



National
Qualifications

Modern Languages

Performance-talking

General assessment information

This pack contains general assessment information for centres preparing candidates for the performance-talking Component of National 5 Modern Languages Course assessment.

It must be read in conjunction with the specific assessment task(s) for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

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Introduction

This is the general assessment information for the National 5 Modern Languages performance-talking.

This performance is worth 30 marks out of a total of 100 marks. The marks contribute 30% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of three Components of Course assessment.

The other Components are a reading and writing question paper, and a listening question paper.

This performance has one Section with two subsections:

Subsection 1, titled 'Presentation', will have 10 marks.

Subsection 2, titled 'Conversation', will have 20 marks.

This document describes the general requirements for the assessment of the performance Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course and Unit Support Notes*.

What this assessment covers

This assessment contributes 30% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the performance-talking in the *Course Assessment Specification*.

These are:

- ◆ the ability to use **detailed** spoken language, as part of a presentation and conversation on the chosen topic
- ◆ the ability to take part effectively in a conversation
- ◆ the ability to use language accurately to convey meaning
- ◆ the ability to maintain interaction as appropriate to purpose

Assessment

Purpose

The purpose of this assessment is to generate assessment evidence for this component of the added value of this Course by means of a performance-talking.

The purpose of this performance is to carry out a spoken presentation and conversation in the modern language from one of the following contexts: society, learning, employability, or culture.

Assessment overview

Presentation

Candidates carry out a spoken presentation in the modern language, using **detailed** language on a topic chosen from at least one of the following contexts: society, learning, employability, or culture. Candidates choose the topic and develop this into a short presentation of approximately 1-2 minutes to allow demonstration of language resource, accuracy and pronunciation and intonation. Candidates may refer to up to five headings of no more than eight words each as prompts during the presentation, and/or use visual aids. These headings may be in the modern language or English.

The assessor will listen to the presentation and ask questions based on it in order to engage the candidate in a conversation on the topic.

Conversation

Following the prepared presentation, candidates will be required to take part in a conversation and to respond to some questions in the modern language following on naturally from the presentation topic chosen. The conversation should last approximately 4-5 minutes to allow candidates to demonstrate their ability to take part in a conversation in the modern language, using **detailed** language. Candidates may refer to other contexts if they wish. The information to be exchanged will be mainly of a factual nature and will also include some ideas and opinions. Candidates may also ask questions where appropriate.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This assessment is a single assessment event. Candidates should undertake the assessment at an appropriate point in the Course. This will normally be when they have completed most of the work on the Units in the Course.

Candidates must undertake their preparation for the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example advice on how to develop a presentation. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment; assessors need to be aware that this may be going beyond reasonable assistance.

Assessors' comments on the selection of a topic are appropriate before the candidate starts the task of preparing for the performance. It is expected that the topics chosen will be included in Coursework and that preparation will largely take place as a normal part of learning and teaching.

The performance should last approximately 5-7 minutes in total.

Candidates may use up to five headings (of not more than eight words each) to assist them, purely as an aid to memory, during the assessment. These headings may be in the modern language or English, and do not need to be submitted to SQA for verification purposes. They are to be used as prompts and not read out verbatim.

Assessors should exercise their professional responsibility in ensuring that the preparation and support notes are the candidate's own work.

The assessment of the performance is conducted by centres within SQA guidelines, under supervised and controlled conditions. Evidence is internally marked by assessors in each centre in line with the SQA Detailed Marking Instructions below and is quality assured by SQA.

It is important to take steps to ensure that the performance-talking is conducted in appropriate surroundings, eliminating the possibility of disruptions and background noise.

The role of the assessor is to try to draw out the best in the candidates. Assessors should endeavour to keep candidates at their ease, so that they do not lose confidence unnecessarily. Assessors should try not to correct the candidates' errors during the performance-talking, but should try to ensure that all candidates, whatever their level of attainment, are being given the opportunity to demonstrate their abilities.

The performance-talking (presentation and conversation) is a one-off, single assessment event.

Presentation and Conversation

Assessors should support candidates in selecting an appropriate topic for the performance-talking.

Conversation section

Assessors should encourage candidates to respond readily and as accurately as possible. Assessors should try not to monopolise the conversation section by speaking too much themselves. It is also important to avoid the conversation becoming a repetition of the presentation. This may limit the opportunity of stretching the candidate's ability.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ An audio or video recording of the performance, which should be retained by centres for verification purposes.
- ◆ Assessors should also complete an assessment record of the Component marks for each candidate, which should be retained by the centre.

General Marking Instructions

In line with SQA's normal practice, the following General Marking Instructions are addressed to the marker. They will also be helpful for those preparing candidates for Course assessment.

The assessment task will be set and externally verified by SQA, and conducted, marked and internally verified in centres under the conditions specified by SQA. Separate information will be given on arrangements for submission of evidence for verification purposes.

All marking will be quality assured by SQA.

General Marking Principles for National 5 Modern Languages performance-talking

This information is provided to help you understand the general principles you must apply when marking candidate responses in this performance. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The candidate's performance will be marked in terms of content, accuracy, language use and, for the conversation only, interaction.
- (d) For each of the sections for talking the assessor should select the description of performance and mark which most closely describes the evidence gathered.
- (e) For the conversation there are two sets of Marking Instructions: one for content, language resource and accuracy, and one for the candidate's ability to sustain the conversation.
- (f) Assessment should be holistic. There will be strengths and weaknesses in every performance; assessment should focus as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the overall performance. Marks should be awarded for the quality of the performance, and not deducted for errors or omissions. Assessors can award the highest level mark even if there are minor errors. These should not detract from the assessor's overall impression of the performance.
- (g) Candidates may display ability across more than one pegged mark. Assessors should consider carefully the most appropriate overall pegged mark to describe the candidate's performance. It is always important to assess what it is the candidate can do, and thus highlight the positive.
- (h) The assessor must use a range of questioning techniques to allow the candidates to demonstrate their ability to sustain a conversation.

The candidate's performance will be marked in terms of four performance aspects: content, accuracy, language resource, and interaction (conversation only) in accordance with the grade descriptions given in the Course specification, using performance criteria and marking instructions issued by SQA and shown below.

The four aspects of the performance are expanded below to eight characteristics:

Content

- ◆ organisation and communication of ideas and opinions
- ◆ development and relevance of ideas and opinions

Accuracy

- ◆ accuracy of vocabulary and structures
- ◆ accuracy of pronunciation and intonation

Language Resource

- ◆ variety and range of vocabulary and language structures used

Interaction (applicable to the conversation only)

- ◆ understanding of the modern language
- ◆ using the modern language
- ◆ ability to maintain and sustain a conversation

Although the length of the presentation should normally be 1-2 minutes and the conversation 4-5 minutes, no automatic penalty is to be applied to performances which fall outwith this duration.

Detailed Marking Instructions

The performance-talking at National 5 involves candidates using **detailed** language.

Assessors should use the following pegged mark descriptors in this document in conjunction with the Productive grammar grid.

Presentation

Content	Accuracy	Language Resource	Pegged Marks
The candidate...			
<ul style="list-style-type: none"> ◆ uses content which is relevant and well-organised ◆ expresses a wide range of ideas and opinions ◆ speaks without undue hesitation 	<ul style="list-style-type: none"> ◆ demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression ◆ uses pronunciation and intonation which are sufficient to be readily understood by a speaker of the language 	<ul style="list-style-type: none"> ◆ uses detailed language throughout ◆ uses a wide range of structures ◆ uses a wide range of verbs/verb forms, tenses and other language features 	10
<ul style="list-style-type: none"> ◆ uses content which is mostly relevant and well-organised ◆ expresses a range of ideas and opinions ◆ may speak with occasional hesitation but recovers successfully 	<ul style="list-style-type: none"> ◆ demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression ◆ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language 	<ul style="list-style-type: none"> ◆ mostly uses detailed language ◆ uses a range of structures ◆ uses a range of verbs/verb forms, tenses and other language features 	8
<ul style="list-style-type: none"> ◆ uses content which is generally relevant and well-organised ◆ expresses some ideas and opinions ◆ hesitates on a few occasions, but attempts to recover 	<ul style="list-style-type: none"> ◆ demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors detract from the overall impression ◆ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language, although some points may not be immediately clear 	<ul style="list-style-type: none"> ◆ attempts to use detailed language ◆ attempts to use a range of structures ◆ uses a few different verbs/verb forms, tenses and other language features 	6

Content	Accuracy	Language Resource	Pegged Marks
The candidate...			
<ul style="list-style-type: none"> ◆ uses content which at times may not be relevant or well-organised ◆ expresses limited ideas and opinions ◆ often hesitates, affecting the flow of the presentation 	<ul style="list-style-type: none"> ◆ demonstrates an inadequate degree of grammatical accuracy corresponding to the level. Errors often impede communication ◆ uses pronunciation and intonation which are generally sufficient to be understood by a speaker of the language, although some points may not be clear 	<ul style="list-style-type: none"> ◆ uses a limited amount of detailed language ◆ uses a limited range of structures ◆ uses a limited amount of verbs/verb forms, tenses and other language features 	4
<ul style="list-style-type: none"> ◆ mostly uses content which lacks relevance and organisation ◆ expresses very limited ideas and opinions ◆ frequently hesitates, affecting the flow of the presentation 	<ul style="list-style-type: none"> ◆ demonstrates serious grammatical inaccuracies corresponding to the level. Errors impede communication throughout the presentation ◆ uses pronunciation and intonation which are often insufficient to be understood by a speaker of the language, and many points may not be clear 	<ul style="list-style-type: none"> ◆ uses a very limited amount of detailed language ◆ uses a very limited range of structures ◆ uses a very limited amount of verbs/verb forms, tenses and other language features 	2
<ul style="list-style-type: none"> ◆ uses content which is irrelevant and not organised ◆ expresses no ideas and opinions ◆ hesitates throughout, which seriously affects the flow of the presentation 	<ul style="list-style-type: none"> ◆ demonstrates little or no evidence of grammatical accuracy corresponding to the level ◆ uses pronunciation and intonation which are insufficient to be understood by a speaker of the language 	<ul style="list-style-type: none"> ◆ does not use detailed language ◆ makes little or no use of structures, verbs/verb forms, tenses and other language features 	0

Conversation

Content	Accuracy	Language Resource	Pegged Marks
The candidate...			
<ul style="list-style-type: none"> ◆ uses content which is relevant and well-organised ◆ expresses a wide range of ideas and opinions 	<ul style="list-style-type: none"> ◆ demonstrates a very good degree of grammatical accuracy corresponding to the level, although may make a few errors which do not detract from the overall impression ◆ uses pronunciation and intonation which are sufficient to be readily understood by a speaker of the language 	<ul style="list-style-type: none"> ◆ responds using a wide range of detailed language ◆ responds using a wide range of structures ◆ responds using a wide range of verbs/verb forms, tenses and other language features 	15
<ul style="list-style-type: none"> ◆ uses content which is mostly relevant and well-organised ◆ expresses a range of ideas and opinions 	<ul style="list-style-type: none"> ◆ demonstrates a good degree of grammatical accuracy corresponding to the level. Errors may occasionally detract from the overall impression ◆ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language 	<ul style="list-style-type: none"> ◆ responds using a range of detailed language ◆ responds using a range of structures ◆ responds using a range of verbs/verb forms, tenses and other language features 	12
<ul style="list-style-type: none"> ◆ uses content which is generally relevant and well-organised ◆ expresses some ideas and opinions 	<ul style="list-style-type: none"> ◆ demonstrates an adequate degree of grammatical accuracy corresponding to the level, although errors detract from the overall impression ◆ uses pronunciation and intonation which are sufficient to be understood by a speaker of the language, although some points may not be immediately clear 	<ul style="list-style-type: none"> ◆ attempts to respond using detailed language ◆ attempts to respond using a range of structures ◆ responds using a few different verbs/verb forms, tenses and other language features 	9

Content	Accuracy	Language Resource	Pegged Marks
The candidate...			
<ul style="list-style-type: none"> ◆ uses content which at times may not be relevant and well-organised ◆ expresses limited ideas and opinions 	<ul style="list-style-type: none"> ◆ demonstrates an inadequate degree of grammatical accuracy corresponding to the level. Errors often impede communication ◆ uses pronunciation and intonation which are generally sufficient to be understood by a speaker of the language, although some points may not be clear 	<ul style="list-style-type: none"> ◆ responds using a limited amount of detailed language ◆ responds using a limited range of structures ◆ responds using a limited amount of verbs/verb forms, tenses and other language features 	6
<ul style="list-style-type: none"> ◆ mostly uses content which lacks relevance and organisation ◆ expresses very limited ideas and opinions 	<ul style="list-style-type: none"> ◆ demonstrates serious grammatical inaccuracies corresponding to the level. Errors impede communication throughout the conversation ◆ uses pronunciation and intonation which are often insufficient to be understood by a speaker of the language, and many points may not be clear 	<ul style="list-style-type: none"> ◆ responds using a very limited amount of detailed language ◆ responds using a very limited range of structures ◆ responds using a very limited amount of verbs/verb forms, tenses and other language features 	3
<ul style="list-style-type: none"> ◆ uses content which is irrelevant and not organised ◆ expresses no ideas and opinions 	<ul style="list-style-type: none"> ◆ demonstrates little or no evidence of grammatical accuracy corresponding to the level ◆ uses pronunciation and intonation which are insufficient to be understood by a speaker of the language 	<ul style="list-style-type: none"> ◆ responds using no detailed language ◆ responds making little or no use of structures, verbs/verb forms, tenses and other language features 	0

Sustaining the conversation

<p>The candidate readily sustains the conversation as s/he, for example:</p>	<p>Pegged Mark</p>
<ul style="list-style-type: none"> ◆ understands almost all of what is said ◆ speaks without undue hesitation or recovers successfully when there is such hesitation ◆ deals with unpredictable elements ◆ may occasionally seek clarification in the modern language ◆ may take the initiative (eg ask relevant questions and/or expand on an answer) ◆ may use some interjections and/or connectives 	<p>5</p>
<p>The candidate adequately sustains the conversation as s/he, for example:</p>	<p>Pegged Mark</p>
<ul style="list-style-type: none"> ◆ understands most of what is said ◆ hesitates occasionally, affecting the flow of the conversation ◆ mostly deals with unpredictable elements ◆ may attempt to seek clarification in the modern language, but not always successfully ◆ may occasionally take the initiative ◆ may attempt to use some interjections and/or connectives, but not always successfully ◆ may require some support and/or prompting from the interlocutor 	<p>3</p>
<p>The candidate has difficulty in sustaining the conversation as s/he, for example:</p>	<p>Pegged Mark</p>
<ul style="list-style-type: none"> ◆ understands only some of what is said ◆ hesitates in most responses ◆ has difficulty dealing with most unpredictable elements ◆ requires support and/or prompting from the interlocutor ◆ may attempt to seek clarification in the modern language, but often unsuccessfully 	<p>1</p>
<p>The candidate cannot sustain the conversation because s/he, for example:</p>	<p>Pegged Mark</p>
<ul style="list-style-type: none"> ◆ understands little of what is said ◆ is unable to seek clarification in the modern language or does so ineffectively ◆ hesitates throughout ◆ is unable to deal with unpredictable elements ◆ requires significant support and/or prompting from the interlocutor 	<p>0</p>

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
2.0	New pegged marks table replacing the original table in the Detailed Marking Instructions section. New title given to the 'Natural Element' pegged marks table: 'Sustaining the Conversation'.	Qualifications Manager	September 2015
3.0	Changes to Introduction and What this assessment covers sections to align with Course Assessment Specification. Clarifications in Assessment Conditions and Detailed Marking Instructions sections. Alignment of National 5 and Higher in Evidence to be gathered section. Insertion of General Marking Instructions section. Revision of pegged mark descriptors to align with Higher. Addition of pegged mark category (1 mark) to Sustaining the conversation section.	Qualifications Manager	September 2016

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