

# AQA - GCSE Speaking Exam - Foundation

NAME: \_\_\_\_\_

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

**SUM: \_\_\_\_\_ / 15**

| <b>2. PHOTO CARD</b> |  |
|----------------------|--|
| Mark                 | Response   |
| 13-15                | The speaker replies to <b>all</b> questions <b>clearly</b> and <b>develops most</b> answers. He/she <b>gives and explains an opinion</b> .               |
| 10 -12               | The speaker replies to <b>all or nearly all</b> questions <b>clearly</b> and <b>develops some</b> answers. He/she <b>gives and explains an opinion</b> . |
| 7-9                  | The speaker gives <b>understandable</b> replies to <b>most questions</b> and <b>develops at least one answer</b> . He/she gives an opinion.              |
| 4-6                  | The speaker gives <b>understandable</b> replies to <b>most questions</b> but they may be <b>short</b> and/or <b>repetitive</b> .                         |
| 1-3                  | The speaker replies to <b>some questions</b> but the answers are likely to be <b>short</b> and/or <b>repetitive</b> .                                    |
| 0                    | Communication does not meet the standard required for Level 1 at this tier.  |

**TOTAL: \_\_\_\_\_ / 15**

| <b>3. GENERAL CONVERSATION</b> |  |                    |  |
|--------------------------------|--|--------------------|--|
| Communication                  |  | Range and Accuracy |  |
| 9-10                           | A speaker who usually gives <b>quite short</b> responses but <b>occasionally gives extended</b> responses. <b>Occasionally narrates events briefly</b> when asked to do so. Usually gives clear information but <b>lacks clarity from time to time</b> . <b>Gives opinions</b> , some of which are explained.                        | 9-10               | <b>Generally good</b> language which involves <b>mainly simple linguistic structures and vocabulary</b> , with <b>some repetition</b> , but with <b>attempts</b> to use <b>more complex linguistic structures and more varied vocabulary</b> . There is some success in <b>making reference to past and future, as well as present, events</b> . Although <b>there may be errors</b> they <b>do not generally impede comprehension</b> . |
| 7-8                            | A speaker who <b>tends</b> to give <b>quite short</b> responses, but with <b>occasional attempts at longer</b> responses. He/she has only <b>limited success in narrating events</b> . There may be a few occasions when he/she is <b>unable to answer successfully</b> or where responses are very unclear. Gives <b>opinions</b> . | 7-8                | <b>Reasonable</b> language which uses <b>simple structures and vocabulary</b> and <b>may be repetitive</b> at times. Any attempts to make reference to <b>past or future events</b> may have only <b>limited success</b> . There may be <b>frequent errors</b> , which <b>may occasionally impede communication</b> .  |
| 5-6                            | A speaker who gives <b>short responses</b> . <b>Attempts at longer responses</b> or at narrating events require an <b>effort of concentration</b> to be understood and some <b>responses may be unintelligible</b> . Gives <b>at least one opinion</b> .   | 5-6                | <b>Basic</b> language which uses <b>simple structures and vocabulary</b> and may <b>often be repetitive</b> . There is <b>little or no success</b> in making reference to <b>past or future events</b> . There are <b>likely to be frequent errors</b> , which <b>sometimes impede communication</b> .   |
| 3-4                            | A speaker who is able only to give <b>very short responses</b> . Any attempts at slightly longer responses or at narrating events tend to be <b>very unclear</b> or even <b>unintelligible</b> . There may be occasions where the speaker is <b>unable to respond</b> .  | 3-4                | <b>Limited</b> language which uses <b>very simple structures and vocabulary</b> and is <b>likely to be repetitive</b> . There is <b>little or no success</b> in making reference to <b>past or future events</b> . There are <b>likely to be frequent errors</b> which <b>regularly impede communication</b> .   |
| 1-2                            | A speaker who is able to <b>communicate very little</b> , either because most of the time he/she is <b>unable to respond</b> , and/or because <b>most of what is said is unintelligible</b> .  | 1-2                | <b>Very poor</b> language which may <b>show little understanding of how the language works</b> . There are <b>likely to be errors in the vast majority of sentences</b> , or there may be <b>so little said</b> that it is impossible to make a judgement.   |
| 0                              | Communication does not meet the standard required for Level 1 at this tier.  | 0                  | The language does not meet the standard required for Level 1 at this tier.   |

| Pronunciation and Intonation   |   | Spontaneity and Fluency  |  |
|--|---|--------------------------|--|
| 5  | Generally good but some inconsistency at times  | 5                        | Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.  |
| 4  | Pronunciation generally understandable with some intonation                                       | 4                        | 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.                                   |
| 3  | Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed | 3                        | Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.   |
| 2  | Pronunciation very anglicised with almost no intonation, making comprehension difficult at times  | 2                        | Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow. |
| 1  | Pronunciation is only just understandable making comprehension difficult                          | 1                        | Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.                   |
| 0  | Pronunciation and intonation do not meet the standard required for Level 1 at this tier           | 0                        | Spontaneity and fluency do not meet the standard required for Level 1 at this tier.  |
| Communication: ____ / 10<br>Range & Accuracy: ____ / 10<br>Pronunciation & Intonation ____ / 5<br>Spontaneity & Fluency ____ / 5 |   | <b>Total: _____ / 30</b> |  |

**Total: \_\_\_\_\_ / 60**                      **Grade \_\_\_\_\_**                      **Target \_\_\_\_\_**

| FEEDBACK                 |
|--------------------------|
| <b>What went well:</b>   |
| <b>Areas to work on:</b> |
| <b>Student comments:</b> |