

GCSE ENGLISH AS A SECOND LANGUAGE

9280

Teacher Guidance pack – SPEAKING

For teaching from September 2016 onwards

For GCSE exams in May/June 2018 onwards

INTRODUCTION

Speaking

This document is designed to help you prepare students for the Speaking paper of the OxfordAQA International GCSE English as a Second Language qualification.

It is broken down into four sections.

- **Teaching guidance**
Practical ideas for how you might approach teaching the Speaking element of our ESL curriculum
- **Exam advice**
Guidance on preparing students for the Speaking paper
- **Reading example responses**
Genuine student responses to past Speaking exam questions, with commentaries written by a senior examiner, explaining the mark awarded
- **Assessment practice**
Some exam-style tasks you might want to try with your students to help them hone their exam technique

Hopefully this document will help you feel supported while preparing your students for the Speaking paper, clear about how the mark scheme will be applied and confident in the accuracy of your own marking – as well as giving your students the opportunity to practise their skills.

You can find similar documents for the other three elements of the curriculum (Speaking, Reading, Listening) on the OxfordAQA website.

TEACHING GUIDANCE FOR THE SPEAKING ASSESSMENT

Speaking is a vital part of learning a language. Speaking in the classroom is also essential to ensuring students do not become disengaged from learning. Activities that provide the opportunity and structure for effective speaking can raise motivation and deepen students' understanding of English.

GENERAL CLASSROOM APPROACHES

- Think about how you arrange your classroom for speaking exercises. Putting tables into small groups or one large horseshoe can allow for easier spoken interaction.
- Encourage your students to ask questions and make requests in English.
- Speak in English yourself as much as possible in class – especially asking open-ended questions that require a considered spoken response rather than a 'yes' or 'no'.
- Think about your timings. The tasks in the Speaking exam last no longer than seven minutes and are built question and answer format, so students don't need to be able to speak uninterrupted for an extended time. Shorter, more focused speaking tasks not only help build confidence, they are also more reflective of the skills students will need to demonstrate in the exam.
- Be careful about how much – and when – you correct student mistakes. Too much interruption can break a student's fluency as well as denting their confidence. Consider waiting until the end and then picking up on one or two key corrections.
- Remember that things like pronunciation, grammar and fluency will improve over time, so give students time to build these skills.
- Be positive: praise what students have done well and explain why something was good.
- Encourage students to make note of new vocabulary and phrases, and consider how they could use them in a different context.
- Thinking time. Allow students time to think and process what they are going to say and how they are going to say it. You can reduce this time as they gain confidence and as they get closer to the exam.
- Group and pair work. Many students find speaking in front of the entire class very intimidating, especially at the beginning of the course while they are still building their skills and confidence. Consider starting students off speaking in pairs or small groups, and then build up to whole-class activities.
- Repetition and feedback. Don't be afraid to give students more than one opportunity at the same task – it will help build confidence and reinforce things that have gone well. It also gives them the opportunity to reflect on any feedback you have given them and to make improvements or corrections.

EXAMPLES OF EXERCISES

DISCUSSION CARDS/PHOTOS

Give students a card with a photo or some source material related to a topic from the specification. Then ask them to talk about what is on card for as long as they can. Classmates can then ask questions related to the card for the student to answer. You could even ask students to bring in their own photos or source material and prepare questions for their peers to encourage a discussion.

THREE TRUTHS AND A LIE

Put three sentences on the board, two which are true and one which is false. Students then ask you questions to ascertain which are true and which is false. Try to encourage them to ask open-ended questions that generate discussion. After modelling the exercise, get your students to have a go. The task enables students to make inferences regarding tone, and emotion not just focusing on the language used.

BACKCHAINING

Backchaining is a technique intended to help learners pronounce difficult sound groups, words or phrases. The teacher begins with the last sound and the learners then repeat this sound. The teacher then gradually builds up the word or phrase by going 'back' to the beginning. This technique can also be used to help students improve their pronunciation problems, and help learners pronounce weaker, elided or intrusive sounds.

Here is an example of a backchaining sequence:

Teacher: Known

Learners: Known

Teacher: I'd known

Learners: I'd known

Teacher: Only I'd known

Learners: Only I'd known

Teacher: If only I'd known

Learners: If only I'd known

STORY ACTIVITY

Print out pictures that suggest a story and cut them up. Students are given the images in groups, along with various sentences that relate to the story. The students have to match the sentences with the picture, put them in order and read the story out loud. You can then ask them to add more expression and intonation.

You can expand the activity by encouraging students to write their story as well, developing writing skills in tandem with speaking skills. Students could even create their own stories and storyboard them.

ROLE PLAYS

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for language development. Students who are shy about public speaking also often find it easier to speak as a character, so this can be a fun, engaging way to help build confidence. Role playing can also be a good opportunity to widen the types of topics you use for speaking practice.

Role playing could involve students adopting a particular persona or profession, such as a doctor or news reporter, giving them the opportunity to research new vocabulary and delivery style. Alternatively, you could create a debate and split the class into 'for' and 'against', to give students experience of presenting ideas clearly and engaging in Q&A conversations.

DIFFERENTIATION

Differentiation is even more important when teaching speaking because student confidence is as much of an element as ability. Building confidence is, therefore, as important as developing their spoken language skills.

There are two main ways to differentiate speaking tasks in a classroom

- **Content**
Giving students slightly different tasks or goals within the same task. This could mean talking for less time or being given more accessible subject matter. Students could even choose their own subject matter so that they can speak about something they feel know well.
- **Process**
This relates to how students engage with the information you are presenting. Weaker students might be given vocabulary lists or sentence starters to scaffold their response to a task, or to have access to their notes or a textbook. This scaffold can then be gradually removed as their skills and confidence develop.

PRONUNCIATION AND INTONATION

Learning standard pronunciation and intonation can give students confidence and also lay the foundations for successful language learning. Tongue twisters or chants can be used as a warm-up exercise in class, focusing on words or phrases students find challenging. You can differentiate by using basic sounds for your lower ability students and work on consonant clusters and diphthongs for students who require more challenge.

You can then follow this warm-up with a task that focuses on intonational features, such as question formation.

PAIR AND GROUP WORK

Students work in pairs or small discussion groups or varying ability level can be a very effective teaching strategy. Stronger students model high-level English usage for the weaker students, while the opportunity to offer feedback can help reinforce learning for the stronger students.

You can also allocate roles within a group setting:

- **Facilitator:** Students could suggest or 'feed' vocabulary to a student that is struggling to find the right word. If rehearsal time is appropriate the feeding in of new language could take place at this stage, or you could give 'time-out' cards which they could play when they need to pause and ask their teammates for help.
- **Mentor:** Stronger students observe a speaking task and then offer comments and advice at the end.
- **Model:** Stronger students complete the task first, modelling appropriate language and content, followed by the weaker students who can build on the foundation laid.
- **Scribe:** One student can be tasked with making a note of any new vocabulary, words that students are finding challenging (eg getting the pronunciation wrong) or particularly effective use of language. This could be a suitable role for a student with a high language ability but low speaking confidence. Alternatively, in a group discussion, you might want to make one of your stronger students the scribe so that they don't dominate the conversation.

EXAM ADVICE FOR THE SPEAKING ASSESSMENT

EFFECTIVE PRACTICE

Teachers should ensure students get lots of speaking practice in class. This should involve giving relevant, detailed answers, offering opinions – and justifying those opinions. More able students should be encouraged to use a wide variety of structures and more ambitious language, including idiomatic language.

Many students find it useful to have a bank of transferrable structures for introducing time frames, narration, explanation and giving opinions, so that they can respond confidently to any question from any theme. Students should also practice using the past, present and future tense,

Try not to interrupt your students while they are speaking as it can interrupt their flow of speaking and affect their confidence. Instead, make a note of any errors to discuss with the student after they have finished. If a number of students are making similar mistakes, you could even collect them into a class bank of common errors and focus on these issues as part of the revision process. Drilling key phrases can help improve students' pronunciation and repetition of the task will also likely to help them 'chunk' words together.

However, it is important to point out that effective preparation does not mean memorising pre-prepared answers. This is very obvious in a student performance and will affect their marks for spontaneity and fluency.

It can also be very useful for students to see what the examiners are looking for in a strong response. Using available exemplars, examiner commentaries and studying the mark scheme would help to deepen their understanding of the expectations of the Speaking test.

ASSESSMENT THEMES AND THEMATIC LANGUAGE

Speaking practice should resemble the mode of assessment as much as possible, especially as you get closer to the exam itself. One way to achieve this is to make sure any speaking exercises you do in class reflect the assessment themes of the OxfordAQA curriculum. This will not only build their confidence it will also ensure that language acquisition focuses on the areas they are most likely to need in the exam.

One useful exercise is to put the topics onto strips of paper and get students to draw one at random. They then design their own assessment task based around that theme and conduct that task with a classmate. This not only gets students used to discussing the key themes, it also helps reinforce the structure and approach of the exam.

RECORDING AND SELF-REFLECTION

Many students find it very useful to record themselves speaking and listen back to it. This helps them identify mistakes and think of ways to improve. This could be done as a pair or group activity, or even as part of a feedback discussion between you and the student.

It also helps build a link between the speaking and listening strands of learning English.

EXAM TECHNIQUE

P.R.E.P.

One approach to developing an effective spoken response is P.R.E.P.:

- **Point.** The candidate presents a one-sentence initial response to the question.
- **Reason.** A brief explanation of why they think that way.
- **Example.** Putting that reason into context by providing an example (this is a good opportunity to move between present, past and future tense)
- **Point.** If the students have sufficient time, they can give a second example taking the chance to use an interesting or advanced sentence structure. Hypothesising using conditional sentences is often a good way to do this.

Adding more detail will help students demonstrate range and fluency and would help students to utilise interesting sentence structures showing creativity and flair.

YOUR ROLE AS TEACHER-EXAMINER

One unique aspect of the Speaking assessment is that you may act as both teacher and examiner. If this is the case, you should read our [Speaking exam guidance booklet](#) thoroughly and check materials and technology in advance of the exam and ensure all your paperwork is in place. It is good practice wherever possible to build gaps into your schedule after your first few students to give yourself time to organise and fix any issues or challenges you may face. A front-facing stopwatch is always good to have for timing the sections of the exam.

Examiner reports for our Speaking test often refer to the most able students showing not only accurate language and grammar but also fluency, flair, spontaneity and creativity. As a teacher-examiner, you can help your students by responding to their interests and passions rather than slavishly following the suggested questions within the teacher's booklet, as they are more likely to speak fluently and confidently on a topic that interests them, and are more likely to give a detailed response. Remember: the suggested questions are a basis for developing a line of conversation, not a list of questions that must be asked in a specified order. Students aiming for higher grades should be able to react naturally to the questions asked and engage in a fluent, flowing conversation.

SPEAKING EXAMPLE RESPONSES

PHOTO CARD

EXAMPLE A

The recording for this example can be found [here](#) or you can download the files by logging into the OxfordAQA online staffroom – English – International GCSE English as a Second Language – Teacher Guidance Packs

S1: Communication (/10)	3
S2: Knowledge and use of language (/5)	2
Total (/15)	5

COMMENTARY

The candidate responds to the questions but the answers are repetitive and short, and not always understandable. The errors made also affect the communication of the response, and the candidate needs prompts to continue. Knowledge and use of language is limited and often inaccurate. Due to the repetition of language, the structures used and the number of inaccuracies, the candidate was only able to reach the second level for Knowledge and use of language.

EXAMPLE B

The recording for this example can be found [here](#) or you can download the files by logging into the OxfordAQA online staffroom – English – International GCSE English as a Second Language – Teacher Guidance Packs

S1: Communication (/10)	10
S2: Knowledge and use of language (/5)	5
Total (/15)	15

COMMENTARY

The candidate is able to respond clearly, is able to offer opinions and explain them. All the answers are developed extensively, and the candidate is able to respond coherently to the teacher-examiner's questions. The mark awarded for Communication is 10. There is very good Knowledge and use of language – the candidate uses some complex language, there is a wide range of structures and vocabulary, as well as good use of subordination. The responses are mostly accurate, and any minor errors do not affect the communication.

GENERAL CONVERSATION

EXAMPLE C

The recording for this example can be found [here](#) or you can download the files by logging into the OxfordAQA online staffroom – English – International GCSE English as a Second Language – Teacher Guidance Packs

S1: Communication (/10)	4
S2: Knowledge and use of language (/5)	2
S3: Pronunciation and Intonation (/5)	2
S4: Spontaneity and Fluency (/5)	2
Total (/25)	10

COMMENTARY

The candidate usually gives short responses and at times narrates events briefly when asked to do so. There are occasions when he is unable to answer successfully and his responses are not always clear. Reasonable language is used and the candidate uses simple structures and vocabulary, however the responses are not always successful as the candidate's errors can affect communication. Comprehension is sometimes delayed; however, pronunciation is usually understandable. The candidate demonstrates a little spontaneity, but the flow of the conversation is often broken by hesitation and errors, and can be very slow at times.

EXAMPLE D

The recording for this example can be found [here](#) or you can download the files by logging into the OxfordAQA online staffroom – English – International GCSE English as a Second Language – Teacher Guidance Packs

S1: Communication (/10)	10
S2: Knowledge and use of language (/5)	5
S3: Pronunciation and intonation (/5)	5
S4: Spontaneity and fluency (/5)	5
Total (/25)	25

COMMENTARY

The candidate consistently develops responses and uses extended sequences of speech. The conversation is coherent, and information is conveyed clearly at all times. The speaker offers opinions and explains them clearly and convincingly throughout the task. The candidate therefore scores 10 marks for Communication. The candidate has used excellent language and there is a wide variety of linguistic structures and vocabulary. The candidate has demonstrated the ability to refer to events in the future and past confidently and there is a high level of accuracy. Therefore, the candidate is able to access the 5-mark band for Knowledge and use of language. The candidate has shown consistently good pronunciation and intonation throughout the conversation and scores 5 for Pronunciation and intonation. The task consists of a natural conversation where there is clear evidence of spontaneity, and the candidate reacts naturally, without hesitation, to the questions of the teacher-examiner. There is clearly some fluency and the candidate scores 5 for Spontaneity and fluency.

SPEAKING ASSESSMENT PRACTICE

The following assessment task is designed to reflect the skills students will be expected to demonstrate in the Speaking assessment paper as well as the basic the format and structure of the real exam. The mark scheme is in line with the mark scheme used in the real test.

SPEAKING ASSESSMENT GUIDANCE

PHOTO CARD

The opening prompt for each photo card asks students to describe the scene. Students aiming for high marks on this question need to make sure their descriptions are clear and detailed.

Further prompts are designed to elicit the skill of justification. When being asked to explain a view, students should try to develop more complex structures: 'Spending time with others is important because...', etc.

GENERAL CONVERSATION

It is important to remember that the suggested questions are not exhaustive and in this part of the exam, the teacher-examiner should try to build a natural conversation, as this helps build fluency.

It can be very useful for students to listen back to the recording and ask some key questions about their performance:

- Did I reply to all questions?
- How well did I develop my responses?
- How clear and extensive were my explanations?
- How effective and complex were my language choices?
- Was my use of language accurate?
- Did I use any subordinate clauses?
- Was I able to give extended phases of speech?
- How clearly did I communicate my ideas?
- Did I accurately use the past, present and future tense?

SPEAKING ASSESSMENT INFORMATION

Time allowed: 10 minutes (+ supervised preparation time of 10 minutes)

The test will consist of two parts:

Part 1 Photo card (15 marks)

Approximately 3–4 minutes

Part 2 General conversation (25 marks)

Approximately 6–7 minutes

Instructions

- During the preparation time candidates are required to prepare one Photo card.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General conversation.
- Candidates should hand the Photo card to you before the General conversation.

Information

- The test should last a maximum of 10 minutes and will consist of a Photo card followed by a General conversation. The Photo card is based on one of the three themes and the General conversation is based on the two themes not tested by the Photo card.
- Candidates must not use a dictionary at any time during this test. This includes the preparation time.

SPEAKING ASSESSMENT EXAMPLE QUESTIONS

Part 1 PHOTO CARDS

CARD A Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an additional answer sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Life at school/college**.



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Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- What are the challenges of sitting an exam?
- What are the benefits of having good exam results?

[15 marks]

CARD A Teacher's notes

Theme 3: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **4 minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question: Can you tell me what you can see in this photo?

Prompts:

- Tell me about where the person is.
- What is the person doing?

Make sure that the candidate understands that the photo is of a group of students sitting an exam before asking the next question: What are the challenges of sitting an exam?

Prompts:

- How do you feel about exams?
- What different ways can students prepare for an exam?
- What advice would you give to students to cope with the pressure of exams?

Ask the third question: What are the benefits of having good exam results?

Prompts:

- How can good exam results help you in work and future studies?
- Which subjects and exams do you think you will be most successful for you and why?
- How can success in exams help people's self-confidence?

CARD B Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an additional answer sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Travel and tourism**.



© Sebastian Condrea/Getty Images

Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- Where is your favourite outdoor place?
- What do you think are the benefits of spending time outside with others?

[15 marks]

CARD B Teacher's notes

Theme 2: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **4 minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question: Can you tell me what you can see in this photo?

Prompts:

- Where could the people be?
- What are they doing?

Make sure that the candidate understands that the photo is of a family spending time outside before asking the next question: Where is your favourite outdoor place?

Prompts:

- Why do you like to go there?
- Tell me what you did there.
- Would you prefer to go there with family or friends - why?

Ask the third question: What do you think are the benefits of spending time outside with others?

Prompts:

- How often do you spend time outside with other people?
- How can being outside have a positive effect on people's health?
- How are the benefits of spending time with other people?

CARD C Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an additional answer sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Mobile technology**.



© Ezra Bailey/ Getty Images

Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- How do you use mobile technology in your life?
- What are the benefits of using mobile technology?

[15 marks]

CARD C Teacher's notes

Theme 1: Identity and culture

Topic: Mobile technology

The maximum time for this part of the test is **4 minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question: Can you tell me what you can see in this photo?

Prompts:

- Where is the person?
- What do you notice about him?
- What is he doing?

Make sure that the candidate understands that the photo is of a man using a tablet before asking the next question: How do you use mobile technology in your life?

Prompts:

- What types of mobile technology do you use?
- What do you use them for?

Ask the third question: What are the benefits of owning a mobile phone?

Prompts:

- How can mobile technology help with studies?
- How can mobile technology help people socially?
- Do you think using mobile technology is always a good thing?

CARD D Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an additional answer sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Healthy/unhealthy living**.



© Peter Dazeley/Getty Images

Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- What types of food do you enjoy eating?
- Why is it important to eat healthy foods?

[15 marks]

CARD D Teacher's notes

Theme 2: Local, national, international and global areas of interest

Topic: Social issues

The maximum time for this part of the test is **4 minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question: Can you tell me what you can see in this photo?

Prompts:

- What is the person holding?
- What do you notice about the size of the food?

Make sure that the candidate understands that the photo is of a person holding unhealthy food before asking the next question: What types of food do you enjoy eating?

Prompts:

- Tell me about the different types of food you have eaten this week.
- What is your favourite food and why?

Ask the third question: Why is it important to eat healthy foods?

Prompts:

- What are the benefits of eating healthy foods?
- What advice would you give to someone who wants to eat more healthily?

CARD E Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an additional answer sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Music**.



© MoMo Productions/Getty Images

Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- What types of music do you enjoy listening to?
- In what ways can music have a positive effect on people?

[15 marks]

CARD E Teacher's notes

Theme 1: Identity and culture

Topic: Music

The maximum time for this part of the test is **4 minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question: Can you tell me what you can see in this photo?

Prompts:

- What are the people in the photo doing?
- How would you describe the people's feelings?

Make sure that the candidate understands that the photo is of people playing music before asking the next question: What types of music do you enjoy listening to?

Prompts:

- Name one type of music you have listened to recently?
- Tell me what you liked about it.

Ask the third question: In what ways can music have a positive effect on people?

Prompts:

- Tell me how you feel when you listen to music you enjoy.
- What are the positive effects of playing or listening to music with other people?

CARD F Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an additional answer sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Jobs, career choices and ambitions.**



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Getty dv1940073

Your teacher will ask you the following **three** questions.

- What can you see in the photo?
- How do teachers help students?
- What do you think are the positive aspects of being a teacher?

[15 marks]

CARD F Teacher's notes

Theme 3: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **4 minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question. After each question, there are a series of prompts which you could use depending on the response to the question. These prompts are designed to aid the teacher; they are **not** a compulsory part of the test.

Ask the remaining questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able.

Do not go over the maximum time of **4 minutes** for the questions and answers on the Photo card.

Begin the conversation by directing the candidate to look at the photo and asking the first question: Can you tell me what you can see in this photo?

Prompts:

- What is the man doing?
- Where is the photo taken?

Make sure that the candidate understands that the photo is of a teacher working with a class before asking the next question: How do teachers help students?

Prompts:

- Tell me about a teacher who has helped you.
- What skills and qualities does a teacher need?

Ask the third question: What do you think are the positive aspects of being a teacher?

Prompts:

- What do you think teachers find enjoyable about their job?
- Would you like to be a teacher – why/why not?

Part 2 SUGGESTED QUESTIONS FOR GENERAL CONVERSATION

The questions on the Photo card are followed by a General conversation. The General conversation for each candidate is based on two out of the three themes (ie the remaining two themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from the two themes.

NB You must cover both of the themes not tested in the Photo card during the General conversation.

The total time of the General conversation should be approximately **6 minutes** and a similar amount of time should be spent on each of the two themes.

The following questions are examples of the type of questions you may ask candidates. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive.

Within the specified themes, you should choose topics which reflect the individual candidate's interests. When asking questions on a particular theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two themes.

Suggested questions for General conversation

Theme 1 – Identity and culture

- What is your ideal family?
- What do you like doing with your family?
- What have you done with your friends recently?
- How do you use social media to keep in contact with your friends?
- What are the best uses for mobile technology?
- How does music enrich the lives of people?
- What is the best film you have seen at the cinema? Why?
- Why do you think so many people like to play sport?
- How do you celebrate your birthday?
- Why is it important to continue local customs?

Theme 2 – Local, national, international and global areas of interest

- What is there for young people to do in the area where you live?
- How have you helped a neighbour in the past?
- Which charity do you think most deserves support? Why?
- What are the best ways to keep fit and healthy?
- Why is it important that people eat healthily?
- What are the main problems faced by homeless people?
- What are the effects of global warming?
- Why do you think so many people like to visit other countries?
- Where have you been on holiday?
- What is your ideal holiday? Why?

Theme 3 – Current and future study and employment

- Which subject do you most enjoy studying? Why?
- Tell me about something that you have enjoyed at school.
- Explain why it is important to learn other languages.
- What could be done to improve your life in school/college?
- In your opinion, what makes a good teacher?
- What do you plan to study next year?
- What could be the advantages of going to university?
- Would you like to work in England? Why/why not?
- Why is it important to have a good job?
- Describe your ideal job.

SPEAKING ASSESSMENT EXAMPLE MARK SCHEMES

Part	Marking guidance	Total Marks
01	<p>Photo card</p> <p>The Photo card activity should last approximately four minutes. Teachers will ask the three prescribed questions based on the Photo card and printed on the candidate's card. The use of the further specified prompts is to help the candidate develop a response. The number of prompts required should not be an indicator of the level awarded to candidates.</p> <p>The candidate's responses to the questions are assessed for communication and for knowledge and use of language, as specified in the criteria below.</p>	15

Level	Mark	Communication
5	9–10	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	7–8	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	5–6	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	3–4	The speaker gives understandable replies to most questions but they may be short and/or repetitive. More prompts are used to obtain a response.
1	1–2	The speaker replies to some questions but the answers are likely to be short and/or repetitive. The speaker is clearly reliant on the prompts in order to respond.
Below Level 1	0	Communication does not meet the standard required for Level 1.

When awarding marks for language, markers should also credit widely accepted geographical variations of vocabulary and grammar.

Level	Mark	Knowledge and use of language
5	5	Very good knowledge and use of language. Mostly accurate – uses subordinate clauses and there is some complex language.
4	4	Good knowledge and use of language. Generally accurate – uses subordinate clauses and attempts complex language.
3	3	Reasonable knowledge and use of language. More accurate than inaccurate – uses subordinate clauses and compound sentences.
2	2	Limited knowledge and use of language. Often inaccurate – attempts subordination but often repetitive language and structures.
1	1	Poor knowledge and use of language. Inaccuracies within language cause ambiguity – poor subject verb agreements and syntax.
Below Level 1	0	Knowledge and use of language do not meet the standard required for Level 1.

Notes

- (a) At least one question on each Photo card asks candidates to give and explain an opinion.
- (b) Candidates who do not understand a question may seek clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Part	Marking guidance	Total Marks
02	<p>General Conversation</p> <p>The General conversation is based on the two themes not tested on the Photo card. The conversation should last approximately six minutes. The test is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.</p> <p>Note: a zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.</p> <p>When awarding marks for language, markers should also credit widely accepted geographical variations of vocabulary and grammar.</p>	25

Level	Mark	Communication
5	9–10	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.
4	7–8	Usually develops responses in extended sequences of speech. Usually narrates events using relevant detail when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	Develops some responses in extended sequences of speech. Will narrate events with some detail when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	Usually gives short responses but may narrate events briefly and/or with limited success when asked to do so. There may be a few occasions when he/she is unable to answer successfully or where responses lack clarity. Gives one or more opinions.
1	1–2	Only able to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
Below Level 1	0	Communication does not meet the standard required for Level 1.

Level	Mark	Knowledge and use of language
5	5	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. Generally a high level of accuracy though minor errors may occur.
4	4	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. Minor errors likely when complex structures and/or vocabulary are attempted.
3	3	Good language with some attempts at more complex structures and vocabulary which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not impede communication.
2	2	Reasonable language which uses simple structures and vocabulary and may occasionally be repetitive. Attempts to make reference to past or future events may have only limited success. Errors may occasionally impede communication.
1	1	Basic language which uses simple structures, a limited vocabulary range and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
Below Level 1	0	Knowledge and use of language do not meet the standard required for Level 1.

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses in more challenging language.
3	3	Pronunciation is generally understandable with some sustained intonation.
2	2	Pronunciation is usually understandable with a little intonation; comprehension is sometimes delayed.
1	1	Pronunciation and intonation are occasionally understandable; comprehension is difficult at times.
Below Level 1	0	Pronunciation and intonation do not meet the standard required for Level 1.

Level	Mark	Spontaneity and fluency
5	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	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions but the delivery generally has a reasonable pace.
2	2	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
1	1	Basic exchange in which the speaker shows no spontaneity and relies heavily on pre-learnt responses. There are frequent and sometimes long hesitations. Slow delivery means that the conversation is disjointed and lacks any flow.
Below Level 1	0	Spontaneity and fluency do not meet the standard required for Level 1.



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