



SPOKEN LANGUAGE ENDORSEMENT FOR GCSE ENGLISH LANGUAGE

Introduction

From first teaching in September 2015, GCSE English Language will have an endorsed component covering Spoken Language. This endorsement will be reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification.

This document has been produced in collaboration with all the relevant awarding bodies. It provides an outline of the requirements and further clarification is available in the *JCQ Instructions for conducting non-examination assessments*.

Tasks

Candidates must undertake a prepared spoken presentation on a specific topic. As a guide, the duration of the whole assessment should be no more than ten minutes. The key requirements are:

- Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues.
- Candidates must identify the subject for their presentations in advance and agree it with their teacher.
- Presentations must be planned and organised. Candidates should be advised that that lack of preparation is likely to prevent access to the criteria for the higher grades.
- Candidates may use pre-prepared notes, powerpoint etc. to assist them during their presentations but this is not a requirement.
- As part of, or following, the presentation, candidates must listen to and respond appropriately to questions and feedback.
- Where the audience is the teacher only, the presentation and dialogue must be designed in such a way that it could have a potentially wider audience than just one person (e.g. it replicates a television interview)

Assessment

No marks will be assigned to a student's performance – it will be assessed holistically as a grade, using a 'competency' basis on criteria which are provided (see appendix A). Competency means that a student must meet all the criteria in one grade before moving on to the next. Candidates who do not reach the Pass standard must be recorded as Not Classified.

Centres must make arrangements for internal standardisation of assessments. This should take place as far as possible *before* assessment begins in earnest. Internal standardisation should include a preliminary trial assessment session (including all teachers involved in assessment) using exemplar material provided by the awarding bodies, in order to ensure that there is a common understanding of the assessment criteria.

Monitoring by Awarding Bodies

The endorsement will be assessed by centres. Each centre is required to provide audio-visual recordings of the presentations of a sample of candidates (see table below). These will allow us to check that centres have used appropriate tasks, and have applied the assessment criteria correctly and consistently.

The centre must provide recordings of the presentations of a sample of candidates. The recording of each candidate's presentation, including questions and feedback from the audience, must be complete and unedited.

Using their knowledge of candidates' likely performance, centres should select the sample following the guidance shown in the table below. Centres are recommended to record slightly more than the minimum number at each grade to allow for candidates whose performance is awarded a higher or lower grade than the centre had anticipated. The awarding body will provide details regarding the storage and submission of recordings.

Table 1 Sample Sizes

No. of cand's at centre	No. of cand's whose presentations must be recorded	Minimum no. of cand's at each grade (D, M, P)
30 or fewer	All cand's	10
Over 30	30	10

This is a broad overview of what is required. Detailed requirements for the make-up of the sample in differing scenarios can be found in the WJEC Eduqas Internal Assessment Manual.

If the awarding body has concerns as a result of monitoring, the centre will be provided with additional support (which may include a visit by a monitor) in the following academic year. In exceptional circumstances there will be enhanced monitoring arrangements which may include an earlier deadline for submission of assessments or a requirement to record the presentations of all candidates.

Candidate absence

Where a candidate misses the scheduled date/time for his/her presentation, the centre must organise an alternative session.

A candidate who is unable to undertake his/her presentation because of persistent absence (whether through ill health or any other reason) will not qualify for special consideration and will receive a 'Not Classified' result for the Spoken Language endorsement. However, standard procedures for sitting at an alternative venue do apply, if appropriate.

Entries and centre declaration

Entries for GCSE English Language automatically include the Spoken Language endorsement.

The head of centre is required to provide a written declaration by a published deadline to confirm that reasonable steps have been taken to ensure that all candidates whom the centre has entered for GCSE English Language have undertaken the Spoken Language endorsement.

Appendix 1: Spoken Language Criteria for Pass, Merit and Distinction

General criteria

To be awarded a Pass, Merit or Distinction a Learner must –

- be audible, and
- use Spoken Standard English which, for the purposes of the spoken language assessment, means that a Learner must –
 - be intelligible, and
 - generally use language appropriate to the formal setting of the presentation.

Pass	Merit	Distinction
In addition to the general criteria, to be awarded a Pass a Learner's performance in his or her spoken language assessment must meet all of the following criteria – • expresses straightforward ideas / information / feelings, • makes an attempt to organise and structure his or her presentation, • makes an attempt to meet the needs of the audience, and • listens to questions / feedback and provides an appropriate response in a straight forward manner.	In addition to the general criteria, to be awarded a Merit a Learner's performance in his or her spoken language assessment must meet all of the following criteria – • expresses challenging ideas / information / feelings using a range of vocabulary, • organises and structures his or her presentation clearly and appropriately to meet the needs of the audience, • achieves the purpose of his or her presentation, and • listens to questions / feedback responding formally and in some detail.	In addition to the general criteria, to be awarded a Distinction a Learner's performance in his or her spoken language assessment must meet all of the following criteria – • expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary, • organises and structures his or her presentation using an effective range of strategies to engage the audience, • achieves the purpose of his or her presentation, and • listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.