
GCSE SPANISH

Unit 3 Speaking
Report on the Examination

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General Comments

As in previous years, students' performances varied enormously and some went well beyond what is expected at GCSE level, with detailed discussions on complex topics. At the other end of the spectrum, there were students who found difficulty in communicating anything at all. Students always did best when the task that they were asked to do was commensurate with their ability and when the less able were not required to produce language of which they were clearly not capable. Given this scenario they may well have tried to learn difficult language but their delivery failed because of grammatical accuracy and/or pronunciation that made the intended message incomprehensible. Conversely, very able students were sometimes asked questions which encouraged them to give simplistic answers which had a negative impact on the range strand of the Range and Accuracy mark.

This report over the last years has emphasised the importance of having differentiated tasks for mixed ability groups. In a group of students whose estimated grades range between A* and E, it is not appropriate for all of them to have the same task whose demands are either too high or too low. Controlled assessment requires differentiation by outcome and so there is no tiering. Giving the same task to all is like entering E grade students for a Higher Tier Listening or Reading examination or like asking A* students to do Foundation. Some schools did give the same tasks to all students but differentiated by having different subdivisions within each bullet point and this worked for the most part. However, even here students were asked to produce three or four tenses, which was not appropriate for some. Less able linguists are often confused by tenses and the more they are asked to produce the more confused they become. As a result, Communication and Range and Accuracy marks suffer when they are unable to find the right tense they need. This happened on many occasions. In fact, it was the norm in mixed ability classes.

With more able students, the task occasionally was not suitable because it only asked for one tense over all the bullet points. In order for students to score 7 or more marks for Range and Accuracy, they must use at least two tenses and for these students the bullet points in the task should elicit these tenses.

Every task should have at least two bullet points that elicit opinions and which ask for a justification ('explanation') of them. This was not always the case and, where fewer than two opinions were given, the student could only score 2 marks for Communication. In order to score 9-10 marks for Communication, at least two opinions must be justified.

The number of bullet points in a task was sometimes either too high or too low. Some tasks had ten or more bullet points and more able students, who could say a lot in response to each question, tended to run out of time and so fail to gain marks for Communication because not all bullet points were covered in the maximum six minutes that are allowed. At the other extreme, three or four bullet points sometimes meant that even able students had no more to say after the three minute point. Most schools seemed to have tasks which had between five and seven bullet points and this usually worked well. Now that the specification is well established, many schools and colleges are well aware of how their students are likely to perform and the tasks that were set were ideal as regards timing.

Timing of the task should be between four and six minutes and, for students to have a chance of scoring full marks, this must be the case. Although timing is generally very good, in some schools many tasks are either too short or too long and this can have a bearing on the mark. However, whereas a task should never last beyond six minutes, as this is the cut-off point as far as marking is concerned, less able students may benefit from having a slightly shorter task. This is because they may well learn better material that will take up around three to three and a half minutes than something that will last beyond four.

The questions asked of the student should be in the order they appear on the Task Sheet. This was not always the case and almost invariably this meant that students were unsure as to which question they were meant to be answering. When the student gave the wrong answer to a question, possibly because they were looking at a different bullet point on the Task Sheet, that response could not be credited.

It was very noticeable this year that the pronunciation of many students was very poor indeed, and sometimes incomprehensible. As mentioned previously, this could have been due to the fact that students were being asked to produce language which they clearly did not understand. Another contributory factor to poor pronunciation was when students spoke too quickly, resulting in difficulty in comprehension usually because of strange intonation. Teachers should encourage students to speak at the 'reasonable speed' required for a mark of 5 for Interaction and Fluency. This means not too quickly as well as not too slowly.

Sometimes teachers corrected what the student had said, be it an item of vocabulary or the correction of a verb tense or ending. This can only adversely affect the student's confidence and it is not good practice.

There were some problems with the quality of the recording. It is advisable to test the recording device in advance of the test as students' marks may suffer when what they say is indistinct. Moderators can only assess what they can hear. Also make sure that the microphone is closer to the student than the teacher. It often happened that the teacher's voice boomed out while that of the student seemed very distant.

Marking issues

As mentioned above, the pronunciation of some students was at times very poor. Usually this was acknowledged by the school's marks for Pronunciation and Intonation but not for the mark awarded for Communication. If pronunciation is so poor that there are many occasions when the message is either unclear or lost completely, then this has to be reflected in the mark for Communication. Marking was out of tolerance because of this issue more than any other. It is sometimes difficult for a teacher to appreciate exactly how poor a student's pronunciation is when that teacher knows what the student is trying to say because of preparation that has taken place in Stage 1. For this reason, if there is more than one teacher of Spanish in the department, it is advisable to ask for a second opinion as part of the standardisation procedure. The same is also true of those students whose grammatical inaccuracy leads to the wrong message being conveyed.

Answers to questions must be developed regularly for an award of 7 or more marks for Communication. Many marks of 7+ were given to students who developed their responses

infrequently. In order to score in the top band for Communication, students must speak ‘with confidence’.

As far as standardisation is concerned, it is very important that it happens where more than one teacher has conducted the tests. Sometimes the marking of a department was generally sound apart from one teacher, whose marking was wayward. It is very unfortunate when all students’ marks are adjusted because one teacher has not been included in the standardisation of the work.

The Task Planning Form (TPF)

As was the case last year, many schools and colleges decided that it was not useful to use the TPF and the majority did not.

Where the TPF was used, the main problem was the inclusion of conjugated verbs. Every time these verbs were used, the clause containing the verb was discounted for assessment purposes. Another issue was that the conjugated verb had been crossed out but it was still visible and in these cases the verb(s) had to be discounted. With some black marker pens, even when the verb was crossed out, it was still clearly visible. The impact of conjugated verbs on the TPF depended on the number of times the student used them. If it was a less common verb such as *llevo*, the effect on the mark was nil or negligible. However, if the verbs were a combination of *hay*, *es*, *gusta* and *está*, the mark could easily be halved or worse. If students cross out conjugated verbs, it is advisable to give them another copy of the TPF on which they can write out the words again.

Any words on the TPF must be whole words in Spanish or English or a combination of both. If English words are used, they should not include conjugated verbs. In many instances, conjugated English verbs were present.

When the TPF was neat and ordered in such a way that it was clear when each of the words was needed, it was clearly advantageous for students. However, when they were disorganised with the words in a seemingly random order, they were of little or no use. Some students had realised that they could have good phrases which were still in keeping with the regulations, such as *después de haber llegado*; *mejor dicho*; *al fin y al cabo*; *nada que hacer*.

Some students wrote down infinitives in place of the required finite verb. Only able students could conjugate the verb in the middle of a conversation and many simply uttered the verb in its infinitive form.

Persistent language problems

Problems this year were the same as in previous years and they are listed again here. There were obviously very many different types of error made by students in their tasks and it would be impossible to mention them all. There follows a list of some of the more persistent mistakes, their impact on marks varying according to their frequency and to the overall calibre of a particular student. They are listed in order to help teachers focus on areas of language which may need to be addressed with some students.

- Incorrect gender of nouns.
- Incorrect adjectival agreement.
- The use of *gustar* in any form other than *me gusta*.

- Confusion between *me gusta* and *me gustaría*.
- *Prefiero* - often made reflexive or preceded by *je* in the case of dual linguists.
- *Es* instead of *hay*.
- Infinitives used in place of finite verbs.
- A failure to use an infinitive when required (*voy a juego*).
- Incorrect formation of the negative (*es no bueno*).
- Use of the preterite instead of the imperfect tense.
- Use of the perfect rather than the preterite tense. This was often accompanied by French pronunciation of vowel sounds, suggesting that the student was also influenced by the French use of the perfect tense.
- *Es vale* to render 'It's OK' and many other instances of poor dictionary use.

These were the main problems with pronunciation:

- The *jota* sound, especially with cognates or near cognates (*geografía; general*).
- *Qu* pronounced as *kw*.
- *Ll* pronounced as *l*.
- Pronunciation of *ñ*.
- Poor or inconsistent pronunciation of *ce*, *ci* and *z*. It is fine for students to pronounce these sounds as 's', rather than 'th', provided they keep to the same sound throughout the task.
- Anglicised pronunciation of cognates or near-cognates (*ideal; religión; clientes; garaje* among many others).
- Poor stress, especially in confusion between present tense first person singular (*trabajo*) and third person singular preterite (*trabajó*). Also *gustaria* for *gustaría* was common.
- An aspirated *h*.
- *Me* pronounced as *mi*.
- *Cuidad* for *ciudad*.
- *Mi* for *me* and vice versa.
- *Porque* pronounced as *porcu*.
- *Fue* for *fui* and vice versa (this then becomes a serious grammatical error).
- Confusion between *divertido* and *deportivo*.
- General poor pronunciation and/or intonation because the delivery was too fast and unclear.
- Advise students that in Stage 2, when they are preparing answers to the bullet points, that they vary the order of bullets with which they begin their preparation. For instance, on night 1 they may begin with bullet 1 but on night 2 they may start with bullet 5 and so on. In this way there will be equal coverage of all of the bullet points and this should lead to a more even performance overall.

Administration

Most schools and colleges were well aware of the administrative requirements and usually all of the correct documentation was sent to the moderator by the deadline of May 7th. Unfortunately, however, this was not always the case but, when that happened, the majority were very helpful in solving any problems or omissions when contacted by their moderator. **Please tick off everything on the *Checklist for despatch of sample to moderator* before submitting the sample** (see The AQA website section below). These were the most frequent problems:

- Posting work via a 'signed-for' service such as recorded delivery. This can cause considerable problems for some moderators, many of whom are full-time teachers and out of the house when the post is delivered.
- Failure to send the unpredictable questions (of which there should be between 4-6), along with the Task Sheet.
- Failure to include the Centre Declaration Sheet.
- Incorrect totalling of marks on the Candidate Record Form (CRF).
- Incorrect transferral of marks from the CRF to the Centre Mark Forms (CMF).
- Marks for the unrecorded task entered on the CMF for the recorded task and vice versa.
- The marks on the CMF were illegible because they had not come through from the top copy. Please use a fine tipped biro if possible and press on hard when entering the mark on the top copy.
- Unsigned CRFs. These have to be signed by the teacher and student or moderation cannot take place. In extreme cases, this can result in a zero mark for all students.
- Missing information on the CRF, especially candidate numbers.
- Insufficient labelling of CD covers and naming of file of the recording. Please see the *Instructions for the Conduct of the Examinations* document in the Teaching and Learning Resources section on the AQA website.
- Very poor quality of some recordings. This was often, although not exclusively, with tests that had been recorded on cassette tape, for which this was the last year when they may be used in all AQA specifications. If the recordings are unclear, students' marks may well suffer because the moderator is unable to distinguish verb endings, etc. Teachers are advised to check the quality of the recording immediately after each test.
- Tests were conducted in a noisy area which meant it was difficult to understand what was being said at times.
- Speaking tests sent to the examiner for Writing and vice versa.

Terminology – a Glossary

Task Sheet	The sheet containing the task bullet points in English which form the task.
Main Bullet Points	The number of main bullet points which make up the task and all of which must be addressed by the student.
Unpredictable Question/ Bullet Point	The last question asked by the teacher, which the student has not prepared in advance. Shown as ! on the task sheet.
Task Planning Form (TPF)	Downloadable from our website, this is the form that a student uses as a prompt during the task. It is not compulsory. http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015/gcse-201415
Centre Mark Form (CMF)	There are 2 of these, one for the recorded task (SR) and another for the unrecorded task (SU). There are 3 copies, white, yellow and pink. Before May 7 in the year of entry, the marks for all students are entered on the form. The white copy goes to AQA and the other two copies go to the school's moderator, who will then select a sample.
Recorded Task (SR)	The recording of this task is sent to the moderator if the student is in the sample. Only one task is sent for moderation.
Unrecorded Task (SU)	This is the second task (which may in fact have been recorded) but only the marks for this task are sent to AQA and the moderator, not the recording.
Candidate Record Form (CRF)	This form is available on our website and must be filled in for all students. It includes the breakdown of marks for the recorded and unrecorded tasks. http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015
Centre Declaration Sheet (CDS)	This is also available on our website and is a declaration by the school that the work is that of the students and has been carried out in line with the requirements of the specification. http://www.aqa.org.uk/exams-administration/coursework-and-controlled-assessment/candidate-record-forms-2014-2015

Further advice for teachers

A lot of advice is contained in the information given above, but here are some more things that teachers hopefully will find helpful:

- Familiarise yourself with all the documentation, advice and exemplar tasks on the AQA website (see below). This may give you ideas as to what you may use for future tasks and how best to set them out. There are also examples of students' work with marks and commentaries.
- Advise B grade students and above to prepare about 4-4½ minutes of their own input. This means that they will have enough to achieve full marks for Communication and not so much that they exceed the 6 minutes maximum time.
- Encourage students to vary their language structures and vocabulary as much as possible. Opinions are the most obvious area to focus on - not everything has to be described as *interesante* or *aburrido* and there are other ways to say *me gusta*. In order to introduce some variety of language, ensure that students have a bank of adjectives such as *divertido*, *impresionante*, *maravilloso*, *estupendo*, *fatal*, *antipático*; and verbs such as *me encanta*, *me interesa*, *lo encuentro ...*, *odio*, *me molesta*.
- Train students to give and justify opinions without necessarily being asked to do so. This can form the basis of different starter activities.
- Practise pronunciation as often as possible. It can be a good use of the Foreign Language Assistant's time, if you have one.
- Some teachers seemed to have recommended to their students that they ask a question of their own. There is no need to do this and in fact it can prove disadvantageous when the teacher gives quite a long response to a question. The advice is to discourage students from asking you a question.
- Check the Task Planning Form very carefully well before the test, ensuring there are no more than 40 words and that there are no conjugated verbs.
- Do a short test recording before the first student's test to check recording levels and clarity.
- Position the microphone or digital recorder so that it picks up both voices clearly.
- Make sure that your own and the students' mobile phones are switched off (not just on silent) before the recording begins. Students should not have access to their mobile during the assessment in accordance with examination regulations.
- Use Spanish from the very start of the task, including any introduction such as *Ahora vamos a hablar sobre tu instituto*. This will help to put the student in the right frame of mind from the beginning.
- Tackle the bullet points in the order in which they appear on the Task Sheet.
- Be sensitive to the ability of the students - someone who struggles to describe their town is not going to be successful discussing the impact of global warming or the biggest threat to humanity.
- Check that each bullet point requires different information. For example avoid something like 'What are the problems in your school?' and then another bullet point 'What is the worst problem?'
- Respond positively to what students say, even if it is not very good. It will encourage them for the rest of the test.

- Allow students to develop their answers as well as they are able, unless it is clear that they are going to go over 6 minutes, in which case it will be better to interrupt them.
- If an able student finishes in under 4 minutes, it is fine to ask further unpredictable questions in order to get to the minimum time. However, as soon as 4 minutes is reached, do not ask further questions because fluency will probably be affected.
- When marking your own tests it is advisable to use some sort of annotation so that you can achieve consistency in your own marking and that you can compare tests with other teachers in the department when you are standardising internally. We have included the annotation sheet in the published mark scheme and also at the end of this report. You can find filled-in versions of these sheets for the 2012 Standardising students (see The AQA website section below for how to find them).
- Every school has its own Controlled Assessment Adviser, who can give invaluable guidance about everything connected with controlled assessment. It is recommended that you ask for advice from them whenever you are unclear of anything or when you would like someone to check over a new task. If you do not know who your adviser is, you will get their details by emailing mfl@qa.org.uk. It is possible that your adviser may change at the start of the academic year and so it is best to double-check with AQA in September.

The AQA website

There is a wealth of useful information, advice and exemplification on AQA's website at www.aqa.org.uk. Below is a list of items available to help with the conduct and marking of the Speaking Controlled Assessment.

- From the home page, go to Subjects and select Spanish.
- Select GCSE, then Spanish (4695).
- From the list on the left-hand-side of the webpage, select Controlled assessment.

In the main body of the page, there is information about the submission of tasks and other administrative matters.

This is followed by a section entitled *Controlled assessment*. This is a summary of what can be found in each of the documents:

- *Advice to teachers*
The first half of this booklet deals with Speaking and the second half Writing. It contains essential information and advice relating to task setting, conduct and marking of the tasks. Teachers are **strongly advised** to familiarise themselves with the content of this document.
- *Guidance*
This is a more general overview of what Controlled Assessment entails.
- *Handbook*
This contains some of the things that can be found in the *Advice to teachers* document, as well as some other valuable information. One of the more noteworthy extra items is on page 11 - *Teacher online standardisation*. This shows you how to access a web-based programme to have a go at marking previous tests. It has commentaries explaining the correct marks once you have submitted your own. This is extremely useful for standardising if you are the only teacher of Spanish and also as a standardisation tool if there is more than one teacher in the Spanish department.

- *Unit 03 - Checklist for despatch of sample to moderator*
If you have a cohort of 20 or more students, this Checklist will be sent to you by your moderator when he/she requests the sample. If you have fewer than 20 students, you should use this to ensure that you are sending everything you need to.

There are then two sections entitled *Standardising* and *Standardising sound files*. The former has the documentation, including transcripts and commentaries (with marks), of the 2012 and 2013 Standardisation students. The second section has the recordings. These are more exemplars for teachers to use in advance of doing the marking of their own students so that they are attuned to the expected standard.

Down the left-hand-side of the webpage is a link entitled *Past papers and mark schemes*. In here are exemplar tasks for both Speaking and Writing which schools can use as they are or which can be adapted to fit in with a Scheme of Work.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Converting Marks into UMS marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion

Assessment Criteria

	Marks
Communication	10
Range and Accuracy of Language	10
Pronunciation and Intonation	5
Interaction and Fluency	5
TOTAL	30

Marks	Communication
9-10	Very Good Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.
7-8	Good A good amount of information and points of view are conveyed and regularly developed.
5-6	Sufficient A reasonable amount of information and points of view are conveyed and sometimes developed.
3-4	Limited Some simple information and opinions are conveyed. Few responses are developed.
1-2	Poor Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed. A zero score.

Marks	Range and Accuracy of Language
9-10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors usually appear in more complex structures.
7-8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5-6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3-4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1-2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of credit.

Marks	Pronunciation and Intonation
5	Consistently good accent and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

Marks	Interaction and Fluency
5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range and Accuracy of Language, Pronunciation and Intonation, Interaction and Fluency must not be more than one band higher than the mark awarded for Communication. (See tables below).
- If a mark is awarded for Communication, this will inevitably lead to the award for a mark for Pronunciation and Intonation, for Interaction and Fluency and for Range and Accuracy of Language.
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

Communication	Marks for each of Pronunciation and Intonation and Interaction and Fluency	Marks for Range and Accuracy of Language
0	0	0
1 – 2	1 – 2	1 – 4
3 – 4	1 – 3	1 – 6
5 – 6	1 – 4	1 – 8
7 – 8	1 – 5	1 – 10
9 – 10	1 – 5	1 – 10

Guidance Notes for Moderators

The following guidance, provided to moderators during the moderating period, is reproduced below for information.

Assessment Issues

1. Task Planning Forms (TPF)

If more than 40 words are used on the TPF, ignore when awarding a mark the parts of the student's response (ie the utterances) which use words noted on the TPF beyond the first 40.

If conjugated verbs appear on the TPF, ignore utterances where that verb is used when awarding a mark. The same applies to the use of codes, for example a drawing of an eye to represent *hay*. It is recommended that teachers check the TPF before the student is tested so that all conjugated verbs and/or codes can be deleted.

Visuals on TPFs are not permitted in June 2012 and beyond.

2. Timings

Timing begins as soon as the teacher asks the first question relating to the first bullet point. From that point, the task should last between 4 and 6 minutes.

If the task lasts for less than 4 minutes (even 3' 59"), a student cannot get full marks for Communication. It would still be possible for this type of performance to achieve a mark of 9 for Communication. There is no impact on the other assessment criteria.

If the task lasts for over 6 minutes, marking stops at 6 minutes. If, at that point, the student is speaking, allow him/her to complete that sentence before you finish conducting the test. The only exception to this would be if you had a student with a disability where the Joint Council for Qualifications procedures allow you to give up to 25% additional time in order for the student to complete the task. In such circumstances you should enclose a note to the moderator explaining why additional time was granted (if the work for the student is called for by the moderator as part of the sample for your school).

3. Coverage of main bullet points

In order to be able to score full marks for Communication, students must be able to give information on all main bullet points on the task sheet. If there are any sub-divisions within the main bullet points, these are **not** compulsory.

Students may ask the teacher to repeat/rephrase a question, if they do not understand. Likewise, if the student starts to give the answer to the wrong bullet point, the teacher is allowed to step in and repeat and/or rephrase.

If one or more main bullet points are not covered by the student, for any reason*, this will affect the **maximum** mark available for Communication, as follows:

Total number of main bullet points in task	Number of main bullet points <u>not</u> covered	Maximum mark for Communication
2-3 + ! task	1	7
2-3 + ! task	2	5
4 + ! task	1	8
4 + ! task	2	7
4 + ! task	3	5
5 or more + ! task	1	9
5 or more + ! task	2	8
5 or more + ! task	3	7
5 or more + ! task	4+	5

*The reasons for a main bullet point not being covered are:

- i) The teacher fails to ask anything about that main bullet point within the allotted 6 minutes.
- ii) The main bullet point is mentioned by the teacher, but the student cannot answer.
- iii) The student gives an answer, but it is unintelligible or not relevant to the main bullet point.

4. The unpredictable question/bullet point

In order to accomplish the unpredictable bullet point, the student must answer by using a verb. If that is not the case, then the bullet point is not covered and the table above must be used in order to arrive at a mark for Communication. The clause used, however, need not be totally accurate provided it communicates the required message in the answer to the question. See the following examples:

- in reply to the question *¿Qué haces los sábados?* - *Me gusta voy al teatro* would be acceptable.
- if an infinitive is used in place of a finite verb this would be acceptable, as in reply to the question *¿Qué haces los sábados?* - *Los sábados salir con mis amigos*
- the correct person of the verb in the wrong tense would be acceptable, as in reply to the question *¿Qué hiciste la semana pasada?* – *La semana pasada voy al centro.*

Where a wrong person of the verb leads to ambiguity and the message is not communicated, the unpredictable bullet will **not** be achieved. For example in reply to the question, *¿Qué te gusta hacer en tu tiempo libre?* Te gusta ver la tele.

It is unlikely that the answer given in response to the unpredictable bullet point will be as well developed as the main bullet points. If a student has developed fully answers to the main bullet points and gives a short answer, including any part of a verb (eg present participle, infinitive) to the unpredictable bullet point, he/she will still have access to full marks for Communication provided the response is complete.

If more than one unpredictable question is asked, the first one that is asked is the one that should be considered when deciding whether it has been answered appropriately, using a verb. Two-part questions for the same unpredictable bullet point are acceptable practice, for example, ‘Do you like...? Why (not)?’ or ‘Do you prefer x or y? Why?’ Credit should be given for the language

produced in both parts. If other unpredictable questions are asked, probably to make the task last at least 4 minutes, these should be taken into account when awarding an overall mark.

If the unpredictable questions are not provided, then the last question to be asked counts as the unpredictable question as long as it does not relate to the final main bullet point (in which case it is considered as a follow-up question).

If the unpredictable question is asked in the wrong place, this is still credited.

Once the student gives an incorrect answer (either in Spanish, in English or in any other language) then no further rephrases are possible.

If the student gives a partially correct answer in Spanish, then the teacher can ask more questions to elicit further information so that the bullet point is fully covered.

If a student says, in Spanish, 'I don't understand' or 'Please repeat' (or equivalents) then this counts as a request for clarification and the teacher is allowed to repeat or rephrase. This does not count as an answer. (If this were said by the student in English or in any language other than the one being tested, then it would be an incorrect answer and no more rephrasing would be allowed).

If the student says, either in Spanish, in English or in any other language, 'I don't know' (or equivalents) then this counts as an incorrect answer and no more rephrasing would be allowed.

If the student says nothing in response to a question then the teacher can repeat or rephrase until the student does respond (or until the 6 minutes are up).

If the teacher asks as the unpredictable question a question which has already been asked as one of the student's main bullet points, then the student has not been asked an unpredictable bullet point and the table in Section 2 (coverage of bullet points) applies.

If, however, the unpredictable question is different from a main bullet point, but elicits some repeat of information that has already been given in answer to one of the main bullet points, then any additional information can be credited. For example, the main bullet is 'Tell me about your family'. In a long answer, the student says that he/she doesn't get on well with his/her brother. The unpredictable question is 'Do you normally get on well with your family?' and the student says 'I get on well with my parents (new info) but not my brother (repeat)'. Although the unpredictable is connected to one of the main bullets, it is not the same question.

A student is not necessarily required to manipulate language in order to accomplish the unpredictable bullet point. For example, in response to the unpredictable question '*¿Hace calor en España?*' the responses '*Hace calor en España*' and '*Sí, hace calor en España*' would both be accepted as having accomplished the unpredictable bullet point.

5. The criteria for assessment

All of the criteria should be considered when deciding on a mark, but the following guidelines may prove particularly useful.

(a) Communication

Must the teacher ask extra questions for the student to gain the highest marks for Communication?

No. If the student develops fully his/her answers to each main bullet point there will be no need for extra questions to allow the student access to the highest marks for Communication.

Can students get a high mark even if there is little interaction with the teacher?

Yes. Interaction and fluency are a global concept. Students can have access to full marks with minimal teacher input as long as they have provided full and developed responses. This is still true even if there is little interaction with the teacher.

Does an opinion have to be a personal opinion or can it be someone else's other than the speaker's?

It can be a reported opinion.

Example:

What do you think is good about your school?

In my school you have to wear a uniform. There are many opinions about the school uniform and whether it is good or not. Some people think it's not good because it's uncomfortable.

If a student answers a main bullet point eliciting reference to future events by using a present tense verb, will he/she be penalised under Communication?

No, not if the response successfully communicates what the main bullet point required. However if aiming for a high mark for Range and Accuracy, the student must make sure he/she uses at least two different tenses over the task as a whole.

Must a student give some information relevant to the actual question the teacher asks in order for the bullet point to be accomplished?

Yes. If a student gives an answer that provides information in relation to another bullet in his/her task but does not contain information relevant to the question the teacher has actually asked (eg because the teacher and student get out of sequence), the bullet cannot count as being accomplished. The teacher may ask the bullet again to give the student the chance to offer relevant information.

Can the answer still be considered to give some relevant information even if the tense is wrong?

Yes.

Examples:

What did you do last weekend?

The following answers would be regarded as having some relevant information and would be acceptable:

'Football'

'I play football'.

The following answer would be regarded as unacceptable on the basis that it was clearly not answering the question being asked: it is not only the tense formation that is wrong. There are other indications that the student is not answering the question being asked:

'Next week I will play football' (using a future tense verb).

If the student gives exactly the same response to more than one bullet point and that answer gives relevant information in each case, will the response count as having accomplished the bullet in each case?

Yes.

Example:

Bullet 3 – What did you do last weekend?

'I play football'

Bullet 5 – What do you normally do at weekends?

'I play football'

Both bullets will be judged to have been accomplished.

If a student does not wait for the teacher to ask questions but simply delivers his/her answers to the bullets in the task, will the bullets be judged to have been accomplished?

Yes. However, in response to any question the teacher does actually ask, the student must give some relevant information – see above.

9-10 marks

- Students can speak with confidence and narrate events where appropriate. In order to do this, they will have to develop their answers well.
- They will have to offer ideas / opinions / points of view (minimum 2) and be able to explain them.

7-8 marks

- The answers will be regularly developed, even though some of them may not be. However, for the award of a mark in this band, most answers will show some development.
- There is a requirement to give opinions (minimum 2).

5-6 marks

- There will still be evidence of an ability to develop some answers.
- There is a requirement to give opinions (minimum 2).

3-4 marks

- Few responses are developed, but for some questions you can expect replies to go beyond the minimal, even if this is in the form of lists or very simple sentences.
- There is a requirement to give opinions (minimum 2).

1-2 marks

- Very few appropriate responses are developed, but therefore there has to be evidence of development, however basic, in at least one reply.

0 marks

- No relevant information is communicated, but a student could still give some very minimal replies and still score zero if there was no development at all.

(b) Range and Accuracy of Language

- For performances with a large amount of complex language but lots of errors the following should be noted: the Accuracy strand in Range and Accuracy has a bearing on communication of intended messages. If communication is not taking place the marks awarded have to reflect this and a mark of 8 could not be awarded. If for, example, the Range strand warrants 10 marks and the Accuracy strand warrants 4 marks, then a maximum mark of 7 would be appropriate.
- The immediate future (eg *voy a ir*) counts as a tense in its own right and different from the future (*iré*). A present tense verb with a future time marker (eg *Esta noche voy al cine*) is still a present tense.
- The subjunctive is a mood and not a tense so the present subjunctive, for example, does not count as a separate tense from the present indicative.
- A construction using the present tense to refer to the past counts as the present tense. An example of this might be *Vivo en mi ciudad desde hace diez años* or *Acabo de terminar mis deberes*.

9-10 marks

- A variety of **tenses** must be used. This means two or more. The tenses could come from the same time frame (for example the perfect, the preterite and the imperfect) but a greater range of tenses will add to the complexity of the language used and most students getting marks in this band will probably use three or more tenses, unless the nature of the task does not allow it.
- There will be complex structures, but remember that this is GCSE level and not higher. We will not necessarily be looking for the use of the subjunctive or similar grammatical structures. Complexity will often be achieved by variety of expression, for instance *suelo ir* instead of *voy*, or *debería* instead of *me gustaría*.
- There needs to be a wide range of vocabulary. This means that students will not be too repetitive in the words they use.
- Errors usually appear in complex structures, or they may be minor errors, for instance of gender, which do not appear too often.

7-8 marks

- Two or more tenses must be used.
- Some complex structures will be used, but the note about what constitutes complexity for the 9-10 band will apply here.
- There must be a range of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.
- Errors occur, but the message is clear, so that the type of mistake made will not prevent communication.

5-6 marks

- There is no need for students to use more than one tense to be awarded a mark in this band.
- Sentences are generally simple but occasionally more complex. There will be more repetition of simple constructions here, but sometimes a more unusual structure will be used.
- Errors are quite frequent, but the language used is **more accurate than inaccurate**. This should be apparent from the annotation used for marking.

3-4 marks

- The sentences are short and simple and probably there will be quite a lot of repetition of the more common verbs, such as *gustar*, *ser*, *haber (hay)*.
- The vocabulary is very limited, so there will probably be quite a lot of repetition of the same words.
- Errors are very frequent and it will be **more inaccurate than accurate**, or there will be relatively little said, so the lack of evidence means we cannot go into a higher band.

1-2 marks

- There are only isolated words of vocabulary with the occasional short phrase. It may well be that there is quite a lot of silence.
- Errors often impede communication, or there is very little evidence to enable us to form an opinion.

(c) Pronunciation and Intonation**5 marks**

- Consistently good accent and intonation are required. 'Accent' 'means 'pronunciation'. Isolated errors in an otherwise full and correct performance can be ignored (ie. we are not looking for a 100% flawless performance).

4 marks

- Generally good. It may be that problems arise mainly with the sounds that students traditionally find more difficult, such as the letter 'r' and the *jota* sound.

3 marks

- Generally accurate, but there is some inconsistency. As well as the more common mispronunciations, there may be problems with vowel sounds and Anglicised words.

2 marks

- What is said is understandable, although comprehension is sometimes delayed. In other words there will be occasions where we have to listen very carefully to what is being said in order to get the intended meaning.

1 mark

- What is said is barely understandable and comprehension is difficult. There may well be very little to go on because not much is said by the student.

(d) Interaction and Fluency

5 marks

- The student responds readily, without significant pause before answering the questions.
- There is initiative, as the student is able to fully develop answers to the questions.
- The conversation is sustained at a reasonable speed, but clearly not at native speaker pace.

4 marks

- The student will again have to answer without hesitation.
- The replies will go beyond the minimum, although there will not be as much development as in the top band.
- There is some flow of language, even if from time to time there is some pausing for thought.

3 marks

- There are ready responses, where the student can answer reasonably promptly most of the time.
- There is little if any initiative, so the student may not develop answers to any great extent.
- There is an ability to sustain a conversation, so that any hesitation does not break up the interchange of information too much.

2 marks

- There is some reaction to the teacher's questions, but the student is sometimes hesitant. In practice, there will be more sections of the test where the student is thinking what to say or cannot answer.
- There is little natural flow.

1 mark

- There is little reaction to what the teacher asks and the student is so hesitant that the conversation becomes disjointed. There will in all probability be lots of silence during the task.

(e) Limiting marks

- It is not possible to go more than one **band** higher than the band in which the Communication mark was given when awarding marks in the other categories. For instance, if 5 is awarded for Communication, the highest mark that can be awarded Range and Accuracy is 8, and for Pronunciation and Intonation and Interaction and Fluency the maximum mark would be 4.
- It is possible to give marks in lower bands for Range and Accuracy, Pronunciation and Intonation and Interaction and Fluency than the band in which the mark for Communication was given.
- If one mark or more is awarded for Communication, at least one mark must be given in all other categories.
- If zero is awarded for Communication, zero must be given for all other categories.

Please see overleaf a copy of the symbols sheet used by moderators when assessing work against this mark scheme.



GCSE Spanish Speaking –Score Sheet

Centre Number					Candidate Name					Candidate Number			
1					6					Tenses (up to 4 uses of each, tick for each usage in right-hand column)			
2					7					Pres (subj)			
										Preterite			
										Imp (subj)			
										Perf (subj)			
3					8					Plup (subj)			
										Future			
										Imm future			
										Conditional			
4					9					Quisiera			
										Timing of Task			
5					!					Other			

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5					!					Other			



GCSE Spanish Speaking – Symbols for Speaking Score Sheet

Annotation for moderators

Box numbers 1-9 on the moderator's symbols score sheet refer to the bullet points within a task. As the teacher may well ask more than one question per bullet point, move down an imaginary line to annotate each response. So there could sometimes be 6 or more rows of symbols within a box.

The annotation to be used is as follows:

✓	A piece of information using a verb
-	A piece of information without a verb
Op	An opinion with a verb
Op	An opinion without a verb
J	Justification of an opinion with a verb
J	Justification of an opinion without a verb
+	A more complex structure or unusual vocabulary item. It is impossible to do a list here but such things as <i>soledad</i> + inf, <i>acabar de</i> + inf, correct use of subjunctive, as well as vocabulary that strikes you as not being 'run of the mill'.
A	A minor inaccuracy, eg. incorrect gender/adjectival agreement.
A	A more serious inaccuracy, usually a problem with a verb (wrong tense/person)
P	A minor mispronunciation, which doesn't hinder communication
P	A more serious mispronunciation which would make comprehension difficult/impossible
^	A hesitation
^ ^	A longer hesitation
R	Repetition of information already given by the student or an exact repetition of what the teacher has just asked (eg. <i>¿Prefieres el cine o la televisión? – El cine</i>)
X	No answer given
W	A wrong answer to the question
•	Sí/no alone
?	Unintelligible reply

The profile of the student's test should then allow for consistent marking according to the criteria for assessment.