



**General Certificate of Secondary Education
June 2011**

Spanish

46953

(Specification 4695)

Unit 3: Speaking

Report on the Examination

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General Comments

On the whole, despite many problems with administration, centres are to be congratulated on preparing their students so well for the speaking tasks. A new specification always creates uncertainty and worry for teachers who are so mindful of the fact that they need to get things right for their students. In the majority of cases this was done admirably and there were some wonderful examples of work from many students.

The tasks were not trouble-free, however, and there follows a more detailed account of how things went generally and some advice as to how centres might help their students to perform even better.

It is recommended that teachers are fully familiar with the *Controlled Assessment Handbook* and the *Frequently asked Questions* documents, which can be found in the Teacher Resource Bank on the AQA website.

Task setting

The Task Sheet must be in **English**. Some centres submitted tasks which were in Spanish. There is no upper limit for the number of bullet points allowed, but 5-6 plus the unpredictable question seem to work well. If there are more than this, more able students run the risk of running out of time.

The bullet points should be tackled in the order that they appear on the Task Sheet and the unpredictable question must always be the last one asked. This was not the case in some centres.

The task must ask explicitly for opinions and, for more able students especially, for the explanation of at least two opinions. This is because students must give at least two opinions in order to score 3 or more marks for Communication and at least two of those opinions must be explained, or justified, in order to score in the top band for Communication.

For students who are expected to get a grade C or above, the task should require the use of at least two tenses, as this is needed for a score of 7 or more for Range and Accuracy. Unlike the previous specification, a present tense with a future time marker is still a **present** tense (eg *El fin de semana que viene voy a un concierto*).

It is important to set a task that is suitable for the ability of the student and in mixed ability classes this may mean having two or more versions of what is basically the same task. It was encouraging to see that some centres did this and it meant, for example, that less able students did not have to handle more than one question that demanded the use of a tense other than the present. All too often, though, the tasks for all students were identical and this meant that problems arose, either because they did not stretch the more able or because they proved far too difficult for the less able. Students often performed badly because the subject of the task or part of the task was too difficult. The environment is one such topic.

The use of subdivisions within the main bullet points can be very helpful to students and many centres made use of them. When chosen carefully they guided students through the task and enabled them to keep within the 4-6 minute time limit. If there were too many of them, it sometimes meant that the task exceeded the 6 minutes which was occasionally detrimental to the mark.

Most of the tasks related to one topic area and there were fewer examples of cross-context tasks. This is understandable if a teacher wants to set a task at the end of a unit of work which has addressed one topic area. Some of the cross-context tasks proved to be very successful for those students who may have found it difficult to have a 4-minute conversation on one topic but who coped well when discussing a variety of topics.

The unpredictable question must be the last one asked by the teacher and the student must give an answer which includes a verb for that bullet point to be accomplished. It is advisable to ask a relatively straightforward question so that the majority can at least give a simple answer.

On the whole centres chose task titles that were closely related to the specification, with particular favourites being *A Healthy Lifestyle*, *School*, *Holidays* and *My local area*. It was, however, refreshing to see that some centres tried to make the task more appealing to their students by giving the task a context which was intended to be more motivational and to inspire more independent thought. Examples of such tasks were:

- Using a *Gran Hermano* interview as a setting.
- An interview with a plane crash survivor, which gave scope for comparing character after spending time living on a desert island and also allowed for the giving of opinions.
- An appearance on a TV show entitled *Holiday Swaps* and *Supersize versus Superskinny*, both of which gave the opportunity for students to use familiar vocabulary within a different setting.
- A job interview was a good idea, provided the questions did not try to elicit language which was too difficult for the student.
- Pretending to be a celebrity encouraged students to use different vocabulary and many seemed to enjoy taking on the role of someone else and to talk about their famous friends.

Task Planning Form (TPF)

The TPF was, and will continue to be, optional. Most students used one and usually it was of some benefit to them, provided they set it out neatly and in an ordered fashion. All too often students seemed not to realise which words on the TPF went with which question asked by the teacher.

This was the last year that pictures of any description can be used on the TPF and from 2012 only whole words are permitted, in Spanish or in English or both. The limit is still 40 words, with no conjugated verbs. Unfortunately this year many TPFs contained conjugated verbs and this meant that, whenever those verbs were used, the clause which contained the verb could not be credited. This could have a significant effect on the mark, especially when the verb was a common one such as *hay*, *es* or *me gusta*. Teachers are asked to check TPFs very carefully before the task is taken. It is also crucial that any crossing out of conjugated verbs is done in such a way that the word is no longer visible. If it can still be seen, clauses containing the verb will be ignored in the marking.

Phonetic versions of Spanish conjugated verbs are not allowed, so words such as *athay frío* and *ray-com-ee-en-doh* had to be discounted.

Marking within centres

The accuracy of marking varied from centre to centre, but it was clear that in the majority of centres where there were two or more Spanish teachers that internal standardisation had occurred within the department. The following were the most common things that led to a difference between the centre's and the moderator's marks:

- The presence of conjugated verbs on the TPF which led to the centre's mark being too generous.
- There was a tendency in some centres to be generous with the least able students who communicated very little. This lack of communication was often the result of poor pronunciation or of inaccuracies that made the intended meaning unclear. This affected the mark for Communication as well as the mark for Range and Accuracy and/or Pronunciation and Intonation.
- A key requirement in the Assessment Criteria under Communication is that answers should be 'developed'. The more they are developed the more likely it is that a mark in the higher bands will be given. If the teacher asked a student a lot of questions to which the answers were quite short, the mark should not have gone beyond the 5-6 band. It was quite common to see a centre awarding marks of 7 or more for Communication for this type of response.
- Some students were given 10 marks for Communication when the task lasted for less than 4 minutes, which is not possible even for native speaker students. Also, if one or more bullet points (including the unpredictable question) are omitted, the maximum mark is limited, according to how many bullet points there are in the task as a whole and how many are not covered. The table for dealing with this scenario can be found in the Controlled Assessment Handbook in the Teacher Resource Bank on the AQA website (aqa.org.uk).
- Sometimes students were given marks for Range and Accuracy, Pronunciation and Fluency and/or Interaction and Fluency which were more than one **band** (as opposed to mark) higher than the band in which the mark was given for Communication and this cannot happen. For example, if the Communication mark is 6, the highest possible mark for Range and Accuracy is 8 and for both Pronunciation and Fluency and Interaction and Fluency it is 4.
- If a mark of 1 or more is given for Communication, a mark of 0 cannot be awarded for the other categories.
- If a mark of 0 is given for Communication, a mark of 0 must be awarded for all other categories.

It is very important that you are familiar with the Assessment Criteria, which can be found in Section 3.4 of the Specification, together with the additional guidance for moderators which has been reproduced for information at the end of this Report.

Quality of work

Predictably there was a wide range in the quality of work. At one extreme there were excellent performances from students who were able to develop their responses with very little prompting and who could express themselves confidently using different tenses and a wide range of vocabulary and structures. On the other hand there were those who for one reason or another could communicate very little. The majority of students were somewhere in between, often giving an inconsistent performance with some bullet points being answered very well and others less so.

A particular problem appeared to be very poor pronunciation from students who seemed to have learnt material that was outside their comfort zone as far as linguistic expertise was concerned. It cannot be stressed too highly how important it is that students attempt to give responses for which their knowledge of Spanish equips them, rather than trying to learn an extended piece of language that is too difficult, whether this has come from the teacher in Stage 1 or from a course book or the internet.

These were the most common grammatical problems for students:

- adjectival agreement
- confusion between *muy* / *más* / *mucho*
- use of the infinitive instead of a conjugated verb. Sometimes this seemed to be because the infinitive had been written on the TPF and under pressure the student had not conjugated it.
- incorrect tense usage
- incorrect person of the verb
- the omission of a simple verb altogether (*Me gusta el profesor porque simpático*)
- *gustar* (in particular confusion between *me gusta* and *me gustaría* and with the use of *gustar* in the third person)
- *es* / *son* confusion
- *ser*/*estar* confusion

The following caused most difficulties for pronunciation and intonation:

- *hay* (often anglicised)
- the *jota* sound. Many students find this sound difficult and would be well advised to produce an English *h* rather than an English *j*.
- the pronunciation of the *ll* sound
- the pronunciation of *ñ*
- an aspirated *h*
- widespread anglicised pronunciation of cognates
- anglicised pronunciation of vowel sounds
- incorrect stress of preterite verbs, for example *compre* instead of *compré*
- many students spoke too quickly and as a result their pronunciation and intonation were often so poor that it led to a breakdown in communication. It would be helpful to students if they received guidance during Stage 1 of what constitutes the ideal speed of delivery.

Administration

There were many errors in the administration of the tests, especially with submitting all of the material required for moderation. This was particularly true of centres which had a total of 20 students or fewer, as they did not receive the Checklist from the moderator which listed what was needed for the sample. However, the Checklist was available in the Teacher Resource Bank.

http://web.aqa.org.uk/qual/newgcse/languages/new/spanish_materials.php?id=08&prev=11

Centres of 20 students or fewer must submit all the items listed below to the moderator by May 7. For centres of over 20 students, the procedure is as follows:

1. Before May 7 of the year of entry complete Centre Mark Forms for both the recorded (SR) and unrecorded (SU) tasks and send the white copy to AQA and the pink and yellow copies to the moderator.

2. Receive yellow copy of the Centre Mark Form from moderator highlighting the students whose work is needed for the moderation sample, indicated by the letter S alongside the student name.
3. Send to the moderator the following:
 - A recording of the Recorded Task for all students in the sample
 - A completed Candidate Record Form for all students in the sample **signed by the teacher and the student**
 - The **signed** Centre Declaration Sheet
 - The Task Sheet for all tasks performed in the sample
 - A copy of the unpredictable questions for all tasks used in the sample
 - The Task Planning Form used by students during the task, if one was used

The main problems with administration concerned the following:

- Many centres failed to send to the moderator at least one of the items listed above, the most common omissions being a copy of the Task Sheet and/or the task's 4-6 unpredictable questions. Moderation cannot take place without the Task Sheet.
- There are two Centre Mark Forms, one for the recorded task (SR) (the recording that is sent to the moderator) and one for the unrecorded task (SU) (for which the moderator sees only the mark). The marks entered on these forms are the marks out of **30** for the respective tasks. Many centres entered a mark out of 60 over the two tasks.
- Please check carefully that marks are added correctly and transferred correctly from the Candidate Record Form to the Centre Mark Form.
- If cassette tapes are used, one cassette must be used per student.
- If CDs or memory sticks are used, please ensure that the track listing shows the students' names and numbers, not just Track 1, Track 2, etc. A more detailed explanation of how to label recordings can be found in the Frequently Asked Questions document in the Teacher Resource Bank.
http://web.aqa.org.uk/qual/newgcse/languages/new/spanish_materials.php?id=08&pr ev=11
- Check that recordings are clearly audible. This should be done as soon as possible after the task has been done.

Despite the aforementioned issues, many centres were aware of exactly what was needed and heartfelt thanks go out to them on behalf of their moderators.

Terminology – a Glossary

Task Sheet	The sheet containing the main bullet points in English which form the task.
Main Bullet Points	The number of main bullet points which make up the task and which the student must address.
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	Downloadable from the AQA website, this is the form that a student uses as a prompt during the task. It is not compulsory.
Centre Mark Form	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 go to the centre's moderator, who will then select a sample.
Recorded Task	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	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	This form is available on the AQA website and must be filled in for all students. It includes the breakdown of marks for the recorded and unrecorded tasks.
Centre Declaration Sheet	This is also available on the AQA website and is a declaration by the centre that the work is that of the students and has been carried out in line with the requirements of the specification.

Additional advice to centres

In addition to what has been said above, centres may find some of the following useful:

- Advise able students to prepare a total of approximately 4½ minutes material. This will allow the test to be completed in 6 minutes allowing time for teacher questions, plus the unpredictable question and response.
- Less able students may do better if they are asked to prepare less than the 4 minutes. If a student's task lasts for less than 4 minutes, it is impossible to score 10 for Communication. However, less able students will not be scoring 10 anyway and they may perform better if they are not faced with too much to do.
- Try to encourage students during the test by responding positively to what they say, with such comments as *¡Qué bien!* during the test. In other words try to avoid sounding like an inquisitor. Some teachers do this very well.
- Use a stopwatch for timing the test. If you use a voice recorder or other device which has a timer on it, this will include your saying the student's number and name and any introduction. Timing begins when the teacher asks the question relating to the first bullet point.
- While cassettes are still allowed for recording the tests, they are far inferior to digital recordings in sound quality.
- If possible, attend one of AQA's free Teacher Standardisation Meetings in the autumn term, which will include the marking of some of the students from the 2011 series. For teachers who cannot do this, there is exemplar material in the Teacher Resource Bank which has been marked and commented upon. It is a good idea to listen to these tests before embarking on your own marking in order to gauge the standard.
- Every centre has your own Controlled Assessment Adviser who will help you with any queries you may have connected to controlled assessment speaking and writing. It is advisable to contact your adviser by email in the first instance with your query. Centres can use the mfl@aca.org.uk mailbox to ask for the details of your Adviser, if you do not have them.

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 candidate is tested so that all conjugated verbs and/or codes can be deleted.

Visuals on TPFs are permitted for the last time in June 2011 and must not appear on TPFs 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 and then stop marking.

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.

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.

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 a teacher asks more than one unpredictable question, 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 a teacher goes on to ask other unpredictable questions, probably to make the task last at least 4 minutes, these should be taken into account when awarding an overall mark.

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.

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.

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.

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 al cine*) counts as a future tense. A present tense verb with a future time marker (eg *Este fin de semana voy a ir al cine*) does not.
- 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'.

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. Such things as pronouncing 'qu' as 'kw' may be more prevalent.

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.

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			
								Other			
5				!							

Annotation for moderator's marking table

Box numbers 1-9 on the moderator's marking table 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>soler + inf</i> , <i>acabar de + inf</i> , 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.

Annual Teacher Support Meetings

Centres are reminded that language-specific Teacher Standardisation Meetings for speaking will be held in Autumn 2011. These half-day meetings are provided to assist teachers in the application of the assessment criteria and are free of charge. Further details can be obtained from the Events page of the AQA website (www.aqa.org.uk) in due course.

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.