

## AQA GCSE Spanish: Discussion on the speaking exam

### **1.) Success criteria at GCSE:**

- Surprised that lower abilities managed to get grades, perhaps the exam board was not as strict this year.
- We played it safe with our entries and went for foundation and this seemed to work in our favour
- Seemingly, putting the weaker pupils through the foundation exam as opposed to the higher paper has worked in our favour
- We didn't get above a three with our foundation level kids and this is perhaps due to other schools putting in kids who could have worked at higher level being put in for foundation. This could have perhaps skewed the exam grades.
- Have they set the bar higher for a grade 5 in foundation?

### **2.) Strongest skill area:**

- Speaking and writing
- Listening and reading were our weakest
- National average for speaking and reading but above for the rest

### **3.) Feedback from exam board:**

- There were many administrative errors: a week before the results were due, we had to resend sound files to AQA
- They said the folders were encrypted and asked for them all to be resent

### **4.) How did you feel?**

- In the dark as there was a complete lack of guidance
- Lack of guidance

### **5.) Are we still in the dark then one year into this new course?**

- According to AQA colleague we should not waste on the role-play and should work at getting on to the actual exam. Accuracy is key – allow pupils to use simple sentences and cut them off if necessary in order to get on to the photo card.
- Pupils are not judged on complexity – it is the content of what they say and the quality of it.
- Photo card = marked on content
- Role play = 2 marks per bullet point and 5 marks for accuracy.

6.) The examiner's report has proven informative for conversation exam and training the children

7.) If pupils are reasonably bright but lack accuracy should we play it safe and get them a 5 in the foundation paper or will they be more likely to get a 5 in the higher paper?

- The foundation paper appears to have a fine line between a grade four and a grade 5. (One of the schools played it safe and put all pupils in for foundation and they all got marks 4 or 5)

8.) Pupils should have confidence in the basics as even with mistakes in their complexity, they can still get a higher mark.

**9.) How do we train pupils to three different types of questions then?**

- Drip feed role plays and photo cards throughout KS3
- By doing a ten minute speaking activity in every lesson
- Year 10 pupils are working with a bank of questions and topics for the mocks and they are being assessed on these topically.
- Exam board has said that pupils should not be allowed to choose a topic as this results in over prepared students and the conversation does not come across as natural.
- Students also do not have enough time to learn absolutely everything.
- How long should a good speaking answer be given that the report is critical of answers which have been memorised?

**10.) Other information:**

- Pupils were drilled on grammar but were not provided with answers so that they had to make them up using their sound revision of grammar
- They were given a selection of stock phrases and verbs which they could apply to any question under pressure as this demonstrated spontaneity
- They were able to draw upon written answers under pressure

**11.) What has changed since 2016?**

- Pupils have been taught more grammar but not in the TL
- More translation work has been done at KS3 with the introduction of complex set phrases
- More writing practice at GCSE and a key focus on the 50 and 90 word questions

**12.) Final thoughts:**

- [www.katelanguages.co.uk](http://www.katelanguages.co.uk) (you will be able to access sample role plays at foundation and higher tier, there are also examples of writing and translation tasks)
- Use of the AVOCADO method for scaffolding
- Steve Smith website
- Covering GCSE topics in KS3 is useful as they are introduced to the vocabulary sooner

- The issue with this is we still need to retain numbers at GCSE and do not want to put pupils off by introducing more complex language and grammatical structures earlier
- It is useful for pupils to use memrise in their own time
- Pupils are tested on sentences weekly. This allows vocabulary to be tested contextually. It provides pupils with a bank of accurate sentences which they will be able to refer back to. This seems to work well as it helps them with their writing.

ALLNE 21/11/2018

Beth - Cardinal Hume

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### Key Stage 2 and 3 essential foundations

What have you all be doing differently since 2016?

Taught more grammar less TL

Lots more of the exam style questions

S and W higher for some

L and R higher for others

More translation

More complexity complex set phrases

Covering the topics - dropping to year 9.

Tenses - future, preterite, perfect tense! Teach GCSE in Year 9

Theme 1 2 and 3.

Influences and influences? R Hawkes, S Smith, GF Conti?

Any changes since Summer 2018?

Vocab tests - contextual, regular and

**Sharing model answers from GCSE 2018 from grades 4-9**

There is an opportunity to share anonymised sample recordings to be posted on ALL website now agreed by AQA. Watch this space!