

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

(9280)

Speaking

Commentary on speaking performances

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For teaching from September 2016 onwards

For GCSE exams in May/June 2018 onwards

This guide includes commentaries on exemplar student responses.

It is intended to provide some examples of how the mark scheme is applied to student responses and should be used in conjunction with the specimen paper and mark scheme for Speaking.

## PHOTOCARDS

### CARD B Candidate's Photo card

- Look at the photo during the preparation period.
- You can make any notes on an additional answer sheet.
- Your teacher will then ask you about the photo and about topics related to **Sport**.



Your teacher will ask you the following three questions.

- What can you see in the photo?
- What kind of sports do you like to play?
- Why is it important to be active, in your opinion?

[15 marks]

**CARD D** Candidate's Photo card

- Look at the photo during the preparation period.
- You can make any notes on an additional answer sheet.
- Your teacher will then ask you about the photo and about topics related to Relationships with family.



Your teacher will ask you the following three questions:

- What can you see in the photo?
- What do you like doing with your family?
- What are the benefits of going on holiday with your family?

**[15 marks]**

## MARK SCHEME

Marks will be allocated in the following way:

S1: communicate clearly using speech appropriate to situation and audience (communication).

S2: make appropriate and accurate use of a variety of vocabulary and grammatical structure (knowledge and use of language)

S3: produce extended sequences of speech, answering and, as appropriate, asking questions, and expressing opinions with spontaneity and fluency (spontaneity and fluency)

S4: demonstrate appropriate pronunciation and intonation (pronunciation and intonation)

	Communication (S1)	Knowledge & use of language (S2)	Pronunciation & intonation (S3)	Spontaneity & fluency (S4)	Total
Photo card	10	5			15
Conversation	10	5	5	5	25
<b>Total</b>	<b>20</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>40</b>

Part	Marking guidance	Total Marks
01	<p><b>Photo card (15 marks)</b></p> <p><b>Theme 1: Identity and culture</b></p> <p>The photo card activity is based on the theme indicated above. It should last approximately four minutes. Teachers will ask three prescribed questions based on the Photo card and printed on the student's card. The use of the further specified prompts is to help the student develop a response. The number of prompts required should not be an indicator of the level awarded to students.</p> <p>The student's response to the questions are assessed for <b>communication</b> and for <b>knowledge and use of language</b>, 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.

### STUDENT A

The student is able to offer understandable replies to most questions, but these are at times short. There is a definite need for the teacher examiner to use prompts to sustain the task. There is the odd opinion but these are very basic and rarely explained. There is some repetition throughout the task. There is limited knowledge and use of language throughout the task is variable from reasonable to poor.

Communication: 4  
Knowledge and Use of Language 2

### STUDENT B

The student is able to give a description of the picture although there is little to describe the emotions of the people beyond '*They are enjoying their quality time.*' The student is able to expand on the other questions and there is little need for prompting. Responses contain opinions which are justified. There is good use of language although there are errors, but these do not overly affect communication. There is a variety of vocabulary and structures used, including different time frames.

Communication 9  
Knowledge and Use of Language 4



## CONVERSATIONS

### MARK SCHEME

Part	Marking guidance	Total Marks
02	<p><b>General Conversation (25 marks)</b></p> <p><b>Theme 2: Local, national, international and global areas of interest and Theme 3: Current and further study and employment.</b></p> <p>The general conversation is based on the two themes indicated above. 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><b>Note:</b> 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	A speaker who 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	A speaker who 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	A speaker who 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	A speaker who 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 opinion.
1	1 – 2	A speaker who is able only 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.

INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE (9280/S)  
SPEAKING, COMMENTARY ON PERFORMANCES

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	Communication does 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	Communication does not meet the standard required for Level 1.



INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE (9280/S)  
SPEAKING, COMMENTARY ON PERFORMANCES

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.

## STUDENT A

There is clearly a different level of response between the two themes within the conversation and this is reflected in the marks awarded. The task is marked globally. Whereas the first theme produces longer extended replies at times, the second theme is less productive with shorter responses with less detail and the student is more dependent on the teacher-examiner to sustain the conversation. As the conversation progresses the student is less assured with their use of English and there are times when the communication suffers due to a less assured knowledge of the language used. Reasonable language is used but the student does in the latter stages avoid using full sentences to offer information and these responses can lack verbs or any expansion.

Pronunciation is generally understandable and there is some sustained intonation, mainly in the first theme.

There is a reasonable pace to the task although it does falter in the second part. The student certainly attempts to respond naturally to questions and although there are certainly some pre-learnt responses, there is also some fluency. The second part does have times when the student is unsure of what is required, and the performance becomes more hesitant.

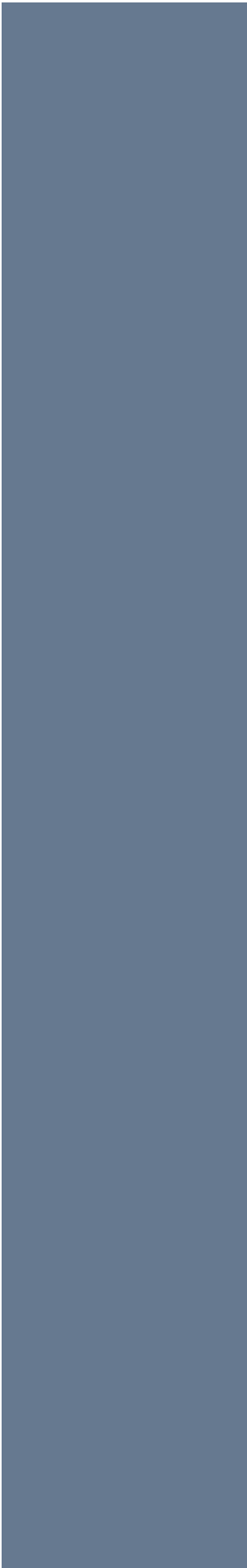
Communication 5  
Knowledge and Use of Language 2  
Pronunciation and Intonation 3  
Spontaneity and Fluency 3

## STUDENT B

The student is clearly able to offer developed responses in extended passages of speech which are coherent and conveys much information. There are opinions, and these are justified appropriately for the most part. There is however the odd occasion where it is not always immediately obvious what the student means as the student stops mid-sentence and then starts again with a slightly different message. There was excellent language used with a wide variety of linguistic structures used comfortably and accurate reference to other time frames although these are not always exploited as much as they could be. It should be remembered that this is in the assessment criteria. The piece had a high level of accuracy and there were only minor errors which did not affect the communication.

There was consistent pronunciation and intonation throughout the task and responses were natural and spontaneous throughout the task with a natural fluency for the most part.

Communication 9  
Knowledge and Use of Language 5  
Pronunciation and Intonation 5  
Spontaneity and Fluency 5



## FURTHER GUIDANCE AND CONTACTS

You can contact the subject team directly at [english@oxfordaqaexams.org.uk](mailto:english@oxfordaqaexams.org.uk)

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.



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