice that this authentication form is signed.

Authentication of candidates' work – Internal assessors must be able to present upon request a written declaration authenticating the candidates' work and confirming they are satisfied the work produced is solely that of the candidate concerned'

Centre Name Centre No

Specification or Unit title

Qualification or Unit number/component code

Examination Series Year

- Moderated unit** (Please tick box if yes) → In this case this form must accompany the MS1 or centre generated equivalent submitted to the moderator
- Examined unit** (Please tick box if yes) → In this case this form must accompany the packet of coursework that is posted to the examiner or assessed by the visiting examiner
- Accredited Centre** (Please tick box if yes) → If your centre is accredited for this specification and are not part of the random sample, this form must be sent to Data Capture, OCR, 1 Hills Road, Cambridge, CB1 2EU

Signature(s) of internal assessor(s) – i.e. person(s) responsible for carrying out internal assessment and/or supervision (in the case of examined coursework) of work:

I/We the undersigned confirm that the candidates' work was conducted under the required conditions as laid down by the specification and OCR additional guidance on coursework/controlled assessment.

I/We confirm, where necessary, that internal standardisation has been carried out before the marks were submitted to OCR.

Signature: E. Harnham Print name: **E. HARNHAM**

Signature: R. Fleeting Print name: **R. FLEETING**

Signature: Print name:

Please continue on a separate sheet if required.

In order to support internal assessors in authenticating their students' work an **example** of a standard Candidate Authentication Statement is provided on the OCR Website (www.ocr.org.uk). Alternatively centres may wish to continue to use their own internal arrangements for candidate authentication, but these must provide equivalence to the standard Candidate Authentication Statement.

- Notes**
- In the case of private candidates or distant tutored candidates, the centre must ensure that:*
- the tutor/teacher has acquainted themselves thoroughly with the general standard of candidates' work before accepting coursework for Internal Assessment. Work submitted by candidates that is atypical or inconsistent with their general standard may raise concerns over authenticity.
 - sufficient on-going regular monitoring of the candidates' examination coursework has taken place and where appropriate the required controlled assessment requirements have been met.
 - Centres are reminded that they must comply with restrictions that may apply to entries e.g. the exclusion of private candidates from a specification.

Candidate Authentication Statement

The completed form should be retained within the Centre and should **not** be sent to the moderator or OCR unless specifically requested.

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

1. Any help or information you have received from people other than your subject teacher(s) must be clearly identified in the work itself.
2. Any books, information leaflets or other material (e.g. videos, software packages or Information from the Internet) which you have used to help you complete this work must be clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

Declaration by candidate

Centre Name	<input type="text" value="The High School"/>	Centre No	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
Session	<input type="text" value="June"/>	Year	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	
Specification or Unit title	<input type="text" value="GCSE Spanish Speaking"/>						
Candidate Name	<input type="text" value="Beatrice Jones"/>	Candidate Number	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="7"/>	

I have read and understood the **Notice to Candidate** (above). I have produced the work without any help from other people apart from that which I have declared in the work itself. I have acknowledged all source materials in the work itself.

Candidate's signature: Beatrice Jones

Date: 2nd April 2012

Notes

The Candidate Authentication statement once completed should be stored securely within the Centre. A copy of this authentication form must be available upon request for each coursework/portfolio submission

Candidate Authentication Statement

The completed form should be retained within the Centre and should **not** be sent to the moderator or OCR unless specifically requested.

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

1. Any help or information you have received from people other than your subject teacher(s) must be clearly identified in the work itself.
2. Any books, information leaflets or other material (e.g. videos, software packages or information from the Internet) which you have used to help you complete this work must be clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

Declaration by candidate

Centre Name	The High School	Centre No	1	2	3	4	5
Session	June	Year	2	0	1	2	
Specification or Unit title	GCSE Spanish Speaking						
Candidate Name	Priti Chauhan	Candidate Number	0	0	0	5	

I have read and understood the **Notice to Candidate** (above). I have produced the work without any help from other people apart from that which I have declared in the work itself. I have acknowledged all source materials in the work itself.

Candidate's signature: Priti Chauhan

Date: 2 April 2012

Notes

The Candidate Authentication statement once completed should be stored securely within the Centre. A copy of this authentication form must be available upon request for each coursework/portfolio submission

SECTION C

Transcripts, commentaries and marks for two further candidates: Candidate C and Candidate D

Candidate C: Transcript of Assessment

Topic Area no. 1 **Home and Local Area**
Purpose **Conversation**
Timing: **5' 18"**

[T] Vamos a hablar de tu familia, tu casa, tu vida. ¿Vale? ¿Cuántas personas hay en tu familia?

[C] En mi familia hay mi madre, mi padre y dos hermanas.

[T] ¿Cómo se llaman tus hermanas?

[C] ... Mi madre se llama X. Su cumpleaños es uno de enero.

[T] Y, ¿cómo es? Dame una descripción de tu madre.

[C] Tiene el pelo marrón y tengo los ojos verdes. Me lavo bien con mi madre porque es divertida. Es delgada.

[T] Vale. Y, ¿tu madre trabaja?

[C] Trabaja en una oficina.

[T] ¿Le gusta su trabajo?

[C]

[T] ¿Le gusta su trabajo?

[C] Me gusta ... el trabajo.

[T] Vale. Háblame de tu rutina diaria. ¿Cómo es un día típico?

[C] Me despierto y me levanto a las ocho. Luego desayuno y voy al colegio. Después del colegio hago mis deberes y ayudo a mis padres en la casa.

[T] ¿Qué haces para ayudar a tus padres?

[C] Quita ... quito la mesa.

[T] Y ¿hay una tarea doméstica que no te gusta?

[C] ... ¿Lavo el coches?

[T] ¿No te gusta lavar el coche?

[C] No.

- [T] ¿Por qué no?
- [C] Porque es aburrido.
- [T] Entonces, cuando vuelves a casa, ayudas a tus padres. ¿Qué más haces por la tarde?
- [C] Habla ... hablo a mis amigos y me acuesto tarde.
- [T] Vale. Y ¿tu rutina es diferente el fin de semana? ... Por ejemplo, ¿tu rutina es diferente el sábado, o es lo mismo?
- [C] No.
- [T] Vale, y ¿qué hiciste el fin de semana pasado?
- [C] Ayo ¿visité la playa con mi familia? ¿Lo pasé bomba?
- [T] Y, ¿qué hiciste en la playa?... ¿Qué actividades hiciste en la playa?
- [C] Tomé el sol ... y jugué la voleibol.
- [T] Y, ¿te gustaría volver a la playa? ... ¿Te gustaría ir a la playa otra vez?
- [C]
- [T] ¿Qué son tus planes para el futuro?
- [C] En mi futuro voy a trabajar una periodista.
- [T] Ah ¿sí?
- [C] Y me gustaría tener una familia.
- [T] ¿Por qué te gu...? ¿Por qué quieres ser periodista?
- [C] Porque es ¿estupendo?
- [T] Y, ¿dónde te gustaría vivir en el futuro?
- [C] Vivir un .. en Inglaterra.
- [T] ¿Por qué?
- [C] Porque es
- [T] ¿Tienes también hermanas? ¿Sí? ¿Tienes hermanas?
- [C] Sí.
- [T] ¿Te llevas bien con tus hermanas?
- [C]
- [T] ¿Cómo son tus hermanas? ... Dame una descripción de tus hermanas.
- [C]

[T] Y, ... entonces, ¿qué hiciste ayer para ayudar a tus padres en casa? ¿Qué hiciste ayer para ayudar a tus padres?

[C]

[T] Por ejemplo, ¿pasaste la aspiradora o ...?

[C] ¿Quité la mesa?

[T] Vale. Vale. Muchas gracias.

Communication

The candidate performs unevenly: there is a good phase on the subject of her daily routine but this standard is not sustained throughout the piece. In general, she responds appropriately although she cannot answer some questions, for example about returning to the beach and, towards the end, about her sisters. She offers two opinions (she enjoyed herself at the beach and being a journalist would be fantastic) and she states that she gets on well with her mother. There is some hesitancy in her performance.

Mark: 7

Quality of Language

The candidate takes some of the opportunities offered to demonstrate usage of present and preterite verb forms and she also refers successfully to a future time frame. She can connect verbs and demonstrates proficiency in first person singular present tense reflexive verb forms.

Mark: 6

Pronunciation and Intonation

The pronunciation is mostly accurate although the occasional use of a rising intonation is incorrect.

Mark: 4

Total Marks: 17

Topic Area no. 5 Education and Work
Purpose Interview
Timing: 5' 07" [from start of candidate's presentation]
Presentation - 0' 49"

[T] Háblame de tu instituto, por favor.

[C] Sí.... Me llamo X. Mi colegio es colegio de Y instituto. Mi colegio es muy pequeño porque es privado. Mi prefere deportes y arte dramático porque ... muy, muy interesante. Sin embargo me encanta inglés. Mi inglés profesora es ... lista. Mi opinión .. no difícil.

[T] Y, ¿qué instalaciones hay en tu instituto? ... ¿Qué instalaciones? ¿Hay un gimnasio? ... ¿Qué hay en tu instituto?

[C] Mmm, sí, sí, sí. Gimnasio, laboratorios, ... *like*

[T] ¿Te gusta tu instituto?

[C] Sí.

[T] ¿Por qué?

[C] ¿Puedes repetir?

[T] ¿ Por qué te gusta tu instituto? ... ¿Te gusta tu instituto? ¿No? ... ¿Qué normas, qué normas hay en tu instituto? ¿Qué normas?

[C]

[T] ¿Es muy estricto, tu instituto?

[C] No.

[T] ¿Se debe llevar uniforme?

[C] Sí. ... porque ... porque ... confórtabel ... *I don't know*

[T] Y, ¿qué haces? ¿Cómo vienes al instituto normalmente? ¿Qué transporte?

[C] Un coche ... con madre.

[T] Y, ¿a qué hora empiezan las clases? ... ¿A qué hora empiezan? ... ¿A qué hora terminan las clases en tu instituto?

[C]

[T] ¿Qué ...? ¿Cuántas clases tienes normalmente? ¿Cuántas?

[C] *Is that the time ...?*

[T] Y, ¿dónde comes normalmente en tu instituto? ¿Dónde comes?

[C] Nueve.

[T] ¿En la cantina? ¿Comes en la cantina?

[C] Sí.

[T] ¿Qué comes normalmente?

[C] *Like* ... Pues, chiquiquita.

[T] Y ¿haces deporte en tu instituto?

[C] Trampolín y fútbol

[T] ¿Tocas un instrumento?

[C] La guitarra.

[T] ¿Tienes muchos deberes en tu instituto? ¿Tienes muchos deberes?

[C]

[T] ¿No? ¿Adónde fuiste de excursión este año? ... ¿Adónde fuiste? ¿Fuiste de excursión este año?

[C] No.

[T] ¿No? Y ¿qué vas a hacer el año que viene si apruebas tus GCSEs? ¿Qué vas a hacer?

[C] ¿Puedes repetir?

[T] Sí. ¿Qué vas a hacer si apruebas tus GCSEs? ¿Qué vas a hacer ... el año que viene?

[C] Mmm

[T] ¿Vas a trabajar?

[C] Sí.

[T] ¿Dónde?

[C]

[T] Bueno, no pasa nada. Muchas gracias.

Communication

In his presentation, the candidate accurately uses some verbs but omits others. He includes opinions and justifications. In her first question, the teacher invites a list of facilities in the school. This is an appropriate question to settle the candidate and give him some confidence at the start of the discussion phase. When the teacher offers open questions, the candidate generally struggles to respond so she changes to a closed question. The teacher continues to offer straightforward questions, attempting to guide the candidate to give some simple information and this is effective. At this level, the type of questioning is appropriate. The candidate doesn't always understand the questions put to him but he attempts to answer.

Mark: 2

Quality of Language

Given the brevity and undeveloped nature of the candidate's responses, his performance falls into the 1 – 2 mark band.

Mark: 2

Pronunciation and Intonation

The candidate's pronunciation is very clear and of a good standard. It is difficult to judge intonation when the responses are so brief but his standard overall deserves a high mark.

Mark: 4

Total Marks: 8