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GCSE

# ENGLISH LANGUAGE

Non-examination Assessment: Spoken Language  
Report on the Examination

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8700  
November 2018

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Version: 1.0

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## **General Comments**

This report should be read alongside the report from Summer 2018.

## **Recording the sample**

The vast majority of schools and colleges did this without any real problems. The following points are a reminder for those whose submission this time was not as clear as it should be.

- Unless special circumstances are reported to AQA before the examination, then student performances must be visible and audible.
- When checking sound quality you should play the performances on a computer which was not the one involved in the recording. This will allow you to check whether others will be able to hear it.
- Please label files in a way which includes candidate names and the level awarded. These two pieces of information, placed together, are vital for the verifier.

## **Sending the sample to AQA**

If a student is not carrying forward but submitting a new performance then this must be sent to AQA for verification, as per the Summer procedures.

## **Tasks**

Schools and colleges frequently submitted work from just one or two students, many of whose circumstances were out of the ordinary. Centres often used these circumstances as the basis for spoken topics, and they usually worked very well. We saw a number of exchange students who had many fascinating things to say about their own countries and the UK, we saw refugees who told their stories with great honesty and insight, and we saw a number of students who had missed mainstream Y11 for various personal reasons.

As with all work that is teacher assessed, suitable tasks/topics lead to best practice and performance. At all levels of ability these topics, supported by helpful questioning ( including the teacher), lead to engaging work.

Teachers are reminded that questions are a required part of the overall presentation. They should arise out of what has been said in the first part of the presentation, rather than being pre-scripted.

## **Assessment**

Most schools and colleges were accurate enough in their assessment for their levels to be verified. It was pleasing to see that most centres had used the criteria in the right way, ensuring that all elements of a level had been fulfilled before awarding that level.

### **Further Support**

Teachers are reminded that the standardising examples are an inter-board resource. There are no plans at this stage to issue any more examples.

They are also reminded that they can access all necessary information about this endorsement from the [Spoken Language Endorsement page](#) of the AQA website.

### **Conclusion**

It would be helpful if all teachers of the 8700 specification could be given access to this report, its predecessor in Summer 2018 and the standardising materials.

### **Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.