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- **Wifi – UCLGuest - Open Browser - Self service –
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AQA GCSE Mandarin

- **Strategies and Activities targeting New GCSE speaking questions.**

J U N 1 8



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Outcome

- **1. Administration**
- **2. Activities**
- **3. Answer bank and resources.**



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**Before we start
administration, can you
complete the
questionnaire?**



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1. Administration

- **1a. Conduct of exam.**
- **1b. Mark internally.**
- **1c. Sending to examiner.**

- ## GCSE Instructions for the June 2018 Examinations

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 12, Photo card I and her second Conversation Theme will be Theme 1.

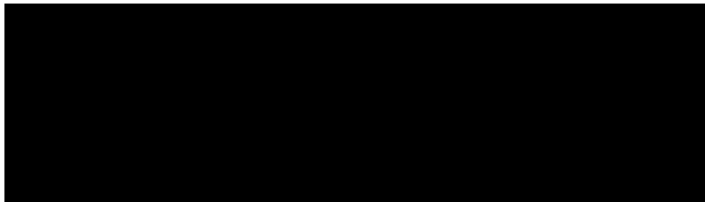
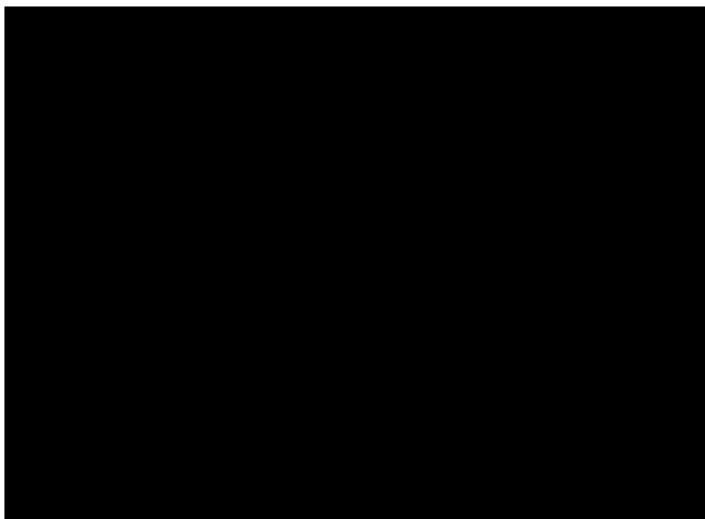
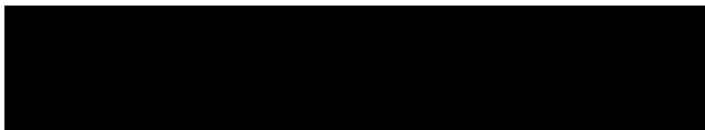
Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 10, Photo card L and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	12	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1
2	9	Theme 1	L (Theme 3)	Theme 2
		Theme 2	H (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
3	8	Theme 1	I (Theme 2)	Theme 3
		Theme 2	K (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
4	7	Theme 1	J (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	H (Theme 1)	Theme 2
5	11	Theme 1	K (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	I (Theme 2)	Theme 1

1a. Conduct of exam

- **Say what?**

AT THIS POINT	RECORD THIS	DO THIS
At the start of the tests for each teacher-examiner		
At the start of each candidate's test		Start the test. Do not stop or pause the recording at any time during the test.
At the end of each candidate's test		Check that the test has been recorded clearly and audibly. Prepare the equipment ready to record the next candidate.

1b- Mark Internally

- Everything alright?
- Mark it?



Appendix B

PAPER 2 SPEAKING TEST - DETAILED MARK SHEET

GCSE Bengali, Chinese (Mandarin), French, German, Italian, Modern Hebrew, Panjabi, Polish, Spanish and Urdu

SUMMER 20 ____

Centre No:			Language: _____ (eg German)					Component Code: _____						
Candidate Name	Candidate No.	Tier F/H	Role-play					RP sub-total Max 15	Photo card		General Conversation			
			Role Play No.	Communication Max. 10					PC Letter	Max 15	C	1 mark penalty (if r applied)	R/ of M/	
				Task 1 Max 2	Task 2 Max 2	Task 3 Max 2	Task 4 Max 2							Task 5 Max 2

AQA Examiner name: _____ (PLEASE PRINT)

Top copy to be sent to AQA together with candidate recordings
Bottom copy to be retained by AQA Examiner

AQA - GCSE Speaking Exam - Higher

NAME: _____

1. ROLE PLAY

Communication	Knowledge and use of language
3 marks per task (5 tasks = 15 marks) For each task: 2 marks: the message is conveyed without ambiguity. 1 mark: the message is partially conveyed or conveyed with some ambiguity. 0 marks: no part of message is conveyed.	5 marks: Very good knowledge and use of language 4 marks: Good knowledge and use of language 3 marks: Reasonable knowledge and use of language 2 marks: Limited knowledge and use of language 1 mark: Poor knowledge and use of language 0 marks: No language produced is worthy of credit
Total: / 10	Total: / 5

SUM: / 15

2. PHOTO CARD

Mark	Response
13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	Communication does not meet the standard required for Level 1 at this tier.

TOTAL: / 15

3. GENERAL CONVERSATION

Communication	Range and Accuracy
9-10 A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.	9-10 Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
7-8 A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Appropriately conveys information clearly, giving and explaining opinions.	7-8 Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
5-6 A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.	5-6 Good language with some attempts at more complex structures and/or vocabulary. References to past and future, as well as present, events are usually successful. There may be minor errors and occasional minor errors, but they do not generally impede comprehension.
3-4 A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Give opinions, some of which are explained.	3-4 Generally good language with mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in conveying references to past and future, as well as present, events although there may be errors, they do not generally impede comprehension.
1-2 A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.	1-2 Reasonable language with simple structures and vocabulary and may be repetitive at times. Any attempts to give references to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0 Communication does not reach the standard required for Level 1 at this tier.	0 The language does not meet the standard required for Level 1 at this tier.

5	Consistently good pronunciation and intonation throughout.	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	Good pronunciation and intonation with only occasional lapses.	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and speaks spontaneously. Usually responds promptly and there is some flow of language.
3	Generally good but with some inconsistency in more challenging language.	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learned responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	Generally good but some inconsistency at times.	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learned responses. Sometimes hesitates and may not be able to respond to some questions.
1	Pronunciation generally understandable with some intonation.	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learned responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Communication: _____ / 10
Range & Accuracy: _____ / 10
Pronunciation & Intonation: _____ / 5
Spontaneity & Fluency: _____ / 5
Total: _____ / 30

Total: _____ / 60 **Grade _____** **Target _____**

FEEDBACK

What went well:

Areas to work on:

Student comments:



GCSE MFL Speaking Tests
additional answer sheet

Candidate No:

Centre No:

Candidate Name:

or: Memory sticks with the following information securely attached to the memory stick on a tag (or attached on an additional sheet if it is not possible to write all of the required information on the tag):

- the number and name of each candidate on the memory stick
- component code (eg 8698SF)
- centre number
- teacher-examiner's name (written clearly).

Individual candidate recordings should be saved as .mp3 files. The filename must contain the component code, centre number and candidate number, eg 8698SF_55217_0041.mp3.

- **Different languages?**
- **Different tiers?**
- **USB?**



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**Before we move on to
'activities', can you list 3
biggest challenges?**

Adaptability for different contexts / Ability to cope with the unexpected / Variety of language / Ability to refer to past, present, future events / Giving opinions / Recognising what questions mean / Commenting on a photo / Choosing the best questions to ask / Planning what to say / even in English / Prepare within a time limit / Working towards a recommended length / 'Good' pre-learning / Student ability / Student gives up ...



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2. Activities

- **2a. Making input accessible**
- **2b. Dealing with spontaneity**
- **2c. Maintaining motivation**

2a. Making Input Accessible

- **How would you teach a speaking preparation lesson?**
- **What differentiation you consider useful?**
- **How to make peer assessment effective?**

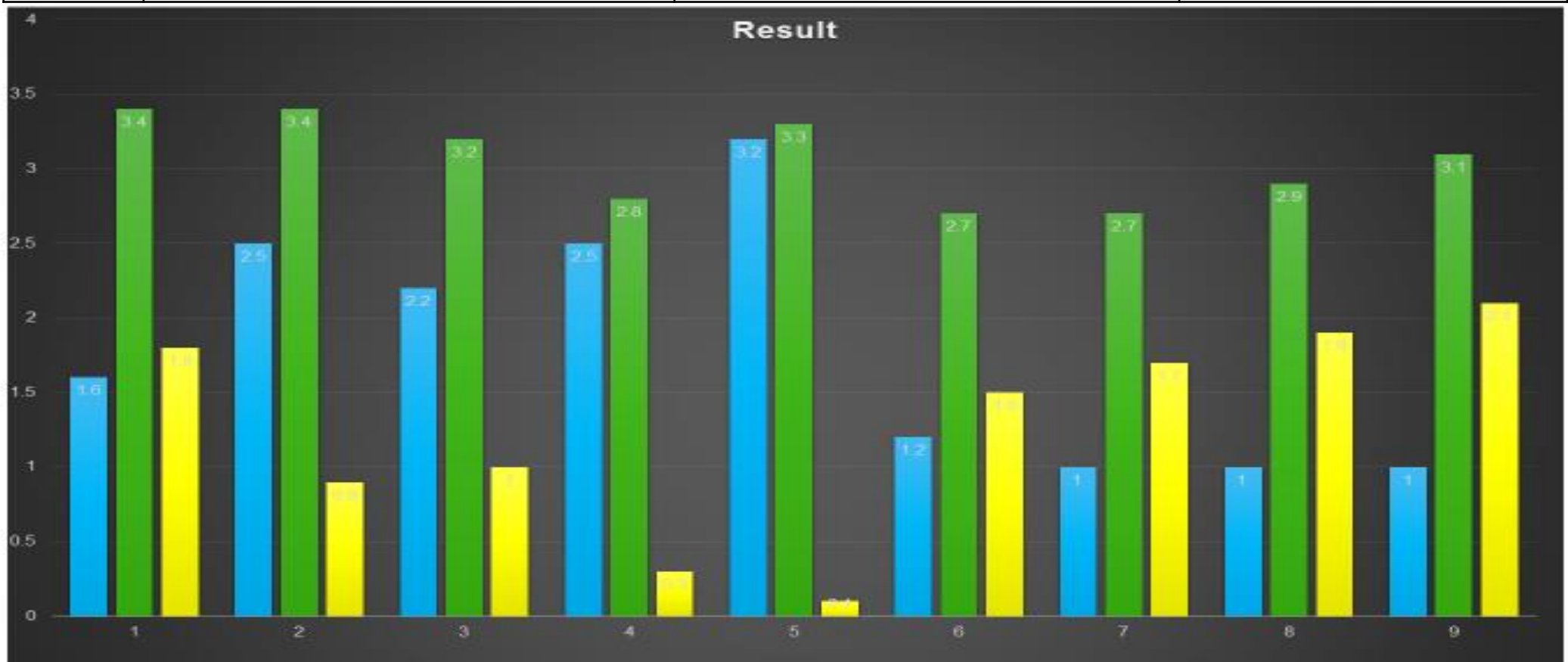
2b. Dealing With Spontaneity

CHOSEN THEME: THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTERESTS.		
Question 1 MD		Time:
Question 1 EN		
Answer 1 MD		
Answer 1 EN		
Answer 1 Correct		
Question 2 MD		Time:
Question 2 EN		
Answer 2 MD		
Answer 2 EN		
Answer 2 Correct		
Question 3 MD		Time:
Question 3 EN		
Answer 3 MD		
Answer 3 EN		
Answer 3 Correct		
Question 4 MD		Time:
Question 4 EN		
Answer 4 MD		
Answer 4 EN		
Answer 4 Correct		
Question 5 MD		Time:
Question 5 EN		
Answer 5 MD		
Answer 5 EN		
Answer 5 Correct		

- **Hand gesture and mouthing?**
- **Plan ahead for themes?**
- **Write down notes during Role Play and Photo Card?**

2c. Maintaining Motivation

Purpose	Original Language	Positive Cue Alternative	Expressions Post-Intervention
Instruction	1. You all have to finish this... 2. If you don't know, then you need to work harder. 3. Concentrate please!	1. Team, we begin together and finish together. 2. Great result is reflected by your great efforts! 3. Stay with me.	'It does take that long' 'I finish earlier than ...' 'The lesson goes so fast'
Sympathy	4. I know it's difficult and it's difficult for everyone. 5. Ask me if you don't know. 6. Wrong character, sorry.	4. You all making this looks so easy. 5. I'm here for you whenever you need to talk to me. 6. Not correct yet? Let's do it right then.	'Actually I can do it' 'it wasn't that difficult' 'oh, it's like that'
Control	7. Don't waste your time! 8. Stop talking. 9. Stop complaining.	7. This is what you came for. 8. How many left? You can do more than you think you can. 9. I promise results, work with me, give both of us a chance to try.	'I've done more' 'I don't think it will take long for my homework' 'it's actually fun'.





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**Before we share the
answer bank, please
make sure that you are
with me on survey.**



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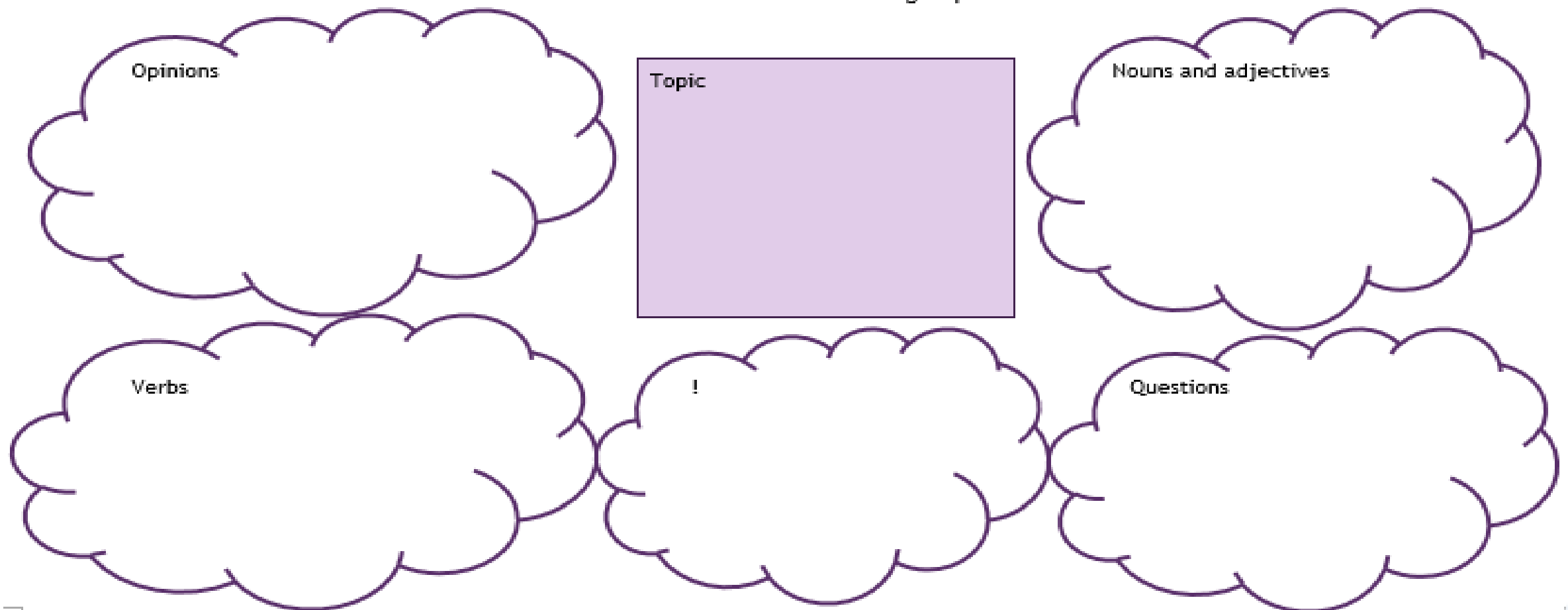
Answer Bank

- **Role Play – Sample answers.**
- **Photo Card – MFL sample + 2018.**
- **General Conversation – Question bank.**

Mind-map template

Use this mind-map template to revise for any role-play topic.

- Write the topic in the centre of the mind map.
- Note useful opinions, nouns and adjectives, verbs and questions for the topic.
- Try to predict what you could be asked for the unprepared question.
- Compare and share your ideas with a partner or small group.



Word sort

- Categorise the words in the box below under the headings provided.
- There are four words for each category.
- Then add more of your own ideas to each category.

Introducing the photo	Where in the photo	People
Physical descriptions	Character/mood	Verbs
Geographical locations	Location details	Describing the location
Opinions	Conjectures	Reasons



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Thank you

- **Finish your survey by inputting your email.**
- **Don't forget to evaluate this workshop on the sheet given by IOE.**

25 Role-playing situations

If the candidate cannot produce part of the role-play, the teacher's response should be given to allow the candidate to move on to the next utterance.

26 Photo card

If the candidate does not understand a question in the photo card, the teacher-examiner should phrase the question more simply, ensuring that the same meaning is retained and that key vocabulary is not provided. Failing that, the teacher should move to the next question. The recording must not be stopped.

27 General Conversation

If the candidate is unable to answer a question on the General Conversation, the teacher-examiner should phrase the question more simply or try a related, though different, question. Failing that, the teacher should move to a simpler question on another topic or sub-topic of the Theme. If a teacher-examiner inadvertently strays into a Theme which is not part of the General Conversation for a particular candidate, they should move their questioning back into the correct Theme as soon as this is realised.