

Teacher Resource Bank

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

- **Additional Exemplar Tasks: Controlled Assessment Writing & Speaking**

Autumn 2009



Speaking

Teachers should note that for Speaking Tasks all bullet points must be covered in order to have access to full marks for Communication. The sub-divisions are for guidance and do not have to be covered and failure to cover them will not necessarily affect the Communication mark.

At Stage 3 students are allowed a copy of the task sheet which includes the sub-divisions.

As these tasks are in the public domain unpredictable questions cannot be provided, since this would limit the options open to teachers.

Context: Cross Context

Impressions of an exchange visit

At the end of an exchange visit, the teacher at the school you visited would like some feedback from you.

Your teacher will play the part the teacher at the exchange school and will ask you the following:

- How you felt before the trip
- What life and the food in the family were like
- Your impressions of the school and of the host family
- What activities you did and what you thought of them
- Your opinion of school exchanges and why
- Your plans for the students when they come to England
- !

! Remember, at this point, you will have to respond to something that you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for teachers

Depending on the number of students, 4 – 6 unpredictable bullet points should be prepared for each task.

Context: The Environment

An interview about the environment

Imagine you work for an environmental group such as Greenpeace. You are being interviewed about ways to help the environment.

Your teacher will play the part of the interviewer and will ask you the following:

- What are the main environmental problems?
 - In your local area
 - transport
 - lack of recycling
 - litter
 - graffiti
 - poor attitude of people
 - In the World
 - energy sources
 - water
 - climate change
- What do you do to help the environment?
 - recycle
 - walk / go by bike
 - saving energy
- Tell me about a recent project your group did.
- What will happen if we don't help the environment?
 - more storms
 - natural catastrophes
 - rise in sea level
 - destruction of rain forests
 - drought and famine
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for teachers

Depending on the number of students, 4 – 6 unpredictable bullet points should be prepared for each task.

Context: Work and Education

A conversation about current and future jobs

You are going to have a conversation with your teacher about current and future jobs.

Your teacher will ask you the following:

- Do you have a Saturday job?
 - if so, what is it?
 - the hours
 - your wages
 - if not, do any of your friends have jobs?
 - what do they do?

- What are the advantages / disadvantages of having a part-time job?
 - sense of responsibility
 - extra money
 - no time for school work
 - no time for hobbies / friends

- Before now, how did you get your pocket money?
 - babysitting
 - paper round
 - waiter / waitress
 - your opinions

- What job would you like to do in the future?
 - preferred job
 - reasons why
 - qualifications needed

- What job would you never do?
 - job
 - reasons why not

- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for teachers

Depending on the number of students, 4 – 6 unpredictable bullet points should be prepared for each task.

Context: Lifestyle

Task: Talking about healthy lifestyle

You are going to have a conversation with your teacher about healthy lifestyles.

Your teacher will ask you the following:

- What you eat and if it's healthy
- Which sports person you admire and why
- What sport or exercise you did last weekend
- Your opinion on drugs and alcohol
- Your plans for staying healthy in the future
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

This dialogue will last between 4 and 6 minutes.

Notes for teachers

Depending on the number of students, 4 – 6 unpredictable bullet points should be prepared for each task

Context: Leisure

Task: Talking about your free time

You are having a conversation with your penfriend about your free time.

Your teacher will play the part of your penfriend and will ask you the following:

- What you do in your free time when you stay in
- What technology you use
 - computers
 - mobile
 - MP3
- What you did when you went out recently
- How do you plan to spend your money in the future
- Your opinion about fashion and why
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for teachers

Depending on the number of students, 4 – 6 unpredictable bullet points should be prepared for each task.

Context: Cross Context

Task: Talking about yourself

You are going to have a conversation with a young person you have just met on holiday.

Your teacher will play the part of the young person and will ask you to talk about the following:

- Yourself and your family
- Where you live and what you think about it
- Your free time
- Your school and future plans
- What you have done on the holiday so far
- !

! Remember, at this point, you will have to respond to something you have not yet prepared.

The dialogue will last between 4 and 6 minutes.

Notes for teachers

Depending on the number of students, 4 – 6 unpredictable bullet points should be prepared for each task.

Writing

Context: Leisure

Task: A response to a film

Your penfriend has asked you to write about a film you have seen for his/her school website.

You could include:

- Where you saw the film and who with
- What happens in the film
- Your favourite character in the film and why
- A description of the stars in the film and your opinion of them
- Why you would/would not recommend the film
- Your ideas for a sequel to the film

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Context: Cross Context

Task: Finding a home abroad

Your family is moving abroad and you write to a television programme to ask them to help you to find somewhere to live.

You could include:

- Why you are moving abroad
- A description of your favourite country and why you like it
- What you did when you went on holiday there
- What sort of area you want to live in and why
- Your ideal accommodation
- Your plans after moving

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Context: The Environment

Task: Save my town!

You are leading a campaign for your local area because you are worried about its future. You are writing an article to the European Union to promote your campaign.

You could include:

- Information about the area where you live and why you are worried
- What are the environmental problems in your area
- The positive attractions of your area
- What you personally have already done to help
- What other people could do to improve your area
- How your area compares to another that you have visited

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Context : Cross Context

Task: A letter to a problem page

You are increasingly worried about a good friend of yours and seek advice.

You could include:

- Say who you are and describe your friend
- How long you have been friends and why you are good friends
- Your friend's lifestyle up until recently
- Why you have become concerned about him/her lately
- What you have already done to help him/her
- What you fear might happen with him/her in the future
- Suggestions for what you think could be done to help him/her further and ask for advice

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Context: Lifestyle

Task: Money for charity

You are writing an article about a recent fundraising event that you and some of your friends undertook. The article will be placed on your school's website as a link for your partner school abroad.

You could include:

- What made you decide to try to raise money for charity
- What charity organisation you chose and why
- How many people were involved and what fundraising activity/activities you undertook
- How you feel about having raised the amount of money
- What the reaction of the charity organisation was
- Whether you would do the same or something similar again in the future

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.

Context: Cross Context

Task: My life as a teenager

Write an article about yourself and your lifestyle.

You could include:

- Details about yourself, your family and friends
- How you celebrated your last birthday
- What you do in your free time
- What you think of your school and why
- What you like/don't like in your life and why
- Your future plans

Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.