

Teacher Resource Bank

**GCSE Chinese (Mandarin) / French /
German / Italian / Spanish / Urdu**

**Exemplar Controlled Assessment
Speaking Tasks**

Spring 2012



Notes for teachers

These tasks show how four of the most popular areas of the specification can be adapted for use with students of differing abilities. They have been designed to be both challenging and engaging so that they will elicit the type of response which allows students to access the mark bands, as described in the assessment criteria, which they are capable of achieving.

There are two versions of each task, both of which have a common task title. Version 1 is designed for the more able students. Thus, the more able will be set higher challenges which will give them the opportunity to access the higher mark bands. Other students will be working within their comfort zone but with bullets which elicit the type of responses which will give them access to the highest mark bands appropriate to their ability. Therefore, the design of the bullets and the differentiation of them are crucial to give students of all abilities the opportunity to reach their maximum potential.

Version 2 contains sub-divisions to assist students in planning their responses. These sub-divisions are not compulsory. Students' marks will not be affected if they do not cover all of the sub-divisions.

When designing bullets it is important to have in mind the assessment criteria so that the bullets give students the opportunity to show that they can fulfil the requirements of the criteria. Thus it is important to ensure that students of all abilities can describe, give opinions with justifications, develop the points made and use verbs. Higher ability students must go beyond this by giving developed responses, using a variety of tenses and presenting and explaining points of view. Thus, by designing appropriate tasks which elicit relevant responses, students will be able to prove their full linguistic ability to show what they know and can do.

Please note that as these tasks are in the public domain, unpredictable questions cannot be provided as this would limit the options available to teachers.

The final task is a stand-alone task which is cross context. There is only one version of this task provided.

Context: Leisure

Task: Leisure activities (Version 1)

You are speaking to a friend about leisure activities. Your teacher will play the part of your friend and will ask you the following:

- Talk about your favourite hobby and explain why you like it so much.
- Say what you did last weekend and what you thought of it.
- Say what you are going to do next weekend and why.
- Talk about a hobby you'd like to try in the future and why you'd like to try it.
- Mention a hobby you used to do when you were younger and why you don't do it anymore.
- Mention a hobby that your friends do but which you do not.
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes

Task: Leisure activities (Version 2)

You are speaking to a friend about leisure activities. Your teacher will play the part of your friend and will ask you the following:

- Talk about your favourite hobby.
 - say what you do
 - say why you like it
- Say what you did last weekend and what you thought of it.
 - where you went
 - what you did
 - who went with you
 - opinions
- Say what you are going to do next weekend and why.
 - activities planned
 - reasons for doing the activity
- Talk about a hobby you'd like to try in the future and why you'd like to try it.
 - new sport
 - team/individual sport
 - indoors/outdoors
 - with whom?
 - exciting?
 - different?
- Mention a hobby you used to do when you were younger and why you don't do it anymore.
 - when you did it?
 - for how long?
 - friends involved?
 - reasons why you stopped
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes

Context: Home and Environment

Task: Where I live (Version 1)

You are being interviewed for your pen friend's school radio about where you live. Your teacher will play the part of the interviewer and will ask the following:

- Describe your area/town/village and say what there is to do there.
- Say whether you like living there or not and why.
- Say how the area has changed over the past 5-10 years.
- Say where you would like to live in the future and why.
- Describe and account for the worst environmental issues in your area.
- Say what your dream house would look like.
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes

Task: Where I live (Version 2)

You are being interviewed for your pen friend's school radio about where you live. Your teacher will play the part of the interviewer and will ask the following:

- Describe your area/town/village and say what there is to do there.
 - location
 - activities
 - shops
 - leisure facilities
- Say whether you like living there or not and why.
 - advantages
 - disadvantages
 - reasons
- Say how your area has changed.
 - new buildings
 - new facilities
 - recent changes
- Say where you would like to live in the future and why.
 - abroad?
 - town?
 - countryside?
 - coast?
 - reasons?
- Describe your home.
 - location
 - number and type of rooms
 - facilities
 - why you like/dislike this house
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes

Context: Work and Education

Task: School and Future Plans (Version 1)

You are speaking to a French friend about your school and future educational plans. Your teacher will play the part of your friend and will ask you the following:

- Describe your school and say what you would like to change about it and why.
- Say which subjects you have chosen to study and why.
- Talk about the school rules and what you think of them
- Talk about a school trip that you have been on and give your opinion of it.
- Say what differences there are between French and English education systems and which one you prefer.
- Say what you plan to do after year 11.
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes

Task: School and Future Plans (Version 2)

You are speaking to a French friend about your school and future educational plans. Your teacher will play the part of your friend and will ask you the following:

- Describe your school and say what you think of it.
 - buildings
 - size
 - number of pupils
 - number of teachers
 - sports you can do
 - opinion
- Say which subjects you like and dislike and why.
 - favourite
 - least favourite subject(s) with reasons
- Say what you think of the school uniform
 - what you wear
 - opinions
- Talk about a school trip that you have been on.
 - when?
 - where?
 - abroad?
 - activities?
 - opinion?
 - reasons?
- Say what you'd like to change about your school and why.
 - size?
 - school day?
 - subjects studied?
 - choices/uniform?
- Say what you plan to do after year 11.
 - sixth form?
 - change schools?
 - leave school?
 - job?
 - why?
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes

Context: Lifestyle

Task: Keeping Healthy (Version 1)

You are taking part in a phone survey on people's lifestyles. You must:

- Say whether you think you eat and drink healthily with reasons for your opinions.
- Say what physical exercise you take and why you do it.
- Say what you think you could do to enhance your lifestyle in the future.
- Say what you have done in the past to help relieve stress.
- Say what problem(s) a friend has had and how you have helped them.
- Discuss one lifestyle issue and suggest a solution.
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes

Task: Keeping Healthy (Version 2)

You are taking part in a phone survey on people's lifestyles. You must:

- Say what you normally eat and drink.
 - number of meals a day
 - times of meals
 - snacks
 - favourite food/drink
 - reasons
- Say what exercise you take normally and why.
 - sports
 - where
 - with whom
 - how often
 - reasons
 - examples
- Say what you will do in the future to be more healthy.
 - diet
 - exercise
 - avoiding tobacco
 - alcohol
 - drugs
- Say what you have done in the past to relax.
 - hobbies
 - avoiding stress
 - drink
 - food
 - activities
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes

Cross Context

Task: Free time and holidays

You are speaking to a friend about your free time and holidays. Your teacher will play the part of your friend and will ask you the following:

- What do you do in your free time?
 - what you do
 - where
 - who with
 - when
- Do you prefer indoor or outdoor activities and why?
 - your preference
 - your reason (eg. Weather, more healthy, see more friends)
- What do you think of the leisure facilities in your area and why?
 - eg. cinemas, parks, sports facilities
 - are there enough?
 - are they good quality?
 - what would you like to see?
- Where do you usually go on holiday?
 - where you go
 - who with
 - accommodation
 - activities
 - what you think of going on holiday
- Do you prefer to stay in a hotel or on a campsite? Why?
 - eg. open air, weather problems, eating arrangements, facilities
- !

! Remember, at this point, you will have to respond to something you have not yet prepared. The dialogue will last between 4 - 6 minutes