cea

Rewarding Learning

General Certificate of Secondary Education

Modern Languages

Unit 2

Speaking:
Role-play Situation

[GFC21, GGR21, GIH21, GSH21]

MARK
SCHEME

Instructions – Speaking

- The examination will last a **maximum** of **12 minutes**.
- The examination will consist of:
  (a) 2 (unseen) role-play cards [both taken from **one** of the two Contexts for Learning not covered in (b)];
  (b) one pre-prepared conversation topic [Conversation Topic 1 title pre-released by CCEA and prepared by the candidate in advance]; and
  (c) one teacher-led conversation topic [Conversation Topic 2 selected by the teacher from the Context for Learning not covered in (a) and (b) above].

Available marks [60]
Role-play 1 [10]
Role-play 2 [10]
Conversation Topic 1 [candidate prepared] [20]
Conversation Topic 2 [teacher-led] [20]

Role-play Mark Scheme

There are five elements within each role-play.
Each element will be awarded up to [2].

Band	Communication and Use of Language	Mark
2	The response to the task is competent. Communication is fully achieved. There may be some linguistic inaccuracy in the message.	[2]
1	The response to the task is less competent. Communication is partially achieved. There may be considerable linguistic inaccuracy in the message.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

Role-plays must be answered in the correct tense to receive the full 2 marks.

For example, if the candidate is asked what they will do next weekend and they reply with the correct information but in the past tense, candidates will only be awarded one mark as the answer is ambiguous.

Conversation Topic 1 and Topic 2 Mark Scheme

The Mark Scheme should be applied holistically. The Performance Descriptors are to be seen as a 'best fit' and should be applied as a guide to the Awarding Organisation examiner in deciding on an overall band placement. Candidates should be able to access the top band overall even if some elements are not quite fully addressed.

If a candidate forgets to ask a question in the conversation they lose one mark for communication.

One question may be of a general nature and the other question must be topic related. If the candidate does not ask a topic related question, one mark will be deducted for communication.

Communication

Band	Performance Descriptors	This candidate:	Marks
5	Excellent communication. The candidate responds readily and fluently to the questions with an excellent level of competence. Ideas and opinions are expressed and justified with confidence. Pronunciation and intonation are excellent.	• asks and answers questions spontaneously and confidently; • communicates a lot of relevant information; • develops answers by giving unsolicited details with opinion/s and justification as appropriate; and • delivers the information with excellent pronunciation, intonation and fluency.	[13]–[15]
4	Very good communication. The candidate responds readily to the questions with a very good level of competence. Ideas and opinions are expressed and there is some justification. Pronunciation and intonation are very good.	• asks and answers questions confidently; • communicates relevant information; • develops answers by giving appropriate information with some opinion/s and justification; and • delivers the information with very good pronunciation, intonation and fluency.	[10]–[12]
3	Good communication. The candidate responds adequately to the questions with a good level of competence. Some ideas and opinions are expressed. There is some hesitation. Pronunciation and intonation are good.	• asks and answers questions with some confidence, responses may be in single phrases/sentences; • communicates adequate information, there may be some hesitation; • develops answers by giving appropriate information, there may be quite limited opinion/s and justification; and • delivers the information with good pronunciation, intonation and fluency.	[7]–[9]
2	Quite limited communication. The candidate responds to the questions with quite a limited level of competence. Few ideas and opinions are expressed. There may be lot of hesitation. Pronunciation and intonation are quite inconsistent.	• asks and answers questions with limited confidence, responses may be short phrases; • communicates basic information, there may be hesitation and uncertainty; • attempts to develop responses but there are few details; and • delivers the information with quite inconsistent pronunciation, intonation and fluency.	[4]–[6]
1	Very limited communication. The candidate responds to the questions with a very limited level of competence. Little relevant information is conveyed. The delivery is very hesitant. Pronunciation and intonation are very inconsistent.	• asks and answers questions with limited understanding, responses may be single words or very short phrases; • communicates very little detail with hesitation and uncertainty; and • delivers the information with very inconsistent pronunciation, intonation and fluency.	[1]–[3]
0	No valid response/incorrect/ inappropriate/ not worthy of credit.	• provides no valid response, an incorrect response, an inappropriate response and/or the response is not worthy of credit.	[0]

Grammar and Structures

Band	Performance Descriptors	This candidate:	Marks
5	Excellent use of grammar and structures. A wide variety of appropriate structures are used with a high degree of accuracy. The candidate has a command of vocabulary and idiomatic language appropriate to this level. There are very few errors.	• uses a wide range of grammar and structures giving the response some complexity; • regularly incorporates vocabulary and idiomatic and creative expressions that give the response a natural feel; • uses more complex language, with confident reference to past, present and future events, as appropriate; and • delivers a response with a high level of accuracy.	[5]
4	Very good use of grammar and structures. A variety of appropriate structures is used with a very good degree of accuracy. The candidate has a command of vocabulary and idiomatic language appropriate to this level. Errors are few and mostly where more complex language is used.	• uses a very good range of grammar and structures; • uses very good vocabulary and idiomatic and creative expressions; • uses some complex language, with some reference to past, present and future events, as appropriate; and • delivers a response with very good accuracy, with few errors.	[4]
3	Good use of grammar and structures. The candidate has some command of vocabulary and idiomatic language. Errors occur mostly where more complex language is used.	• uses a good range of grammar and structures; • uses appropriate vocabulary and some idiomatic and creative expressions; • may include some reference to past, present and future events, as appropriate; and • delivers a response with good accuracy, with some errors where more complex language is attempted.	[3]
2	Quite limited use of grammar and structures. The candidate has limited command of vocabulary and idiomatic language. More frequent errors occur.	• uses a limited range of grammar and structures; • uses a limited range of vocabulary and basic expressions; • may attempt to use some verbs, as appropriate; and • delivers a response with limited accuracy, with frequent errors.	[2]
1	Very limited use of grammar and structures. The candidate has a very limited command of vocabulary and idiomatic language. Errors are very common.	• uses a very limited range of grammar and structures; • uses a very limited range of vocabulary and basic expressions; • makes little/no attempt to use verbs; and • delivers a response with very limited accuracy, with frequent errors.	[1]
0	No valid response/incorrect/inappropriate/not worthy of credit.	• provides no valid response, an incorrect response, an inappropriate response and/or the response is not worthy of credit.	[0]

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