

General Certificate of Secondary Education

French/German/Spanish

Speaking

Specimen Controlled Assessment Material

**A702/A712/A722
CA**

INSTRUCTIONS TO TEACHERS

- Please refer to Section 5 of the GCSE French/German/Spanish specification for instructions on completing controlled assessment tasks.
- No dictionaries are allowed in the taking of the final task.
- The time available to candidates for each task is a minimum of **4** minutes and a maximum of **6** minutes.
- Candidates can have access to:
 - notes on the Speaking Notes Form
 - a visual stimulus
 - information on the Speaking Information Form
- The total number of marks for each task is **30**.
- The total number of marks for this unit is **60**.

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

EXEMPLAR TASK 1

CANDIDATE INFORMATION – as can be included on the Speaking Information Form.

You are discussing your town/village/city via internet phone with a student in a partner school in (target-language country/community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the other student.

The following points are suggestions of the information you can include:

1. Your town/city/village – (is it old/new/large/small/rural/industrial?)
2. What it is like to live there
3. The people who live there (how many inhabitants? are there lots of young people?)
4. What young people can do
5. An activity you are going to do soon and what you think about it
6. What's good/not so good about living there
7. What you would like to change or where you would like to live

TEACHER INFORMATION

Possible adaptations

- Examples of how this task can be adapted:
 1. Individual points can be changed, e.g.
 - point 4 - what visitors can do
 - point 5 – an activity/visit you did recently with your brother/sister/friend and what it was like
 - point 6 - how where you live has changed over the last five years
 - point 7 – what changes you would like to see in the future and why
 2. The context can be changed – instead of a conversation about *Local area*, it could be a conversation about a different sub-topic, e.g. *socialising* or a *special occasion* from *Leisure and entertainment* or *school* from *Education and work*.

Example of unexpected questions

1. What do you think of the population mix?
2. Why is it important to have activities for young people?
3. Why are you going to do X activity?
4. What do you think about moving to a different area?

EXEMPLAR TASK 2

CANDIDATE INFORMATION – as can be included on the Speaking Information Form.

You are giving a presentation about music to a group of students from (target-language country/community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

The following points are suggestions of the information you can include:

1. The types of music you like and why
2. What other types of music you like (e.g. indie/electronic/desi/classical etc)
3. What people you know listen to and why
4. An activity that you've done recently involving music (e.g. played music/saw a concert) and what it was like
5. Music that you have listened to in another language. What, when and what it was like.
6. Making music (e.g. playing an instrument/composing/singing – what do you do/who with?)
7. An activity you would like to do with music that you don't do now

TEACHER INFORMATION**Possible adaptations**

This task can be adapted to a presentation about any topic that is of interest to an individual candidate. It could be sport, a leisure activity, a part-time job, additional learning, food and drink, recycling etc.

Example of unexpected questions

1. Is music important?
2. Isn't X type of music better than Y?
3. Do other people in your family like music?
4. Does music help you with other subjects?

EXEMPLAR TASK 3 – Role Play

CANDIDATE INFORMATION – as can be included on the Speaking Information Form.

You are shopping in (target-language country) and want to buy a gift. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

The following points are suggestions of the information you can include:

1. Say what you want to buy and who/what it is for
2. Say what you like or dislike about any gift suggested or offered
3. Ask a question about the gift (e.g. is it popular/traditional/fragile/is there a guarantee)
4. Explain why you do or do not want to buy it
5. Ask a question about another item in the shop
6. Say what you have liked about the area and what you would like to do (e.g. a particular place you want to see or visit or an activity you would like to do)
7. Explain what you have done/seen during your visit and what it was like

TEACHER INFORMATION**Possible adaptations**

This task can be adapted to a role play in any suitable interactive context, e.g. making other purchases, buying tickets for an event, at the tourist office or making accommodation bookings.

It can be an authentic task in the target-language country/community or it can be a simulated task within the normal school environment.

Example of unexpected questions

1. How much do you want to pay?
2. How long have been in the area?
3. How will you take the gift home?
4. Why did you choose this area to visit?



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

FRENCH/GERMAN/SPANISH A702/A712/A722 CA

Speaking

Specimen Controlled Assessment Mark Scheme

The maximum mark for this unit is **60**.

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Unit 2: Speaking (French A702/GermanA712/Spanish A722)

Controlled Assessment

Candidates submit 2 tasks for assessment. Each task is marked out of a total of 30 marks using the marking criteria below giving a total out of 60 marks for the unit.

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	<p>Confident and accurate use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses.</p> <p>Very fluent, coherent, and consistent – only one or two instances of minor errors, usually in the most ambitious language.</p>
7 - 8	<p>A good range of structures and vocabulary, including verb structures and tenses.</p> <p>Uses more complex language features, but makes some mistakes. Fluent most of the time and overall, in control of the material.</p>
5 - 6	<p>Uses a range of straightforward structures and vocabulary, which may include different tenses or time frames. Can connect verbs.</p> <p>The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.</p>
3 - 4	<p>Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures.</p> <p>Everyday messages are sufficiently accurate to be comprehensible.</p>
1 - 2	<p>Only a few phrases or short sentences are accurate enough to be recognisable.</p> <p>Very simple sentence structure.</p>
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.

Assessment Objectives Grid

Task	AO4	Total
1	30	30
2	30	30
Total	60	60