

**Edexcel GCSE**

**MFL Speaking**

**Controlled Assessment**

**Teacher Support Book 2012**

français

español

中文

Deutsch

# **Edexcel GCSE**

# **Spoken Language**

# **Controlled Assessment**

## **Teacher Support Book**

Chinese 2CN01

Chinese 3CN0W (Short Course – Spoken Language)

French 2FR01

French 3FR0W (Short Course – Spoken Language)

German 2GN01

German 3GN0W (Short Course – Spoken Language)

Italian 2IN01

Italian 3IN0W (Short Course – Spoken Language)

Spanish 2SP01

Spanish 3SP0W (Short Course – Spoken Language)

Urdu 2UR01

Urdu 3UR0W (Short Course – Spoken Language)

# Welcome to the GCSE Spoken Language 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with general information and answers to key questions that may arise as you prepare for and undertake controlled speaking assessments in any of the following languages: **Chinese, French, German, Italian, Spanish** and **Urdu**. These assessments represent 30% of the GCSE Full Course (Spoken Language) and 60% of the GCSE Short Course (Spoken Language) qualifications.

Please read this book in conjunction with the relevant GCSE specification, sample assessment materials, the possible 'live' controlled assessment tasks that we have provided and related podcast guidance. Importantly, this support book is also accompanied by language-specific examples of candidate work with related assessment commentaries. These have been written by senior examiners to help inform your teaching and marking and are also available via the Edexcel website. Please visit the language-specific 'GCSE Controlled Assessment' section of our website.

These can all be downloaded from the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) via links on the language-specific GCSE homepage. They form part of a comprehensive package of support that also includes opportunities for training delivered either online or via face-to-face meetings.

## **Expert advice from the people who know**

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.

To contact our GCSE Spoken Language senior examining team about a language-specific and assessment-related query, please email: [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)

**We look forward to working with you.**

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# Introduction to controlled assessment

## Why controlled assessments?

The current Edexcel GCSEs in Chinese, French, German, Italian, Spanish and Urdu feature controlled assessment speaking tasks. These have replaced the traditional 'one-off' oral examination and have been introduced in response to the QDCA GCSE subject criteria and to promote a less 'high stakes' and more engaging form of speaking assessment (i.e. level of success no longer determined by a 'one-off' exam performance).

The assessments enable teachers and candidates to have much more control of assessment content. You are able to select content that is most appropriate for your candidates and can customise the tasks to coincide with their language needs and interests.

You also have control of how and when you assess your candidates – either through ongoing assessments or in specific internally timetabled assessment slots. January 2013 was the last opportunity to submit work during the winter series for Unit 2 Speaking in French, German and Spanish. From May 2013, all GCSE language specifications will be assessed in the summer examination series only. The GCSE subject criteria require teachers to mark the controlled speaking assessments and submit samples of marked work for moderation.

This book offers key guidance on content, forms of assessment and preparing candidates, as well as procedures for conducting, recording and marking the assessments.

## What will candidates actually do?

Candidates need to complete two separate speaking assessments, each of which should last between 4 and 6 minutes. These must involve any two of the following task types:

- Presentation followed by discussion
- Picture-based free-flowing discussion
- Open interaction.

Candidates will be able to refer to up to 30 words of their own notes and, if desired, up to five small drawings that they prepare in advance of the assessment. These notes must be produced on a standard form (CA2) available from our website (please consult the controlled assessments area on the relevant GCSE language-specific homepage).

Although candidates may undertake tasks that link to any theme of your choice, the following areas have been identified as popular themes for controlled speaking assessments:

1. Media and culture, 2. Sport and leisure, 3. Travel and tourism, 4. Business, work and employment

## Flexible tasks offering candidate-focused assessment

### Presentation followed by discussion

This requires candidates to produce a short presentation (1 minute minimum/3 minutes maximum) in the target language, either linked to one of the four identified themes or to one your centre has chosen. The candidate must then respond to a series of linked follow-up questions. It is intended that candidates should, wherever possible, have some ownership of the task and exercise some choice of content (e.g. *Prepare a presentation about a sport of your choice*). You may accompany the presentation task with specific instructions or bullets to support your candidates (e.g. *Your presentation may include reference to ...*) but the questions you ask during the assessment must also feature an unpredictable element (e.g. task-linked 'other' questions that are not specifically 'signposted' in any of the task bullets). Candidates must not, therefore, know in advance the exact questions that you will ask in the assessment. Although unable to assist candidates in task-specific preparation, you will need to have a clear idea of the content of their presentations prior to assessment so that you are able to interact effectively and ask suitable questions.

### Picture-based free-flowing discussion

This requires candidates to discuss a picture in the target language, either linked to one of the four identified themes or to one that your centre has chosen. Candidates may give a quick presentation to introduce their picture (1 minute maximum) before responding to a series of linked follow-up questions. It is intended that candidates should have ownership of the task and exercise some choice of content (e.g. *Find a picture of a sportsperson of your choice and prepare to discuss this person with your teacher*). You may accompany the picture-based discussion task with specific instructions or bullets to support your candidates (e.g. *Your discussion may include reference to ...*) but the questions that you ask during the assessment must also feature an unpredictable element. Candidates must not, therefore, know in advance the exact questions that you will ask in the assessment. Although unable to assist candidates in task-specific preparation, you will need to have a clear idea of the content of their intended discussion prior to assessment so that you are able to interact effectively and ask suitable questions.

### Open interaction

The open interaction is essentially an unscripted role play in the target language that links to one of the four identified themes or to one that your centre has chosen. Candidates should be given a task stimulus and instructions to help them prepare for their assessment. These should include a scenario and could include bullets (e.g. *You will need to find out ...*) although your interaction with the candidate must feature an unpredictable element. Candidates must not, therefore, know in advance the exact questions that you will ask in the assessment. As this task type lends itself well to transactional activities, it is expected that candidates will be required to ask questions as part of their brief.

To support you, Edexcel has produced banks of controlled assessment open interaction speaking tasks that relate to each of the four identified themes (Media and culture, Sport and leisure, Travel and tourism, Business, work and employment). Other examples of the task types appear in the sample assessment materials on the language-specific GCSE home pages.

# Section 1: Introduction to controlled assessment

You can either use the open interaction tasks provided or modify them to suit the particular needs and interests of your candidates. You may wish to alter content so that it relates to your local area or, possibly, change bullet points to provide more structure for certain candidates or less prescription for others. Both PDF and Word versions of the tasks have been produced to facilitate this. Alternatively, you are free to devise your own tasks and, if you wish, link these to a centre-devised theme instead of the four identified themes.

Tasks must be refreshed every 2 years. This applies to both Edexcel-provided and teacher-produced tasks. However, this does not mean that all tasks have to be completely rewritten. The replacement of at least one significant bullet point can usually lead to significant change.

Naturally, teachers who have opted to undertake controlled assessment speaking tasks that are linked to a different theme from the above will need to devise their own open interaction tasks.

## Centre-devised option

You are not constrained by the four identified themes (Media and culture, Sport and leisure, Travel and tourism, Business, work and employment) and may opt to devise themes of your own that are more appropriate to the needs and interests of your candidates. This option enables candidates to develop language skills:

- in contexts that coincide with learners' studies in other curriculum areas (hospitality, retail, etc.) and potentially as additional and specialist learning (ASL) on BTEC or other vocational programmes;
- that relate to alternative topic areas (e.g. school and work);
- or that link to project work (e.g. regional studies) possibly undertaken as part of content and language integrated learning (CLIL).

It is not necessary to approach Edexcel to approve centre-devised themes although you are free to email task suggestions to: [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)

You can set controlled assessment speaking tasks that focus on one or more themes and you can cover the same theme(s) across writing and speaking units. However, it is important that the tasks feature different content and address different purposes. For example, it would not be acceptable to submit an oral presentation about a holiday resort and a written controlled assessment that describes the same or a similar resort from the same candidate.

## Different pathways possible

The speaking assessment tasks facilitate a range of delivery pathways. In the speaking unit, your candidates could cover a broad range of themes or they could focus on just one or two. If desired, language tasks could be used that refer to either general contexts or more applied and vocational contexts linked to the world of work. Candidates could, for example, be asked to play the role of an employee talking to a French-speaking customer in a tourist information office in Birmingham instead of playing the role of a tourist in Biarritz.

# Overview of assessment

There are four units in the GCSE languages full course specification and two units in the short courses. The table below enables you to see how the speaking unit fits in the GCSE Full Course (Spoken Language) or the GCSE Short Course (Spoken Language). The speaking units are in bold.

Specification cash-in code	Subject title	Units required to be eligible	Weighting
GCSE 2CN01 (Full Course)	Chinese	5CN01 (Listening and understanding) <b>5CN02 (Speaking)</b> 5CN03 (Reading and understanding) 5CN04 (Writing)	20% <b>30%</b> 20% 30%
GCSE 3CN0S (Short Course)	Chinese: Spoken Language	5CN01 (Listening and understanding) <b>5CN02 (Speaking)</b>	40% <b>60%</b>
GCSE 2FR01 (Full Course)	French	5FR01 (Listening and understanding) <b>5FR02 (Speaking)</b> 5FR03 (Reading and understanding) 5FR04 (Writing)	20% <b>30%</b> 20% 30%
GCSE 3FR0S (Short Course)	French: Spoken Language	5FR01 (Listening and understanding) <b>5FR02 (Speaking)</b>	40% <b>60%</b>
GCSE 2GN01 (Full Course)	German	5GN01 (Listening and understanding) <b>5GN02 (Speaking)</b> 5GN03 (Reading and understanding) 5GN04 (Writing)	20% <b>30%</b> 20% 30%
GCSE 3GN0S (Short Course)	German: Spoken Language	5GN01 (Listening and understanding) <b>5GN02 (Speaking)</b>	40% <b>60%</b>
GCSE 2IN01 (Full Course)	Italian	5IN01 (Listening and understanding) <b>5IN02 (Speaking)</b> 5IN03 (Reading and understanding) 5IN04 (Writing)	20% <b>30%</b> 20% 30%
GCSE 3IN0S (Short Course)	Italian: Spoken Language	5IN01 (Listening and understanding) <b>5IN02 (Speaking)</b>	40% <b>60%</b>

## Section 2: Assessment information

GCSE 2SP01 (Full Course)	Spanish	5SP01 (Listening and understanding) <b>5SP02 (Speaking)</b> 5SP03 (Reading and understanding) 5SP04 (Writing)	20% <b>30%</b> 20% 30%
GCSE 3SP0S (Short Course)	Spanish: Spoken Language	5SP01 (Listening and understanding) <b>5SP02 (Speaking)</b>	40% <b>60%</b>
GCSE 2UR01 (Full Course)	Urdu	5UR01 (Listening and understanding) <b>5UR02 (Speaking)</b> 5UR03 (Reading and understanding) 5UR04 (Writing)	20% <b>30%</b> 20% 30%
GCSE 3UR0S (Short Course)	Urdu: Spoken Language	5UR01 (Listening and understanding) <b>5UR02 (Speaking)</b>	40% <b>60%</b>

# Teacher support and guidance

When writing the new series of GCSE specifications, all awarding bodies took a closer look at controlled assessment requirements for every subject; the QCDA required GCSE controlled assessments in both speaking and writing units and these must now take place in controlled conditions.

The controlled assessments for speaking are a completely new phenomenon and account for 30% of the qualification (60% of the GCSE Short Course (Spoken Language)). This section considers the following stages of controlled assessment for speaking:

- General preparation phase
- Task setting
- Task taking
- Task marking
- Task submission and administration

This support and guidance section incorporates practical frequently asked questions that teachers have already asked, together with the corresponding answers. It must be stressed that the controlled assessments for speaking offer teachers a great deal of flexibility in terms of content, format and timing of assignments so that responses to some questions may sometimes vary according to different approaches adopted across centres. Nevertheless, in terms of the general regulations applied to the controlled assessments for speaking, we have aimed to provide clear and unequivocal guidance.

## General preparation phase

It is important that candidates are well prepared for the controlled assessments in speaking and that they do not undertake their assessments 'cold'. Candidates are allowed task-specific preparation time, but the general preparation undertaken prior to the release of the stimulus is undoubtedly the most important preparation phase.

It is important that the teaching and learning time equips candidates with a range of vocabulary and structures which they can subsequently incorporate, manipulate, expand on and adapt when carrying out their assessment tasks. The general preparation phase allows you to give unlimited feedback on content and to mark work. It provides the general foundations for formal assessment. Once it is completed, you can then set a task and conduct your candidates' assessment.

As an example, if covering the topic of 'People' in the general teaching and learning phase you are likely to cover physical descriptions, characteristics, related adjectives, why you like them, why you don't, other opinions, what they've done, what they haven't done, etc. In class, you could refer to or get candidates to describe different people – friends, relatives, a sports person – and think about the sort of questions that could be asked about people. You could follow this up with an assessment task (e.g. picture-based assessment) that relates to another famous person (e.g. a famous singer). The candidates would then be able to draw on what they already know as they start their task-specific preparation.

### Task setting (limited control)

This section considers various aspects of task setting, including when and how tasks can be set and issues concerning the 'task-specific' preparation period. It offers guidance on the following controls:

- Collaboration control
- Feedback control
- Time control
- Resource control

You are free to assess when it is most appropriate for your centre and candidates. This could be either on an ongoing basis when candidates are 'ready' or in formal assessment windows. Some centres intend to have one 'end assessment' for speaking as required in previous GCSE specifications and carry out another assessment either as part of mock Year 11 examinations or as a Year 10 end-of-year assessment. Staff at other centres may prefer to undertake termly assessments and submit the best two marks.

You must ensure that candidates undertake two distinctly different task types but these can both, if desired, refer to the same theme.

The task-specific preparation period enables candidates to plan for their assessment and to produce up to 30 words in a bullet points or mind map format using a Candidates Notes Form – Speaking (CA2). This is available for download via the language-specific GCSE controlled assessments section of the website (and also appears in the Administrative Support Guide). Candidates will be able to refer to this form in the controlled assessment session, together with the task stimulus. The form also enables the candidates, if they wish, to supplement their notes with up to five small drawings relevant to the assessment.

### Collaboration control

Task preparation should be individual, although candidates can be informed by general working with others (for example, candidates could engage in different role play activities with each other as they prepare for open interactions). Teachers must make certain that each candidate is responsible for the language and structures produced in the assessment. A Unit 2 Candidate Mark Record Sheet (CM2) will need to be completed and signed by the candidate and teacher. These can be downloaded from the Edexcel website on the language-specific homepages, via the links to controlled assessment.

### Feedback control

Once controlled assessment tasks have been issued, it is not possible for teachers to offer any task-specific feedback to candidates other than to check that the task brief has been fully understood. To facilitate this, a Student Checklist Form has been produced and this can be completed in conjunction with the Candidates Notes Form – Speaking (CA2). This form enables you to check that your candidates are 'on track' with the task set.

### Time control

Tasks can be set at any time during the delivery of the GCSE course and up to a maximum of 6 contact hours over a maximum of 2 weeks before the formal assessment take place. However, it is anticipated that many candidates would need significantly less preparation time – especially if the assessment logically follows on from a period of general preparation linked to a related topic and the same theme.

## Section 2: Assessment information

### Resource control

During the task-specific preparation period, candidates can refer to a variety of resources they find useful. These include textbooks and exercise books in addition to dictionaries, the task stimulus, Controlled Assessments – Speaking Form (CA2) and their checklist. Candidates may take the stimulus and notes forms out of the classroom during the allocated task-specific preparation time.

The task setting and candidates' task-specific preparation phase is a crucial one and has attracted a variety of questions from teachers – some of the most common are given below.

### Where can teachers access the tasks?

“

The tasks are available via the language-specific GCSE controlled assessment section of our website. The accompanying Student Note Forms are also located in this section.

The Edexcel-provided tasks are not compulsory content and you may adapt these or create other material of your own. You can also use the sample assessment materials as long as they are adapted in some way (e.g. change of *at least one* significant bullet point).

All tasks must be refreshed every 2 years. This applies to both Edexcel-provided and teacher-produced stimulus material. The tasks do not have to be rewritten completely and can simply be updated and adapted as indicated above.

”

### When can candidates see the task?

“

Up to 2 weeks and a maximum of 6 contact hours are provided for candidates to undertake the task-specific research and preparation. Candidates must not be given more than this time to prepare.

”

### When can I offer the controlled assessment unit?

“

Candidates may take the speaking tasks at any convenient time during the GCSE course, however January 2013 was the last opportunity to submit work during the winter series for Unit 2 Speaking in French, German and Spanish. From May 2013, all GCSE languages specifications will be assessed in the summer examination series only.

Task recordings must be stored securely prior to and after sample submission. Other recordings not included in the sample will need to be retained as it is possible that further work could be requested. Recordings must be kept safely in the centre until 30 September in the year that the qualification is awarded.

”

## Section 2: Assessment information

### How much flexibility is there for me to devise my own tasks?



Teachers can have overall control of task type and task setting to reflect the interests and needs of their candidates. Candidates should be encouraged to exercise choice whenever possible – choosing pictures, presentation topics, etc.

Unless the task is set in a target-language country, the linked stimulus should be in English. It is recommended that the stimulus is written in English whenever possible as some candidates could otherwise be tempted to lift target-language text indiscriminately and would not be credited any marks for this.

Any task stimulus must not exceed 70 words but this word limit does not affect the 'situation' (scene setting) or 'task instructions', but these should be as clear and concise as possible.

Remember that centre-devised tasks do not have to relate to the themes identified in the specification (Media and culture, Sport and leisure, Travel and tourism, Business, work and employment) because teachers are free to produce tasks linked to other candidate interests.

Centre-devised tasks do not have to be approved by Edexcel, but if you require reassurance about a specific task that you have devised, you can email [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)



### Can teachers set the same task to a whole class?



Logistically, teachers may prefer to have one group doing one task. So, all candidates in a group could, for example, undertake an open interaction that has a common brief. Teachers could make certain changes to the task to allow for differentiation in ability (e.g. more bullet points for the lesser able and fewer for the more able) but the generic task would essentially remain the same. Teachers would, of course, be expected to ask a range of different questions to each candidate dependent on what s/he is saying, although some common questions are envisaged.

Many tasks will require candidates to provide individual and distinctive content even though a common brief has been set: a picture-based discussion about a famous sportsperson would, for example, involve different choices and invite different information, opinions and questions.



## Section 2: Assessment information

### Can we issue lists of questions to candidates to learn?

“

It is not in the spirit of the new GCSE speaking controlled assessments for teachers to simply provide their candidates with a list of pre-set questions to be rote-learned and regurgitated. All task types (open interaction, picture-based discussion and presentation) should aim for natural interaction. However, your candidates should be familiar with language and structures appropriate to the theme and topic area of their assessment.

A range of possible, potential questions related to the topic area will have been encountered during the general (pre-task release) preparation phase and candidates should consider those when preparing for the task. It is, therefore, possible for candidates to refer back to questions and answers previously used and it is quite possible that some of these (or questions very similar to these) may arise in the controlled assessment as a natural consequence of your interaction with the candidate. Remember that the tasks must include an unpredictable element. This means that task-linked 'other' questions that are not specifically 'signposted' in any of the task bullets must be asked.

The idea is that the questioning will relate to what the candidate says rather than the questions leading the candidate to say certain things. The conversation should involve as free and genuine dialogue as possible within the constraints of a formal assessment.

”

### Can we give candidates a list of *possible* questions?

“

It is likely that teachers and candidates may establish a bank of potential questions as part of teaching and learning. However, candidates must not have any prior indication of the actual questions that they will be asked during their assessment. Candidates will be expected to demonstrate their language knowledge through manipulation of language rather than an ability to rehearse a series of questions and answers.

It is important to note that the assessment grid for Content and response (which carries the most marks), refers to the fact that candidates should be able to demonstrate that they can cope with unpredictable elements.

”

## Section 2: Assessment information

**When candidates are preparing the speaking tasks, can I look over what they are preparing and give them advice?**

“

Teachers must not provide direct task-specific feedback on content that candidates produce in the task preparation phase, for example: *“That’s wrong – you should change it”*. However, you are able to clarify the task brief for candidates, e.g. *“This is similar to what we were doing last week, remember to cover... and...”* On issuing the task, you can also suggest that they check tenses, adjectival agreements, evidence of opinion, etc. as part of their overall task brief. To facilitate this, Edexcel has produced a Student Checklist Form that may be used in conjunction with the Candidate Notes Form – Speaking (CA2). Both are available for download from the Edexcel website.

Remember that the general preparation undertaken prior to the release of the stimulus constitutes the most crucial preparation phase. This allows you to give unlimited feedback on content and to mark work; it provides the general foundations for the formal assessments.

”

**Is it possible to set all the speaking and writing tasks on the same theme or do they have to be mixed?**

“

The same theme is possible for all although you must ensure that all tasks feature different content and purposes.

”

**Picture-based discussion – can candidates be provided with a picture if unable to locate one themselves?**

“

This task type affords candidates increased ownership of assessment but, inevitably, there will always be certain candidates unable to locate or provide an appropriate picture. Teachers may wish to build up a stock of appropriate pictures to cater for such candidates. The candidates could then choose from a range of pictures made available to them.

However, where possible, candidates should be encouraged to source their own pictures. They are more likely to speak with conviction and enthusiasm if the picture they are using has been selected by them and has some personal significance.

”

## Section 2: Assessment information

### Picture-based discussion – can candidates use photographs involving children?

“

Although a copy of the stimulus must usually accompany the samples of candidate work that we request, personal photographs (e.g. picture of candidate receiving sports trophy) must not be submitted to Edexcel. Instead, a short description of the photograph referred to must be provided. Edexcel recognises that the use of photographs of young candidates can be sensitive and advises that it is not a task requirement for candidates to refer to a personal photograph. It is acceptable for candidates to refer to an appropriate photograph or picture cut out of a magazine or newspaper or any other type of suitable picture.

NB: Teachers must refer to their school's own policy on the use of candidate photographs and related requirements for parental consent prior to instructing candidates to bring in photographs for use in formal assessment.

”

### Task taking (medium control)

The controlled assessment tasks must be undertaken in controlled conditions and should usually be conducted by the teacher. It is, however, possible for another target-language speaker (e.g. a Foreign Language Assistant) to carry out the assessments with your candidates, although all marking would have to be done by a teacher at your centre.

Assessments can occur in formally timetabled assessment sessions or as ongoing assessments in the classroom during normal lesson time. There is no need for candidates to have a separate and invigilated 10–15 minutes of preparation immediately before the task (as with previous specifications) because candidates will come to the assessments with the assessment task and their prepared notes. When there is more than one teaching group, the controlled assessments can be completed at different times and stages of the course.

Candidates must undertake two tasks of 4–6 minutes each. In total, this roughly equates to the overall timing of the oral test from previous GCSE specifications but the controlled assessments offers more flexibility and a more candidate-focused and less 'high stakes' assessment format.

Edexcel requires that there is a recording of one controlled speaking assessment from every candidate, although you may prefer to record more. Edexcel will accept digital recordings as MP3 files (or initially in cassette format). Digital recording is recommended due to the enhanced sound quality of the candidates' spoken performances, to enable more discrete recording devices to be used and to simplify record keeping at your centre.

The following are common teacher queries concerning task taking and have been reproduced for your information.

#### Can I film candidates?

“

There is no requirement for any of the Edexcel speaking controlled assessments to be filmed. If a performance is filmed, this cannot be used as part of the recording requirement for each candidate.

”

#### Can I include work undertaken in the classroom?

“

It is perfectly acceptable to integrate controlled assessments into general classroom activities so long as normal controlled assessment regulations have been enforced (e.g. the candidates have not received any additional assistance, time and feedback). The new criteria promote this approach rather than 'high-stakes' end-of-course assessments from previous specifications, although teachers may, of course, continue to carry out oral assessments at the end of the GCSE course. In accordance with Joint Council for Qualifications (JCQ) guidance, any room used for controlled assessments must not have any material accessible or on display that could advantage candidates (e.g. no verb tables, etc. on the walls).

”

## Section 2: Assessment information

### Will I disadvantage my candidates if they are not allocated the full 6 minutes?

“

The controlled speaking assessments should each last for 4–6 minutes. The assessment is qualitative rather than quantitative and many candidates will not need to go beyond 4 minutes to demonstrate speaking skills appropriate to Higher Tier GCSE. More ‘fluent’ candidates will be able to convey much more information than others in a shorter amount of time. It is important that teachers exercise their professional judgement wisely in relation to the timing of the test as some ‘weaker candidates’ may require more questioning and prompting to get the most out of them whereas it may prove fruitless going beyond the required 4 minutes with others.

”

### How many tasks per candidate do I need to record?

“

It is only necessary to record one task per candidate. However, it is recommended that you record more as this will facilitate internal moderation of teacher marking in your centre. If your candidates undertake more than two tasks, you can submit the best marks possible so long as one of the marks relates to a recorded assessment.

”

### In which formats should I record the tasks?

“

Although cassette recordings can be accepted for moderation samples, it is strongly recommended that centres record speaking tasks digitally. Cassettes are becoming increasingly difficult to source, and are susceptible to breakages.

Digital recording allows more tasks to be recorded and take up less storage space. It is then much simpler to locate the requested sample tasks and simply download them onto a memory stick or and burn them onto a CD for moderation. It is also much easier to produce duplicates if required. Each controlled assessment must be recorded as a separate track.

Free software for recording digitally can be downloaded from the Internet, along with guidance documents for their use. Digital files should be submitted in mp3 format.

#### **Special instructions for non-digital recordings**

If you are unable to record digitally, you should send through the required samples on (a) relevant cassette(s) providing a clear indication of where each of the requested recordings are located. **The requested moderation sample tasks should be re-recorded onto a new, previously unused cassette. This will enable you to retain master recordings in your centre.**

”

## Section 2: Assessment information

### Can sound file recordings be submitted electronically?

“

This facility is not currently available and recordings must under no circumstances be emailed to Edexcel.

”

### Is it possible for teachers to 'prompt' candidates in addition to asking questions during controlled speaking assessments?

“

As teachers now have control of assessment content and to enable candidates to give their best possible performances, an occasional prompt is acceptable. It is, however, important for teachers to ensure that the candidate is, as far as possible, the key participant in the dialogue. It is possible for teachers to repeat a question but excessive prompting should be avoided as it could prevent candidates from accessing higher marks for Content and response.

There can be little value in prolonging the oral beyond 4 minutes if minimal or no dialogue is produced by the candidate and teachers must not correct the target language that candidates produce.

”

### What happens if a candidate is absent for an assessment?

“

If a candidate is absent for an assessment and over 2 weeks/6 contact hours have elapsed since the issue of the task, then the candidate must undertake a different (or refreshed) assessment task at another time. There are no restrictions on communication between candidates who have and who haven't completed the assessment, as there would be in a live examination, because all candidates will know the task in advance.

”

## Section 2: Assessment information

### What are the differences between 2A and 2B tasks?

“

Candidates must complete two different task types for the speaking assessment unit. One of these tasks must be recorded and form part of the required marking sample (2A) but the other task (2B) does not have to be recorded (although many centres choose to record all candidate performances). The tasks that you record for 2A must feature different task types so that the pool from which we draw the 2A sample reflects the range of task types undertaken in your centre. Each candidate must, therefore, complete two task types, one for 2A and another for 2B. The two tasks types used for 2A and 2B must differ – for example, a candidate must not do two picture-based discussions for both 2A and 2B.

If, for example, you are preparing to submit the recording and marks for a picture-based discussion for 2A, then for 2B you might, for example, submit your marks (not the recording) for a presentation. For a different candidate, you might prepare to submit the recording and marks for an open interaction for 2A, but submit marks (not the recording) for a picture-based discussion for 2B.

”

### What about candidates who qualify for extra time in examinations?

“

Some candidates qualify for extra time in examinations due to special circumstances or requirements. Please refer to the Joint Council for Qualifications (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications* for details of access arrangements available, evidence requirements, key dates and procedures. Requests should be sent to:

Special Requirements Team  
One90 High Holborn  
London WC1V 7BH

”

### Task marking

The QCDA subject criteria for GCSE languages require teachers to undertake the marking of the controlled assessments for speaking.

Marking decisions must be made consistently and fairly across all teaching groups so the need for effective internal moderation is crucial. There should be regular internal sampling of a range of candidate work and team meetings to discuss marking decisions across different teachers (and languages) to ensure that a consistent approach has been adopted across your centre. This is particularly important as, if any adjustments are made by Edexcel to the centre marking of the submitted sample, these *will* impact on all candidates in your centre and not just those included in the requested sample.

Information on related training can be found in the Training from Edexcel area of the website. In addition, podcast support is also available in the language-specific GCSE controlled assessment section of our website.

### Is it possible for teachers to mark the speaking assessments out of school?

“

Teachers may mark recordings of the controlled assessments outside the classroom but should, of course, ensure that this is done in a professional manner and in a secure environment. Teachers may find it easier to mark immediately at the end of an assessment while the performance is still ‘fresh’ in their minds and they can refer to any notes made, but there is no prescription on when you should carry out the marking. Senior Examiners with extensive ‘Visiting Examiner’ marking experience recommend this approach and suggest allocating 2–4 minutes for this at the end of an assessment.

Some teachers are considering inviting another member of staff to be present during the controlled assessments so that they can listen to and then assess the performances. This would need to be done on a reciprocal basis and would help to ensuring effective standardisation.

”

### What happens if my marking is not correct?

“

The new QCDA GCSE subject criteria now require Edexcel to moderate teacher marking rather than mark all the speaking tasks undertaken by every candidate.

Teams of Edexcel moderators will monitor the marking decisions made in your centre based on a submitted sample (specified by Edexcel). If necessary, some adjustments may be made and these could be up or down and, potentially, vary at certain mark bands. It is, therefore, imperative that a consistent marking approach is adopted in your centre because any adjustments made to marking will affect the work of **all candidates** – not just the performances of those included in the sample. This highlights just how crucial the need is for thorough internal moderation of marking in your centre across all teaching groups.

Awarding bodies must monitor the centre marking of both the recorded and unrecorded tasks.

**Awarding bodies reserve the right to ask a moderator to visit a centre to check on the standards of marking and/or require centres to record both tasks submitted by each candidate in a subsequent year.**

”

### Task submission and administration

Tasks can be carried out at any time during the GCSE course but there are specific submission windows for work to be moderated. For **all languages**, controlled assessments for speaking **can be submitted in the summer series (May deadline)**. **However January 2013 will be the last opportunity to submit work during the winter series for Unit 2 Speaking in French, German and Spanish.**

#### What do I need to submit when sending tasks for moderation?

“

Full details on what to include in your moderation sample can be found in the Administrative Support Guide (ICE) which is available for download from the Edexcel language-specific GCSE controlled assessment section of our website.

It is not necessary to send the Student Checklist Form for controlled assessments; these should be retained securely in the centre until 30 September.

”

#### How do I ensure that my candidates meet the terminal assessment rule?

“

You need to ensure that candidates are assessed for 40% of their GCSE in the terminal (last) examination series. In practice this usually means that two units in the GCSE should be taken/submitted in the final summer series. Controlled assessment tasks undertaken earlier in the year can be submitted as terminal assessment. Candidates must take at least two units in the final series.

NB: This rule applies to candidates sitting a modular GCSE in 2012/13 only.

”

## Section 2: Assessment information

Why do the Edexcel-provided task cover sheets show papers 5CN02/2A and 5CN02/2B (Chinese)? 5FR02/2A and 5FR02/2B (French)? 5GN02/2A and 5GN02/2B (German)? 5IN02/2A and 5IN02/2B (Italian)? 5SP02/2A and 5SPN02/2B (Spanish)? 5UR02/2A and 5UR02/2B (Urdu)?



The 'paper numbers' 2A and 2B refer to the two tasks for which marks are required.

2A: For this task, a mark out of 30 related to the recorded controlled assessment required for each entered candidate (\*including those in the moderation sample) must be submitted to Edexcel by the deadline date. \*The moderation sample will be indicated via Edexcel Online as well as OPTEMS forms provided.

NB: The tasks recorded for 2A must reflect the range of task types undertaken in your centre (e.g. at least/possibly two task types). 2A does not refer to one particular set task.

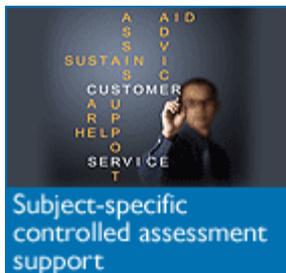
2B: For this task, a mark out of 30 related to another controlled assessment is required (this may or may not have been recorded) and must be submitted to Edexcel by the deadline date for each entered candidate.

For both tasks, separate OPTEMS forms will be provided to centres ahead of the deadline date or marks can be entered via EDI. More information is given in the Administrative Support Guide (ICE).



# Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...



- Email your [Subject Advisor, Alistair Drewery](mailto:TeachingLanguages@pearson.com), directly at [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)
- **Call 0844 576 0035** to speak a member of the Subject Advisor team for languages
- Visit the [Languages Community Forum](#) to speak to other teachers, ask advice and see documents and links that Alistair Drewery has posted
- Get the latest languages news, advice and reminders straight to your inbox - [sign up for email updates from your subject advisor](#).

[TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com) is our free email service that enables you to get languages-specific support and is supported by a team of senior examiners who will help answer your subject-specific questions. They will usually email you within two working days of receiving your question.



You can find documents relating to controlled assessment below, including:

### Forms

You'll find the controlled assessment forms you need here.

### Guidance

We've updated the controlled assessment Teacher Support Book with answers to FAQs from you.

All these documents can also be found on the main **GCSE Languages** page, alongside other key documents including:

- The **Administrative Support Guide (ICE)**
- **Principal Moderator** and **examiner reports**
- **Sample assessment materials.**

You should also refer to the [JCQ controlled assessment guidance document](#).

# Appendix 1: Frequently asked questions concerning controlled assessment

- 1 **I understand my candidates can do a speaking and a writing task on the same theme. How much overlap is allowed across these assessment tasks?**

Some overlap is acceptable and understandable as long as the tasks are distinctly different. Speaking and writing tasks can be linked to the same theme but the purpose of the tasks set must be different. The specification states that *Teachers must ensure that the formal assessments used enable candidates to demonstrate their ability to use language for different purposes. Although the context of the tasks may be common, teachers must check that there is **no direct overlap of content** across the formal speaking and writing assessment.* It is important to ensure the content is distinctly different – not just the context and purpose of the tasks in the two skills.

Here is an example where there is significant direct overlap:

**Speaking task:** *Presentation and discussion on house, home town and local area*

*Give a presentation about your house, home town and local area. Your teacher will then ask you some questions which may refer to any of the following:*

1. *what your house is like*
2. *what you would like to change in your house*
3. *information about the town where you live*
4. *advantages of living in your local area*
5. *what you did recently in your local area*

*You should also be prepared to respond to questions your teacher might ask you.*

**Writing task:** *House, home town and local area*

*Write an article for a [target language] magazine about your home and local area.*

*You may wish to refer to the following:*

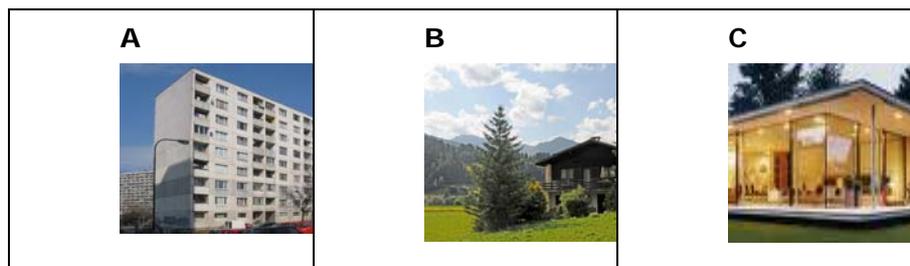
1. *what your house is like*
2. *advantages and disadvantages of living in your local area*
3. *things to do and see in your local area [might overlap potentially with point 3 in speaking task]*
4. *what you did recently in your local area*
5. *what you would like to change in your house or local area*

## Section 4: Appendices

One of these tasks should be modified to minimise the extent of the direct overlap of content and to allow the candidates to demonstrate their ability to use a range of language.

The speaking task could be turned into an open interaction; an example is given below:

*Your family has decided to visit [TL country] and wants to exchange homes with a [target language]-speaking family. You speak to a representative from an agency in the (target language-speaking) country that arranges this. There are three homes to choose from:*



*During the course of the conversation, you **may** need to do the following:*

- *explain what sort of home you want*
- *explain where it should be and why*
- *say what you will do while you are in (target language-speaking)*
- *choose which of the three homes you want to exchange with*
- *say why your choice of home (and area) would be suitable for the (target language-speaking) family*

Be prepared to ask at least two questions.

Alternatively, teachers may use tasks that overlap in this way if only one of these tasks (speaking or writing) is counted towards final assessment or if one of these is used informally in your centre as part of the candidates' general language learning and development.

### **2 I am using the Edexcel GCSE textbook with my candidates. Can I use the tasks set at the end of each chapter for their speaking and writing controlled assessment tasks?**

As long as candidates are NOT expecting to use a textbook derived stimulus, then this would be acceptable. However, we would recommend that teachers alter such stimuli in some way – perhaps changing or adding a bullet point. This could also help to ensure that the tasks are more candidate-focussed. Candidates must not know what the task is in advance of the task-specific preparation period.

## Section 4: Appendices

### 3 In task setting, what exactly does the 70-word limit refer to? Does it apply to both speaking and writing assessment tasks?

The following information relates to controlled assessment speaking and writing tasks and is given in the specification: *As tasks are designed to develop target-language speaking or writing skills, related stimuli should feature a minimal amount of text (maximum 70 words) and may feature visual prompts, potentially with some additional English-language explanation of context. Prompts and cues may be set in either English or TL, appropriate to the specific scenario.*

The 70 words limit refers therefore to any stimulus element provided and NOT to the complete task itself. There is no word limit for the task but you are advised to set tasks that are as concise and precise as possible.

### 4 Can the CA2/CA4 notes form include conjugated verbs?

Yes, conjugated verbs may be included. The notes should be written in bullet point or mind map format and could be in either English or the TL (or a mixture of both\*). Candidates should be discouraged from writing notes in full sentences as this does not represent the best use of their 30 words of notes (GCSE French, German, Spanish, Italian and Urdu). Coding such as writing down the first letter of key words in key sentences is not allowed. However, it is acceptable for candidates to produce bulleted notes that are colour-coded for specific paragraphs/aspects.

GCSE Chinese candidates may produce 50 characters of notes plus five pictures or 30 English words (or pinyin) plus five pictures or 30 characters plus 20 English words (or pinyin) plus five pictures.

### 5 Are candidates allowed to have printed images on or attached to their CA2/CA4 form (30 words sheets) for the controlled assessments? Some candidates have found pictures on the Internet.

No. The instruction to candidates on both controlled assessment forms states: *You may also produce up to five small drawings in the box below.* This means that candidates may produce their own simple drawings to support them during the task-taking phase. Visual learners may find this particularly useful.

If we allowed pictures from the Internet, etc., candidates might spend too much time researching appropriate images rather than on developing language skills. In addition, there are issues of copyright to consider.

### 6 Are candidates allowed to talk to their classmates during the controlled assessment preparation time?

Yes they may (for both speaking and writing) but candidates must not produce any extended pieces of language for one another. The resulting assessable work must be the individual candidate's own. Please refer to the Joint Council for Qualifications document [Instructions for conducting controlled assessments](#)

### 7 Are candidates allowed to take any drafts home?

*Candidates may take home the controlled assessment task, their exercise books, textbooks and the CA2 and CA4 forms. We would recommend that they do not take a draft home.*

*Candidates may engage in general revision/preparation for their assessment at home and they should not produce a full draft at home. The [following notice](#) appears on the GCSE 09 MFL web pages.*

*The GCSE 2012 specifications for **French, German, Spanish, Italian, Urdu and Chinese** state that stimuli for the controlled assessments should not be taken out of the classroom. However, since task-setting regulations permit a 'limited' level of control and as it is logical for most candidates to source their stimuli for picture-based discussions at home, this requirement has been revisited. Consequently, **it is possible for candidates to take a copy of the task stimuli home** if undertaking related research within the prescribed task specific preparation period.*

*Although it is possible for candidates to do some background preparation/research at home, teachers must be able to confirm that the final assessed product is the candidate's own work and has been prepared individually, without assistance from anyone else. (The latter is a QCDA requirement across all awarding bodies and teachers and candidates will need to complete a form to confirm this.) Candidates should not, therefore, be expected to produce full drafts of writing tasks (for example) at home.*

*Initial guidance was revisited following the publication of guidance for JCQ on controlled assessments (published after publication of our specifications) and in response to teachers' feedback. A notice was produced on [August 19th 2009](#) to advise teachers of this amended guidance.*

*NB: Candidates may also refer to other resources when undertaking research and preparation including textbooks and exercise books*

*Candidates should not be instructed to take drafts home with the aim of learning them by heart.*

### 8 Does the task have to be taken within the 2 weeks' preparation time or after it?

The *time control* allows for maximum of up to 2 weeks and no more than 6 hours' contact time. As the most important stage in the process is the general teaching and learning phase during which time speaking and writing activities can be undertaken with unlimited teacher feedback, many teachers consider it more appropriate to allocate more time to the general, pre-task release preparation phase rather than the task-specific preparation phase. In such cases, the task for formal assessment would be undertaken well within the 2-week period.

Teachers may give their candidates the maximum of 6 learning hours over a maximum period of 2 weeks. However, care needs to be taken to ensure that the task taking goes beyond this maximum period so that candidates do not exceed the preparation time allowance. It is expected that the tasks will be undertaken within the 2-week period although, if necessary, it may be possible for some candidates to undertake assessments on the day after the maximum 2 weeks period of preparation has elapsed.

## Section 4: Appendices

### 9 **Would a week's half-term holiday count as part of the fortnight task-preparation period if a controlled assessment was set just before half-term?**

Centres are discouraged from setting controlled assessments just before a school holiday. If this approach is adopted, the half term would have to form part of the 2-week preparation period.

### 10 **What forms need to be sent with the controlled assessments? Is there a checklist for teachers so we know what we need to send off?**

Please refer to the Administrative Support Guide (ICE) document in the language-specific GCSE controlled assessments area of the website which includes a checklist. This document may be refreshed and updated periodically and you are recommended to refer to the Edexcel website for the most up-to-date documentation before submitting candidates' work.

### 11 **If a candidate wants to retake a task, does he/she need to do a completely new one?**

If a candidate wants to retake a task on a specific theme, the task must not be exactly the same as one that the candidate has used previously. It will be necessary to change or 'refresh' the task (e.g. at least one significant bullet point.)

### 12 **How do you define a refreshed task?**

All tasks used for live assessments **must** be refreshed every 2 years. This means that at least one significant bullet point must be changed.

### 13 **If a candidate is resitting a unit with controlled assessments (Units 2 and 4), can s/he resubmit one piece?**

This is not possible for the controlled assessments in writing. These are marked by Edexcel and can be treated in a similar way to examination scripts and may not always be returned to centres.

However, it is possible for a candidate to resubmit ONE controlled assessment task in Speaking if this is what the centre wishes to do. In this case, the centre will need to ensure the work is reassessed (because this is a fresh assessment series) and the original centre marks adjusted if appropriate. Of course, this would be possible only with those pieces of candidate work that have been recorded.

Centres might consider whether candidates who wish to do a speaking controlled assessment may benefit more from undertaking a different or refreshed task because they may well have made some progress since their first assessments.

# Appendix 2: Frequently asked questions concerning speaking-specific controlled assessments

### 14 For the controlled assessments in speaking, is it only the open interaction task type that can be accompanied by a stimulus and instructions?

For the controlled assessments in speaking, there are three task types:

1. an open interaction
2. a picture-based free-flowing discussion
3. a presentation followed by discussion.

Only the first of these, i.e. the open interaction, will have a stimulus. The picture-based free-flowing discussion and the presentation followed by discussion tasks types do not have a stimulus. However, all three tasks could have instructions and some bullet points to support and guide candidates through the content. Please see an example below.

#### *Picture-based discussion on holidays*

*Find a picture of a recent holiday. If you wish, you may give a presentation of no longer than 1 minute on your photo or the holiday. You should be prepared to answer a range of questions about this holiday and holidays in general. These questions may include reference to*

- *where you spent your last holiday and what you did;*
- *what you normally do in the holidays and why ;*
- *how you travel when you go on holiday and why;*
- *what sort of accommodation you stay in when on holiday;*
- *who you go on holiday with;*
- *any holiday plans for next year.*

It would be possible to achieve differentiation in this task by giving weaker candidates more support via bullet points and reducing the number of bullet points for more able candidates. It is not necessary to include any bullet points at all if that would suit your candidates better.

### 15 Is it acceptable to ask all candidates the same questions in a presentation and discussion task?

As stated earlier in this guide, it is not appropriate for all candidates to be asked the same questions. Teachers are expected to ask each candidate a range of different questions dependent on what s/he is saying. Indeed, the responses given by an individual candidate will determine the questions asked by the teacher, although some common questions are envisaged. In addition, it should be borne in mind that many tasks will require candidates to provide individual and distinctive content even though a common brief has been set: a picture-based discussion about a famous sports personality would probably involve different people and teachers would, therefore, need to ask different questions to elicit different information and opinions.

This guide also provides the following guidance on questioning:

*It is likely that teachers and candidates may establish a bank of potential questions as part of teaching and learning. However, candidates must not have any prior indication of the actual questions that they will be asked during their assessment. Candidates will be expected to demonstrate their language knowledge through manipulation of language rather than an ability to rehearse a series of questions and answers.*

*It is important to note that the assessment grid for Content and response refers to the fact that candidates should be able to demonstrate they can cope with unpredictable elements.*

### 16 What exactly are the 'unpredictable elements' (referred to in the assessment grid for Content and response)?

Unpredictable elements relate to questions on aspects not specifically mentioned on the task sheet but which are firmly related to the theme and which you have covered with your group during the general teaching and learning phase. Please see the task below for a picture-based discussion on work experience:

*You could be asked*

- *where the work placement was and what you had to do*
- *your opinion of work colleagues*
- *which aspects you enjoyed and why*
- *why you feel work experience is important*
- *what you want to do as a career in the future and why*

*You should be prepared to answer any other related questions from your teacher.*

Unpredictable elements might then include questions on any aspects not covered by the above bullet points. These might include who organised the work placement, when the candidate did work experience, how long the work experience lasted, which aspects the candidate did not enjoy and why, etc.

## Section 4: Appendices

### 17 Can I ask all candidates in my group the same unpredictable questions?

No, this would not be in the spirit of the assessment. In addition, the assessment criteria for Content and response contain certain key concepts such as **spontaneity** and **interaction**. These are important elements – if you ask all candidates the same unpredictable questions, there would be very little spontaneity or natural interaction. Of course, there will be some overlap of questions between candidates but the intention is that questions and answers will follow a natural (non-contrived) and logically occurring sequence (as far as is possible within the confines of a formal oral assessment).

### 18 How I should approach the marking of my candidates' oral interactions in those cases where some candidates have not asked any questions – how much should they be penalised for this?

For the open interaction task the following marking principle has been agreed:

If the task reminds candidates that they should ask the teacher/examiner questions, i.e. more than one, but the candidate asks only ONE question, then there is a flat rate deduction of 1 mark on the Content and response grid; if the candidate asks the teacher/examiner no questions at all, then there is a flat rate deduction of 2 marks on the Content and response grid. There are no penalties on the other two assessment grids.

There is an expectation in this task type that the candidate will ask the TE questions since it is a transactional task type.

Although interaction is important in all three task types, **there is no requirement for candidates to ask questions in the presentation and discussion or in the picture-based discussion task options.**

### 19 Is there any deduction of marks if the presentation in the presentation and discussion task type does not last for 1 minute?

In the presentation and discussion task type candidates must give a presentation which should last between 1 and 3 minutes. If the presentation section falls short of 1 minute there will be a flat rate deduction of 2 marks for Content and response.

If teachers are concerned that their candidates may be unable to give a presentation lasting a minimum of 1 minute, they could consider the other two task-type options instead.

Teachers should be reassured that 1 minute is long enough for the presentation part of the task and reminded that it is not acceptable for all candidates learn the same presentation off by heart.

## Section 4: Appendices

### 20 **What happens if a candidate cannot manage to undertake an assessment over 4 minutes?**

The following principles have been agreed across languages:

Each oral task should last between 4 and 6 minutes – this affords flexibility to suit different candidates.

Teachers should not assess any material after 6 minutes (moderators will stop moderating at 6 minutes) – this will ensure a more even playing field for all candidates. It should be remembered that prolonging the oral rarely brings any advantage to the candidate and that often the reverse is true.

However, we recognise that 4 minutes may represent too long a time for some candidates, and in such cases, orals which last 3 minutes 30 seconds will be acceptable. Anything shorter than this is too short and there will be an automatic deduction of 2 marks on the Content and response grid.

### 21 **I am marking speaking controlled assessments. If I decide on a mark for Content and response, is there a limit on how many marks I can give for Range of language and Accuracy?**

There is no restriction across assessment grids as such. However, it is fair to say that a candidate scoring 8 marks for Content and response would be quite unlikely to score 6 + 6 on the Language grids. Similarly, it would be unlikely for a candidate to score, e.g., 16 on Content and response and then just, e.g., 3 + 3 on the language grids. It is possible to achieve a score of, e.g., 12 + 5 + 5.

There is usually a correlation between the two language grids – so a candidate who scored 3 for Range would be unlikely to score 5 or 6 for Accuracy due to the absence of complex language BUT it might be possible to score 5 for Range and 3 for Accuracy.



français

español

中文

Deutsch