



Rewarding Learning

**General Certificate of Secondary Education
2011**

Modern Languages

Unit 1: Speaking

[GFR11/2] [GGE11/2] [GIR11/2] [GSP11/2]

MARK SCHEME

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievements likely to have been shown by candidates awarded particular grades. The description must be interpreted in relation to the content in the specification, they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

| Grade | Description |
|----------|--|
| A | <p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p> |

| Grade | Description |
|----------|---|
| C | <p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view they use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p> |
| F | <p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p> |

Appendix 2

Controlled Assessment Mark Schemes

Unit 1: Speaking (AO2)

| Band | Communication | Marks |
|------|---|-----------|
| 5 | The candidate completes the task very competently. Ideas and opinions are expressed and justified. The candidate is able to respond confidently to questions, including unprepared elements. | [13]–[15] |
| 4 | The candidate completes the task competently. Ideas and opinions are expressed and there is some justification. The candidate is able to respond with some confidence to most questions. There may be some hesitation, particularly with unprepared elements. | [10]–[12] |
| 3 | The candidate has some difficulty completing the task. Some ideas and opinions are expressed. The candidate responds to most questions, although there is hesitation, and he/she has some difficulty dealing with unprepared elements. | [7]–[9] |
| 2 | The candidate finds it difficult to complete the task. There are few ideas and opinions expressed. The candidate has difficulty responding to many questions, there is a lot of hesitation and he/she has great difficulty dealing with unprepared elements. | [4]–[6] |
| 1 | The candidate does not complete the task. No ideas or opinions are expressed. The candidate has difficulty responding to most questions, the delivery is very hesitant and he/she is unable to deal with unprepared elements. | [1]–[3] |
| 0 | There is no meaningful communication. | [0] |

| Band | Grammar and Structures | Marks |
|-------------|--|--------------|
| 5 | The candidate uses a wide variety of appropriate vocabulary, structures and idiomatic language with a high degree of accuracy and competency. | [19]–[10] |
| 4 | The candidate uses a variety of appropriate vocabulary, structures and idiomatic language. Errors are few and only where more complex language is used. | [7]–[8] |
| 3 | The candidate has some difficulty completing the task. Some ideas and opinions are expressed. The candidate responds to most questions, although there is hesitation, and he/she has some difficulty dealing with unprepared elements. | [5]–[6] |
| 2 | The candidate finds it difficult to complete the task. There are few ideas and opinions expressed. The candidate has difficulty responding to many questions, there is a lot of hesitation and he/she has great difficulty dealing with unprepared elements. | [3]–[4] |
| 1 | The candidate does not complete the task. No ideas or opinions are expressed. The candidate has difficulty responding to most questions, the delivery is very hesitant and he/she is unable to deal with unprepared elements. | [1]–[2] |
| 0 | There is no meaningful communication. | 0 |

| Band | Pronunciation and Intonation | Marks |
|-------------|--|--------------|
| 5 | Pronunciation, intonation and fluency of delivery are very good. | [5] |
| 4 | Pronunciation, intonation and fluency are good. | [4] |
| 3 | Pronunciation, intonation and fluency are average. | [3] |
| 2 | Pronunciation, intonation and fluency are below average. | [2] |
| 1 | pronunciation, intonation and fluency are poor. | [1] |
| 0 | Communication is impeded. | [0] |