

GCSE (9–1) Lesser taught languages

Chinese mocks marking training

18OAL09

Delegate booklet Part 2

Higher Tier Speaking





Higher tier role play marking

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

The candidate is doing higher role play 1.

Candidate card

STIMULUS HR1

Topic: Who am I?

Instructions to candidates

You are talking about friends and family with your Chinese penfriend. The teacher will play the part of your penfriend and will speak first.

Use appropriate language for an informal 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 speak about your friends and family with your Chinese penfriend.

1. Talk about which family member you get on with best.
2. Describe your best friend.
3. !
4. ? Ask your penfriend if s/he prefers spending time with family or friends.
5. ? Ask your penfriend about the importance of friends.



Teacher card

STIMULUS HR1

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal 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 speak about your friends and family with your Chinese penfriend.

1	你和哪個家人的關係最好？ Allow the candidate to say which family member s/he gets on with best.
2	說說你最好的朋友。 Allow the candidate to describe his/her best friend.
3	！ 你最近和朋友一起做了什麼？ Allow the candidate to say what s/he has recently done with his/her friends. 很好。
4	？ Allow the candidate to ask if you prefer spending time with family or friends. Give an appropriate brief response.
5	？ Allow the candidate to ask you about the importance of friends. Give an appropriate brief response.

Role play – higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of two marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR 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



Higher tier picture-based task 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 3.

Candidate card

STIMULUS HP3

Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- your opinion on holidaying in the countryside
- an interesting holiday you have been on
- your next holiday
- !



Teacher card

STIMULUS HP3

Topic: Holidays



(Source: © XiXinXing / Alamy Stock Photo)

1. 描述這張照片。
[還有呢?]
2. 我認為到農村玩很有意思，你覺得呢？
[為什麼（不）呢？/還有呢?]
3. 你有過什麼特別有趣的假期？給我說說。
[還有呢?]
4. 下個假期，你打算去哪兒？
[為什麼呢？/還有呢?]
5. 你是願意和朋友還是和家人一起度假呢？
[為什麼呢？/還有呢?]

**Picture-based task – higher 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 – higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions effectively and gives justification which is mostly developed.• Pronunciation and intonation are intelligible and predominantly accurate.
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses.• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions with ease and gives fully-developed justification.• Pronunciation and intonation are consistently accurate and intelligible.

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

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.
5–6	<ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.• Responses are coherent, any errors do not hinder the clarity of the communication.



Higher tier conversation marking

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:

Part 1	Theme 4 – Future aspirations, study and work
Part 2	Theme 3 – School

**Conversation – higher 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 – higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate.
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible.

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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.Occasionally able to initiate and develop responses independently but regular prompting needed.Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
4–6	<ul style="list-style-type: none">Responds spontaneously to some questions, interacting naturally for parts of the conversation.Sometimes able to initiate and develop the conversation independently, some prompting needed.Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.
7–9	<ul style="list-style-type: none">Responds to most questions spontaneously, resulting in mostly natural interaction.Mostly able to initiate and develop the conversation independently.Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	<ul style="list-style-type: none">Responds spontaneously and with ease to questions, resulting in natural interaction.Consistently able to initiate and develop the conversation independently.Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

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

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures.Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
4–6	<ul style="list-style-type: none">Manipulates grammatical structures with occasional variation, complex structures used but repetitive.Generally accurate grammatical structures, generally successful references to past, present and future events.Generally coherent speech although errors occur that sometimes hinder clarity of communication.
7–9	<ul style="list-style-type: none">Manipulates a variety of grammatical structures, some variety of complex structures.Predominantly accurate grammatical structures, mostly successful references to past, present and future events.Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.
10–12	<ul style="list-style-type: none">Manipulates a wide variety of grammatical structures, frequent use of complex structures.Consistently accurate grammatical structures, consistently successful references to past, present and future events.Fully coherent speech; any errors do not hinder the clarity of the communication.