

# Controlled Assessment Speaking

# Two different tasks from below

- An open interaction based on a stimulus – Edexcel or centre provides the stimulus
- A picture-based, free-flowing discussion – the student provides the picture
- A presentation followed by discussion – the student chooses content for the presentation, the teacher decides what followed-up questions to ask

# What to cover

- The two speaking tasks can both relate to one theme.
- could be linked to different themes

# How do students prepare

- They could have up to 6 hours' teaching time within a maximum of two weeks to prepare
- It is possible for students to take the stimulus home and ask for help.

# How to maximize student performance

- teachers should exploit the stimuli
- or ask questions that are sufficiently challenging

# How do teachers help

- **CANNOT** provide direct task-specific feedback on content that students produce in the task preparation phase eg. *“That’s wrong – you should change it”*
- **CAN** clarify the task brief for students eg. *“This is similar to what we were doing last week, remember to cover... and...”*

# In the CA, students may refer to

- the stimulus, or the photo
- their own notes they have prepared
- no dictionary during the actual test

# What should the notes be like?

On a Note Form downloadable from Edexcel's website

- No more than 30 English words
- or up to 50 Hanzi, can be put in pinyin if students prefer
- Or up to 30 Hanzi + 20 English words/Pinyin
- written in bullet points or mind map format
- In addition, students can draw up to 5 small drawings.

The Note Form goes with the submitted work.



# CA Notes Form (Chinese Speaking)

Link for downloading:

<http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/CA%20Notes%20Form%20-%20Speaking%20-%20Chinese.pdf>

# What to be put on the notes?

It will depend on the candidate's needs as what words are used.

Sentence stems are useful for some, difficult words are useful for others.

Some may prefer indicators of aspects, and others may want to have some reminder about useful phrases.

# How long is the Speaking

- Each task should last between 4 and 6 minutes.

# 3 P

- **Present:** the general T & L activities before receiving the task – no time limit, no limit on teacher involvement – Teachers should have planned what potential speaking task are the T & L activities aimed for. students learn chunks of language: to formulate opinions and justifications for a variety of topics.
- **Prepare:** the students are given the task, they refer to the previous T & L to prepare for the task - Time limit: 6 teaching hours within max. 2 weeks. Teacher can only explain general requirements of the task. Preparation can take place inside and outside the classroom.
- **Produce:** the students take the task in a setting same as terminal exams. They produce the final version in the CA session.

# Some ideas to encourage GCSE students to speak

- **Find a student who....:**

likes reading, enjoys TV soaps. It engineers questioning and uses topic-specific vocabulary

- **Write a statement on the board:**

‘學生在學校不能用手機!’ the more contentious the better. In pairs they say if they agree or disagree and why. Then share ideas whole class

- **Learning mat:**

prompt cards with, e.g. opinion phrases, agreeing/disagreeing expressions, for students to refer in speaking to raise level of responses

- **Visuals:**

photos, drawings on paper, PowerPoint to motivate and engage

- **Mind map on board:**

e.g. the essential elements that make for a good holiday

# CA can take place in a classroom

*“Teachers should be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed CA. An alternative controlled session may be organised for such candidates.”*

Wall displays which may give help should NOT be in evidence.

As for supervision, the other usual precautions for terminal exams should be observed.

# Who mark the Speaking

- Teachers mark it referring to the Assessment Criteria.
- Teachers submit the recordings and marks to Edexcel.
- Edexcel will then moderate them.

# How to mark

- Refer to the Assessment Criteria. Assessment Criteria has the same value for everyone everywhere.
- Maximum 30 marks for each of the two tasks
- Use a 'best fit' approach
- Each speaking task has got a mark. Teachers must submit the marks from each student's two speaking tasks.
- Marks are awarded for three aspects  
(Content and response; Range of language; Accuracy)



# The Assessment Criteria

## Controlled Assessment Mark Recording Sheet (Speaking)

Link for downloading:

<http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/recording-form-draft.pdf>

The ***Mark Recording Sheet*** does not replace the '*Controlled Assessment Authenticity Record Sheet – Speaking*'

# Open Interactions

- an unscripted role play in response to a stimulus
- The stimulus provides both context and purpose.
- Edexcel produces a range of stimuli.
- Teachers can adapt these or produce their own.
- Stimuli must be kept securely as live assessment.
- Stimuli must be refreshed at least every two years.
- Indeed it is expected that the ability to ask questions effectively is an appropriate way to demonstrate 'interaction' in this particular task type.

# Picture-based discussions

- Students provide the picture/photo.
- It relates to something they have interest or involvement in.
- They may, if they wish, give a short initial presentation (one minute maximum) to introduce their picture.
- Alternatively a teacher/examiner can start by saying to the student (in the target language), something like 'Tell me why you have chosen this picture'.

# Picture-based discussions

- Teachers need to know in advance what picture a student is going to use for discussion, so that they can prepare accordingly what questions to ask.
- However, teachers must not reveal any potential assessment specific questions to students in advance.

# Presentations

- A presentation needs to be followed by teacher/examiner questions.
- The whole thing (presentation plus questions) lasts between 4 and 6 minutes.
- Presentation shouldn't be too long (one minute minimum and three minutes maximum).
- The followed-up questions are linked to the presentation.

# Presentations

- You may accompany the presentation task with specific instructions or bullets to support your students (eg. *Your presentation should include reference to ...*)
- but the questions that you ask during the assessment must also feature an unpredictable element. Students must not, therefore, know in advance the exact questions that you will ask in the assessment.
- Although unable to assist students 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.

# Authenticity Record Sheet

Teachers and students must fill in the

***CA authenticity record sheet – Speaking***  
and sign it before submitting of work to Edexcel

**It is produced as an appendix of the Specification.**  
(See Page 100 in your copy of Specification)