

## Modern Languages

OCR Advanced Subsidiary GCE French 3861 Unit 2651

OCR Advanced Subsidiary GCE German 3862 Unit 2661

OCR Advanced Subsidiary GCE Spanish 3863 Unit 2671

# Instructions for Internally Conducted Oral Examinations

Please read these instructions carefully

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Centres choosing to conduct their own orals may (i) send the tapes or CDs to be assessed by an OCR Examiner (Component A) or (ii) assess the candidate's performances and then send the cassettes for moderation (Component B). For option (ii) assessment will normally be carried out by the conducting teacher, but in exceptional circumstances a second teacher may make the assessment. Such practice is not, however, recommended as it may be off-putting and intimidating for candidates to be faced with effectively two examiners.

## 1. DATES OF EXAMINATIONS

It is essential that all teacher-conducted orals are held during the official examining period:

- **1 December - 10 January for the January series**
- **15 March - 15 May for the June series.**

It is desirable, in the interests of confidentiality, that the examinations be conducted over as short a period as possible.

## 2. MATERIAL FOR THE EXAMINATION

With these instructions centres should receive

- supplies\* of the Candidate's Sheet for the Role Play
- a booklet\* containing both the candidate's and the examiner's materials for the Role Play
- Working Marksheets ("2651 FRENCH", "2661 GERMAN", "2671 SPANISH", as appropriate)
- a supplementary Marksheet (see paragraph 9.1.2 below)
- labels for the despatch of material to the Examiner or Moderator (see paragraph 9.2 below)
- envelopes
- reply-paid labels

\* **These items must be stored securely until needed, and must not be opened until a maximum of three working days before the examination.**

Leaflets containing notes for candidates on the oral examination together with supplies of the oral topic form are despatched to centres in November/February.

Computer-read marksheets, pre-printed with centre and candidate details, for recording the final mark awarded to each candidate will be despatched separately.

## 3. ACCOMMODATION AND EQUIPMENT

### 3.1 Quiet conditions

These are essential. The examination room should be free from traffic noise and other disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

### 3.2 The examination room

The candidate and the examiner should be seated opposite each other across a table. The examiner needs ample table space to arrange his/her documents, but the candidate should be close enough for a rapport to be established and for papers to be passed across the table without difficulty. **No other persons may be present in the examination room without the express permission of OCR.**

### 3.3 Separate preparation room

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the Role Play Task.

### 3.4 Invigilation

Though not essential, it is highly desirable to have an invigilator present while candidates are preparing.

### 3.5 Dictionary

No access to dictionaries is permitted during the preparation time or during the examination.

### 3.6 Recording

It is a requirement of the examination that all oral tests are recorded. Centres are responsible for providing equipment of as high a standard as possible for this purpose. If at all possible, an external microphone should be used rather than one that is in-built, and it should be placed on a soft surface between examiner and candidate. Normally it will be necessary to place the microphone nearer to the candidate than to the examiner. Before the start of the examinations the examiner must make sure that the recording level is satisfactory for both candidates and examiner.

## 4. PREPARING THE CANDIDATES

It is in everyone's interests that candidates are as relaxed and confident as is possible in the circumstances. A number of points should be mentioned here:

### 4.1 Information sheet for candidates

We have prepared a sheet Cand/Info/2651/2661/2671, which centres may copy and distribute to their candidates in advance of the examination.

### 4.2 Oral Topic Form

Centres should have received sufficient forms to distribute one to each candidate for each language. Candidates should use the form to write **in the foreign language** the title of their topic and a list of up to 5 areas within it, which they would like to discuss with the examiner. The top copy is handed to the examiner either at the start of the examination or at the start of the topic presentation and discussion. The bottom copy may be retained and used by the candidate during the test.

### 4.3 Supporting material

Candidates may, if they wish, bring with them into the examination room illustrative material to support their discussion of the topic, in the form of literary texts, pictures, diagrams, statistics etc. Some topics lend themselves to this more than others, and candidates will not be penalised if they have no such material to show. They may also refer to their own notes during the discussion (**but must not be allowed to read out prepared sections**); such notes must be limited to one side of A4 paper.

## 5. TIMING

**5.1** The examination normally lasts for 15 minutes, and must be followed by a few minutes' break for the examiner. Candidates should be timetabled to arrive at the preparation room at intervals of 20 minutes. In the interests of both examiner and candidates, not more than 12 candidates should be timetabled on any one day. At the beginning of the day and after breaks the timetable should allow for the first candidate to prepare the role play.

## 6. CONDUCT OF THE EXAMINATION

### 6.1 Preparation of the Role Play Task

The examiner should select the Role Play Task to be used according to the Randomisation Sheet provided in the Examiner's booklet, and hand it to the candidate before beginning the previous candidate's examination. The candidate will prepare the task in a separate room set aside for this purpose. A number of different tasks are provided for each language. It is recognised that candidates may wish to annotate the stimulus material; for this reason enough sheets are supplied for all candidates. **In the interests of security, however, examiners must ensure that the Candidate's Sheet is handed back at the end of the Role Play exercise.**

### 6.2 Recording the examination

Most of the cassettes supplied by OCR are 45 minutes per side, some are 30. One 45-minute tape should therefore be sufficient for 4 orals, 2 on each side.

Each CD will record approximately 700 minutes of sound/30 candidates. The exact capacity depends on the number and length of each recording.

If, for any reason, the tape/CD fails to record, a note should be made on the marksheet (Component B only) and an explanation given of the marks awarded.

**Component A (externally marked) the test must be re-recorded as soon as possible with a different role play. Details of such instances must be sent to the examiner and the board.**

At the beginning of each cassette or CD, the teacher/examiner must record an introduction giving the following information:

- Cassette/CD number
- Centre number
- AS level oral examinations in (language)
- Date
- Examiner (e.g. Mrs. J Smith)

Before the test begins, the examiner must announce the candidate's number and name, **and leave the tape/CD running for the duration of the examination.**

After the last recording on side A of each tape the examiner should announce "No more recordings on this side. Recording continues on side B."

After the last candidate on each tape/CD, the examiner must announce 'end of tape/CD no....'; and after the last candidate on the last tape/CD 'end of examination'.

### **Tapes**

The tape must be wound on to the end before turning over or starting a new tape. As each cassette is used, the labels supplied must be completed with the name of examiner, centre number, candidate numbers, and unit number. The labels must then be inserted in the cassette box, with the thin strip between the 2 lines showing along the spine.

### **CDs**

- Record the candidates in the order of the attendance register.
- If that is not possible, complete the CD sleeve with candidate details in recording order.
- Each recording should indicate candidate number and name.
- Each recorded **file** on the CD must be clearly named using the following convention:  
Centre number-candidate number-unit number-component number.
- Each CD should be labelled with the centre number and unit number.
- To label CDs use CD friendly marker pens. The use of biro, for example, may make the contents of the CD unreadable.
- Centres should complete each CD sleeve.

**For more technical information go to the OCR website and the document**

*Digital Audio Technology: Guidance to Centres and Assessment Personnel*

## **6.3 Striking a balance**

Oral examiners have to choose between two potentially extreme positions. On the one hand, they wish to present themselves as approachable human beings and to conduct the oral in a friendly, relaxed, and flexible way. On the other hand, they know that they have the responsibility of administering an agreed standard test which will have national validity and comparability; and that the candidates themselves will expect them to treat the occasion with the thoroughness and seriousness it deserves. It is difficult for OCR to prescribe the exact balance between these extremes. Teacher/examiners are clearly at an advantage here, in that, unlike Visiting Examiners, they are known to the candidates. It should therefore be easier for them to be thorough, careful and fair, without being intimidating or distant.

## **6.4 Conversational style**

In conversation with candidates, a warm and friendly manner will encourage good responses, overcoming some of the nervousness and fear felt by many who have to undergo this verbal ordeal. A brusque or officious examiner may frighten or alienate the candidate, often causing him/her to dry up completely.

## **6.5 Eye contact**

It is also important for examiners to maintain reasonable eye contact with the candidate; body language, often unnoticed in everyday life, plays an important role in the forced situation of the oral test. There can be little that is more off-putting for the candidate than trying to talk to the top of the examiner's head. It is realised that the examiner's task is quite a formidable one - assessing and recording marks while trying to carry on, at the same time, an interesting and lively conversation. There is a temptation constantly to refer to the marksheet or other materials, but examiners must overcome this in order to foster effective communication between themselves and the candidate.

## **6.6 Question style**

Another temptation is for examiners to prompt too much and to end up by doing all the talking themselves. It is sometimes difficult to strike the right balance between listening and trying to 'bring the candidate out', especially with the weaker candidates who may have little to say. A little help at a critical moment - by supplying a word the candidate is searching for; by reformulating the candidate's own phrase in a more constructive way; or simply by giving approval and encouragement - can bring candidates out of their shell. However, the examiner should strive to establish a genuine conversation, with the candidate playing as large a part as possible.

## **6.7 Overcoming first impressions**

Examiners sometimes categorise candidates very early on in the oral and it should be stressed that candidates must be given every chance to redeem the situation if they have made a shaky start and a bad first impression. Candidates must be given adequate time, and not left with the feeling that the test has been rushed through, even though the examiner may have decided on an appropriate mark well before the allotted time is up.

## **6.8 Dealing with errors on the part of the candidate**

It is not for the examiner to correct errors, or to express consternation or disapproval.

# **7. COMPONENTS OF THE EXAMINATION**

## **7.1 Format of the examination**

The examination consists of 2 sections, which must be conducted in the following order:

(i) Section A: Role Play (15 marks): 5 minutes

followed by

(ii) Section B: Presentation and Discussion of topic (45 marks): 10 minutes

The oral test lasts for 15 minutes, and represents 30% of the total marks for the AS examination. Centres are asked to timetable candidates every 20 minutes so as to allow the examiner a short break between candidates.

## **7.2 Role Play**

**7.2.1** The examiner must set the scene for the Role Play, using the form of words given on the Examiner's Sheet. The Examiner's Sheet contains instructions and suggestions for the conduct of the Role Play. The Task should be started as indicated, but the development which takes place will depend on the line taken by the candidate.

**7.2.2** The examiner's introduction invites the candidate to ask his/her questions at the beginning, but if the candidate does not ask the questions when expected, the examiner must be careful not to supply inadvertently the information the candidate should be trying to find out - the candidate may intend to ask the questions in later discussion. If the candidate completely fails to elicit the required information this will clearly be reflected in the mark for Response to written text.

**7.2.3** The task need not follow the order of the candidate's sheet, nor need a distinction be made between the 3 parts, but the examiner must ensure that the candidate is given every opportunity to complete the task fully. In particular, the second and third parts may well become mixed; the examiner should raise issues with the candidate at a natural point in the discussion. The issues printed in bold must be raised with all candidates; these relate directly to the prompts on

the candidate's sheet. **In particular, candidates must be encouraged to exploit the English stimulus material fully, and should be prompted if they fail to do this.** Examiners should note that this is not a formal summary exercise, and should interject frequently with questions to ask for clarification or more detail. A selection of the remaining points should be discussed with each candidate; examiners should vary the selection from candidate to candidate and should feel free to add ideas of their own, if they wish.

### 7.3 Topic Presentation and Discussion

**7.3.1 This part of the examination must last for 10 minutes** and must follow on without a break from Section A, the Role Play (although it is acceptable for the examiner (Component B only) to pause briefly in order to finalise the marks). There must be an uninterrupted 2-3 minute presentation followed by a 7-8 minute discussion.

**7.3.2** The oral topic form, listing the main aspects of the topic which the candidate wishes to discuss, serves a dual purpose: it acts as a prompt to the candidate and it provides a framework for the examiner giving a series of 'pegs' on which to hang questions. The examiner must be guided largely by this, but this does not mean that questions on other aspects should not be asked. The headings should normally be tackled in the order listed on the form. **Before introducing areas of his/her own, however, the examiner must ensure that all the headings listed on the form have been fully covered.** In the last two minutes of the discussion examiners should ask candidates if there is anything else they would like to say about their topic; this avoids any possible frustration on the part of candidates who have not had a chance to discuss an issue in which they are particularly interested.

**7.3.3** It must be stressed that examiners are not expected to be experts on any or all of the topics which may be offered by candidates. Even if he/she is very familiar with the subject matter or book which is being discussed, the examiner should at all times adopt the position of the intelligent layman, and ask a series of general, open-ended questions, designed to allow candidates to talk freely about the aspects of the topic which have particularly interested or engaged them during the course. The booklet of topic questions contains a number of suggested approaches which examiners may find helpful. Whilst candidates must of course be given the chance to show what they know and can do, they must not be allowed to give a series of highly prepared mini-presentations, once the initial presentation has been completed. Many teachers/examiners will obviously be fully conversant with the topics to be discussed by candidates. The danger here lies (consciously or unconsciously) in expecting the candidates to produce in the examination a known body of knowledge and in limiting the questioning style to triggers which will bring forth this knowledge. Teacher/examiners have a particular responsibility in this respect to ensure that they do not pitch all their questions at a level which they know candidates are able easily to handle, but seek to approach the topic from an unexpected angle, and to include questions which stretch and provoke thought in the candidates, allowing them access to the higher range Assessment Criteria particularly 1E, Spontaneity and Fluency.

**7.3.4** Some candidates may choose to talk about a literary text they have studied during the course (they may if they wish bring the text into the examination with them). Examiners should note that they are not required to read any of the texts offered by candidates, nor to conduct an in-depth textual analysis. Literary texts should be treated in the same way as non-literary topics, and questions should be designed wherever possible to elicit a personal response from the candidate to the work studied.

**7.3.5** The topic discussion is intended to be a conversation. Although the candidate must lead to some extent, this part of the examination should not be allowed to develop into a monologue on the candidate's part - frequent questions should be asked. The precise balance between candidate and examiner is obviously at the discretion of the examiner, and will probably vary from candidate to candidate. The examiner should be sensitive to the needs of the individual candidate in terms of his/her own contribution, but should ensure that the candidate is given the opportunity to open up the topic and to perform at the top range of the Content criteria (Grid 1D). This is particularly critical for topics such as a town or region or a historical or contemporary personality, where candidates must be encouraged to progress beyond a narrative/descriptive approach. Candidates who are unable to develop ideas or offer opinions must be placed in the "Poor" category in Grid 1E of the Assessment Criteria. (See appendices)

**7.3.6** Examiners must also ensure that candidates are given the opportunity to relate their chosen non-literary topic to the foreign country. Candidates who make no reference to the country studied may not be awarded more than 8 marks under 1D. Topic Presentation (See Assessment Criteria).

**7.3.7** Examiners should not expect candidates to speak in the form of complete sentences, as this would be unrealistic in natural conversation, but of course candidates whose conversation consists largely of monosyllabic or disjointed replies cannot get much credit for such a performance. A great measure of responsibility rests here with the examiner, who should design the questions and guide the conversation in such a way that the candidate is obliged to be articulate and encouraged to express his/her ideas in extended form, using, for example, a variety of verb forms and tenses. The conversational nature of the exercise should at all times be borne in mind. Candidates will in many cases have prepared their topic thoroughly, and may attempt to give a series of 'mini-presentations.' Whilst they must of course be given the chance to show what they know and can do, they must not be allowed to reel off set pieces unchallenged by questions which make them think 'on their feet' and provide access to the higher level Assessment Criteria.

**7.3.8** Candidates may if they wish bring into the examination literary texts, illustrative material or notes to support the discussion of the topic (such notes must be limited to one side of A4 paper or a maximum of 3 postcards). They should not, however, be penalised if they do not do this. Candidates may refer to this material during the discussion, but must not be allowed to read out sections (apart from e.g. statistics, quotations). If they attempt to do this, the examiner should interject with questions. Examiners should bear in mind that the aim of the examination is to test candidates' speaking ability; candidates should not be encouraged to spend too much time displaying visual and written material.

**7.3.9** Occasionally, the topic discussion may dry up completely. In such cases, the examiner must ask if the candidate wishes to say anything else about the topic; if not, recourse may be made to general conversation to fill up the remaining time. General conversation cannot of course be assessed for content. Candidates may perform better on the language element than when speaking about their topics; examiners are asked not to allow the marks awarded for language to be disproportionately affected by this.

## **8. ASSESSMENT**

All orals are to be assessed in accordance with the criteria printed in Appendix A. Teacher/examiners are expected either (i) to conduct the examination and send the tapes/CDs to an OCR Examiner for assessment (Component A) or (ii) to conduct the examination and assess the candidate's performance at the same time (Component B). In the latter case, although assessments **must** be made at the time of the examination it is permissible for teacher/examiners to re-play the recording **afterwards** to finalise the marks given.

### **Internal standardisation**

Centres where more than one teacher is examining and assessing in a given language must ensure that the marks of all examiners are standardised within the centre before they are submitted to OCR. This will normally be achieved via the common assessment of a number of candidates at the centre.

## **8.1 How to assess Section A, the Role Play (Option B only)**

### **Role-Play - 15 marks (total) Grids 1A, 1B, 1C**

- 5 marks for response to the written text
- 5 marks for response to the Examiner
- 5 marks for quality of language

### **Use of Stimulus Material**

One part of the task (the second set of bullet points) requires candidates to explain aspects of the stimulus material in response to questions from the examiner. There is clearly a heavy responsibility on the part of the examiner here, to ensure that appropriate questions are asked in order to elicit a full response from the candidate. The examiner's sheet contains a list of possible items from the English stimulus material to which candidates may refer, and they will be placed in the appropriate band of the criteria according to how many of the items they mention (although clearly quality as well as quantity needs to be taken into account here: an item which is mentioned in such a way as to be unintelligible or meaningless cannot count.)

As a general guide, to achieve a mark in the Very Good category, the candidate needs to mention all or almost all of the items listed. For Adequate, about half should be included, and if only 1 or 2 items are mentioned, the candidate should be placed in the Very Poor band. This rough calculation is intended as a guide only; in awarding precise marks examiners will also need to bear in mind the quality of communication and level of detail achieved by the candidate; this might, for example, make the difference between the lower and higher of the 2 marks available under some bands.

## **8.2 How to assess Section B, the Topic Presentation and Discussion (Option B only)**

### **8.2.1 Presentation**

The Presentation is to be assessed under grid 1D (20 marks).



## 8.2.2 Discussion

The Discussion is to be assessed under the following assessment grids:

- Spontaneity and fluency (1E) (15 marks)
- Pronunciation and intonation (1F) (5 marks)
- Quality of language (1C) (5 marks)

Where the examiner is unfamiliar with the topic being discussed, he/she may be guided in the assessment of grids 1D and 1E by considering how much he/she has learned about the topic from the candidate. Inadequate factual knowledge of the topic or text, or a failure to make reference to the foreign country will result in a mark in the "Poor"/"Very Poor" category for 1D.

Candidates who display a thorough knowledge of their chosen topic but who are unable to offer ideas or opinions will not score highly under Grid 1E.

## 8.3 General points on assessment (Option B only)

**8.3.1** In assessing oral competence, examiners are asked to bear in mind that a normal conversation at this level, even by native speakers, will contain grammatical inaccuracies, hesitations, re-phrasings, incomplete sentences etc., and it is therefore important not to expect a flawless performance from the foreign language speaker.

**8.3.2** Examiners are urged to use the full range of marks. It should be emphasised that the top marks should be available to the 18-year-old non-native speaker. Half marks must not be used.

**8.3.3** It is important that examiners should try to maintain as consistent a standard as possible in the marks they give. They may think in the course of the examination that the marks they are giving are running too high or too low, but they must resist any temptation to change their standards in an attempt to adjust this, as this may cause injustice to the candidates. In this respect, they may find it helpful to keep in front of them a running list of marks for all candidates they have already examined, for purposes of comparison.

**8.3.4** Examiners may come across candidates whose accent conforms to certain well known regional or national variants. In such cases, the variations in pronunciation must not be penalised.

**8.3.5** Special cases: If any impediment or disability or temporary handicap is reported or is apparent, examiners may make what allowance seems necessary, but must state on the marksheet what the disability is, how it was brought to their notice, and what allowance has been made.

## 8.4 Completing the marksheet (Options A and B)

Centres are supplied with individual candidate marksheets ("2651 FRENCH", "2661 GERMAN" etc.). Please ensure that centre and candidate numbers are given on each form.

Additionally, **for Option B only**, centres should record details of each candidate's performance. There is space for any comments which seem to be called for. Care must be taken that the marks awarded are not visible to candidates.

### AS (Units 2651/2661/2671)

#### 8.4.1 Section A: Role Play

Enter the details of the marks for each Assessment Grid in the appropriate box and calculate the total mark for the Role Play Exercise. This will be out of 15.

#### 8.4.2 Section B: Topic Presentation and Discussion

Enter the details and marks in the appropriate boxes and calculate the total mark for the Topic Presentation and Discussion. This will be out of 45.

**Add the totals for Section A and Section B together to give an overall mark for the Unit out of 60.**

#### 8.4.3 Comments from examiners

At the Award stage, decisions have to be made about borderline candidates; at such times comments from oral examiners are immensely helpful. The same is true for results queries received after the examination. We know how busy examiners are during the oral - but we would appreciate any comments on individual candidates which they do have time to make.

## 9. AFTER THE EXAMINATION

### 9.1 Computer-read marksheets (Component B only)

Teacher/examiners are responsible for transferring the final mark for each candidate to the marksheets, which are pre-printed with centre and candidate details. These marksheets are optically-read by the computer and **must therefore be completed in pencil**. Instructions on completing of the marksheets will be found in Appendix C and **must be followed exactly**. Separate marksheets are supplied for each Unit.

If there are additional candidates for the examination who are not listed on the centre marksheet, you should complete a Supplementary Marksheet - do NOT add the candidates onto the existing marksheets. The Supplementary Marksheet should be enclosed with the top copy of the centre marksheets when they are sent to OCR (see 9.2.3 below).

### 9.2 Marking (Component A only)

Examiners will be appointed by OCR. Teacher/Examiners (Component A) must send **all** their work to the Examiner.

9.2.1 Centres will be notified of the name and address of their Oral Examiner towards the end of the oral examining period.

9.2.2 All Tapes/CDs, Working Marksheets and copies of form ML/T/CAND/AS must be sent to the Oral Examiner. Labels will be supplied for this purpose. Tapes/CDs must be carefully packed and accurately labelled. All material must be sent to arrive no later than 10 January for the January series and no later than 15 May for the June series.

### 9.3 Moderation (Component B only)

External moderators will be appointed by OCR. Teacher/examiners (Component B) must send **all** their work to the Moderator (see below), who will then select a sample for moderation.

9.3.1 Centres will be notified of the name and address of their Oral Moderator towards the end of the oral examining period

9.3.2 All the Working Marksheets, the bottom copy of the centre marksheet (MS1) and the examiner's copies of the oral topic form must be sent to the Moderator, together with all the tapes/CDs. Labels will be supplied for this purpose. Tapes/CDs should be carefully packed. All material must be sent to arrive no later than 10 January for the January series and no later than 15 May for the June series. A completed Centre Authentication Form CCS160 **must** accompany the MS1 sent to the moderator.

9.3.3 The top copy of the centre marksheets (MS1) must be sent to OCR, using the hard-backed envelope supplied. They must NOT be folded or stapled in any way.

9.3.4 It is most important for the proper processing of the results for tapes/CDs and marksheets to be sent to the Moderator as soon as the examinations at the centre are completed.

9.3.5 Unused cassettes must be included in the parcel sent to the Moderator. Other materials may be retained by the centre.

9.3.6 A brief report on the work of teacher/examiners will be prepared at the end of the examination series.

## 10. SECURITY

At all times during the examination, the tapes/CDs, confidential material and marksheets must be kept under conditions of security similar to those in force for examination materials before a written examination. The tapes/CDs may be played back only by the examining teacher (Component B) and only for the purpose of finalising assessments. The assessments may not be communicated to candidates.

The Role Play Tasks must be treated as confidential until the conclusion of the examining period i.e. 15 May.

**Appendix A: Assessment criteria****Unit 2651/2661/2671****Role-play: Grids 1A, 1B and 1C****15 marks****Grid 1A: Response to written text****5 marks**

<b>0-1</b>	<i>Very Poor</i>	Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.
<b>2</b>	<i>Poor</i>	Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.
<b>3</b>	<i>Adequate</i>	Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.
<b>4</b>	<i>Good</i>	Makes good use of stimulus material. Covers over half the key points with some detail. But does not extend quite far enough to qualify for very good.
<b>5</b>	<i>Very Good</i>	Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

**Grid 1B: Response to Examiner****5 marks**

<b>0-1</b>	<i>Very Poor</i>	Barely able to respond to many of Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.
<b>2</b>	<i>Poor</i>	Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.
<b>3</b>	<i>Adequate</i>	Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.
<b>4</b>	<i>Good</i>	Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.
<b>5</b>	<i>Very Good</i>	Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

**Grid 1C: Quality of Language****5 marks**

<b>0-1</b>	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.
<b>2</b>	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors even in common structures.
<b>3</b>	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.
<b>4</b>	<i>Good</i>	Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.
<b>5</b>	<i>Very Good</i>	High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

**Topic presentation: Grid 1D: Content****20 marks**

**Note:** The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is deemed to be appropriate to their performance in the presentation. Following subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

**Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).**

**Grid 1D****20 marks**

<b>0-4</b>	<i>Very Poor</i>	Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.
<b>5-8</b>	<i>Poor</i>	Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.
<b>9-12</b>	<i>Adequate</i>	Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.
<b>13-16</b>	<i>Good</i>	Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.
<b>17-20</b>	<i>Very Good</i>	Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

- If candidates fail to relate the presentation/discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.
- If, in response to the examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be assessed.

Grid 1E: Spontaneity and Fluency

15 marks

0-3	<i>Very Poor</i>	Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.
4-6	<i>Poor</i>	Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.
7-10	<i>Adequate</i>	Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.
11-13	<i>Good</i>	Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.
14-15	<i>Very Good</i>	Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

Grid 1F: Pronunciation and intonation

5 marks

0-1	<i>Poor</i>	Only comprehensible with difficulty. Heavily influenced by mother tongue. Many sounds mispronounced.
2-3	<i>Adequate</i>	A number of errors, with particular problems with more difficult sounds. Otherwise, intonation and pronunciation mostly acceptable.
4	<i>Good</i>	Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.
5	<i>Very Good</i>	Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

<b>0-1</b>	<i>Very Poor</i>	Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.
<b>2</b>	<i>Poor</i>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors even in common structures.
<b>3</b>	<i>Adequate</i>	Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.
<b>4</b>	<i>Good</i>	Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.
<b>5</b>	<i>Very Good</i>	High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

## Appendix B Instructions for Completion of Centre Mark Sheet MS1

The sheet must be completed using an **HB pencil** to ensure that the marks will be read by the Optical Mark Reader.

Any mark you wish to change should be cleanly rubbed out using an ordinary pencil eraser.

### Entering Marks

For a candidate whose name has been printed on the Mark Sheet, write the mark in the Mark Column and enter it on the Mark Grid

There are three sections of the Mark Grid: Hundreds, Tens and Units:

For marks from 0 to 99 there must always be a lozenge shaded in each of the 'Tens' and 'Units' sections.

For marks of 100 or above there must be a lozenge shaded in each of the 'Hundreds', 'Tens' and 'Units' sections.

### Absent Candidates

If a candidate is absent write an 'A' in the Mark Column and shade the 'A' lozenge in the Mark Grid.

### Additional/Transferred Candidates

If the candidate does not appear on the Mark Sheet, the details should **not** be added to the OMR Mark Sheet. Details of these candidates together with their marks should be entered on an Additional/Transferred Candidate Mark Sheet.

The completed Additional/Transferred Candidate Mark Sheet should be enclosed with the final batch of completed Mark Sheets.