

# GCSE (9–1) Lesser taught languages

Chinese mocks marking training

18OAL09

Delegate booklet Part 1

Foundation tier speaking





## Foundation speaking role play mock marking

Listen to the role play, and mark the candidate's performance according to the marking criteria.

The candidate is doing FR 3.

### Candidate card

#### STIMULUS FR3

**Topic: Travel and tourist transactions**

#### Instructions to candidates

You are going to eat at a restaurant in Chinatown in London with your friend. The teacher will play the part of the waiter/waitress and will speak first.

Use appropriate language for a formal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - **?** - you must ask a question.
- Where you see - **!** - you must respond to something you have not prepared.

#### Task

***You are in a restaurant in Chinatown in London with a friend. You speak to the waiter/waitress.***

1. Say you would like a table for a certain number of people.
2. Say where you would like to sit.
3. **!**
4. Give your opinion of Chinese cuisine.
5. **?** Ask if there is Wi-Fi in the restaurant.

### Teacher card



**STIMULUS FR3**

**Topic:** Travel and tourist transactions

**Instructions to teacher**

- Use appropriate language for a formal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

**Begin the role play with the following introduction.**

*You are in a restaurant in Chinatown in London with a friend. You speak to the waiter/waitress.*

1	兩位好！歡迎！ Allow the candidate to ask for a table for... (number of) people.
2	你們想坐在哪兒？ Allow the candidate to say where they want to sit.
3	！ 你們喜歡吃什麼樣的菜？ Allow the candidate to say what kind of food they would like to eat.
4	您覺得中國菜怎麼樣？ Allow the candidate to give his/her opinion of Chinese cuisine. Give an appropriate brief response.
5	？ Allow the candidate to ask about wireless internet availability in the restaurant. Give an appropriate brief response.

**Mark grid for foundation speaking role play**

Mark	Descriptor
0	No rewardable communication; highly ambiguous <b>OR</b> pronunciation prevents communication
1	Partially clear/ambiguous <b>OR</b> partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication



## Foundation picture-based task mock marking

Listen to the picture-based task, and mark the candidate's performance according to the marking criteria.

The candidate is doing picture-based task 6.

### Candidate card

#### STIMULUS FP6

Topic: What school is like



(Source: © Photoshot)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on eating lunch in the school canteen
- what you did during the lunch break yesterday
- your plans for the end of the school year
- your favourite extracurricular activity at school.



## Teacher card

### STIMULUS FP6

Topic: What school is like



(Source: © Photoshot)

1. 描述這張照片。  
[還有呢?]
2. 我認為在學校餐廳吃午飯很好。你覺得呢?  
[為什麼(不)呢?/還有呢?]
3. 昨天中午休息的時候你做了什麼?  
[還有呢?]
4. 今年夏天你要做什麼?  
[為什麼呢?/還有呢?]
5. 你最喜歡的課外活動是什麼?  
[為什麼(不)呢?/還有呢?]



## Mark grids for foundation picture-based task

### Picture-based task – foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

### Picture-based task: communication and content – foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"><li>• Limited response to set questions, likely to consist of single-word answers.</li><li>• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.</li><li>• A straightforward opinion may be expressed but without justification.</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Responds briefly to set questions, there is much hesitation and continuous prompting needed.</li><li>• Some limited success in adapting language to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.</li><li>• Straightforward, brief opinions are given but without justification.</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Responds to set questions with some development, some hesitation and some prompting necessary.</li><li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions with occasional, brief justification.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
13–16	<ul style="list-style-type: none"><li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.</li><li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.</li><li>• Expresses opinions and gives justification with some development.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>



**Picture-based task: linguistic knowledge and accuracy – foundation tier**

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"><li>• Limited accuracy when responding to set questions; minimal success when referring to past, present and future events.</li><li>• Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation.</li></ul>
3–4	<ul style="list-style-type: none"><li>• Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.</li><li>• Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.</li></ul>
5–6	<ul style="list-style-type: none"><li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.</li><li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
7–8	<ul style="list-style-type: none"><li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.</li><li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li></ul>



## **Foundation conversation mock marking**

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Listen to the conversation, and mark the candidate's performance according to the marking criteria.

In the sample we will listen to, the themes are:

Conversation Part 1 Theme 4 – Future aspirations, study and work

Part 2 Theme 1 – Identity and culture



**Conversation – foundation tier (36 marks)**

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

**Conversation: communication and content – foundation tier**

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Communicates limited information relevant to the topics and questions.</li><li>• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.</li><li>• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the topics and questions.</li><li>• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.</li><li>• Uses repetitive vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li><li>• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.</li><li>• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li><li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Communicates information relevant to the topics and questions, with some extended sequences of speech.</li><li>• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.</li><li>• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li><li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li></ul>

**Conversation: interaction and spontaneity – foundation tier**

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.</li><li>• Short, undeveloped responses, many incomplete.</li><li>• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.</li><li>• Short responses, any development depends on teacher prompting.</li><li>• Limited ability to sustain communication, pace is mostly slow and hesitant.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.</li><li>• Occasionally able to initiate and develop responses independently but regular prompting needed.</li><li>• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Responds spontaneously to some questions, interacting naturally for parts of the conversation.</li><li>• Sometimes able to initiate and develop the conversation independently, some prompting needed.</li><li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.</li></ul>

**Conversation: linguistic knowledge and accuracy – foundation tier**

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"><li>• Uses straightforward, individual words/phrases; limited evidence of language manipulation.</li><li>• Limited accuracy, minimal success when referring to past, present and future events.</li><li>• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation.</li></ul>
4–6	<ul style="list-style-type: none"><li>• Uses straightforward, repetitive, grammatical structures.</li><li>• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity.</li><li>• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.</li></ul>
7–9	<ul style="list-style-type: none"><li>• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.</li><li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li><li>• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
10–12	<ul style="list-style-type: none"><li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li><li>• Generally accurate grammatical structures, generally successful references to past, present and future events.</li><li>• Generally coherent speech although errors occur that sometimes hinder clarity of communication.</li></ul>