

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH

A643

Unit A643 Speaking and Listening

Specimen Controlled Assessment Material

OCR Supplied Materials

- None

Other Materials Required:

- None

INSTRUCTIONS TO TEACHERS

- Please refer to Section 4 of the English Specification for instructions on completing the Controlled Assessment Tasks.
- Each task can be contextualised appropriately to suit those resources available in the area local to the centre.

INSTRUCTIONS TO CANDIDATES

- Complete **three** tasks.

INFORMATION FOR CANDIDATES

- The total number of marks for this paper is **40**.
- You are allowed between 15 minutes and 1 hour to complete all three assessment contexts.
- This document consists of **2** pages.

Section A Speaking and Listening

In this section Centres can design their own tasks or can adapt the activities suggested below. More specific guidance and support on designing tasks and how to adapt exemplar tasks is provided in the Guide for Controlled Assessment in GCSE English available on the OCR website.

*Candidates are required to submit **one** assessment for each of the three assessment contexts:*

- *individual extended contribution*
- *group activity*
- *drama-focussed activity.*

*The total marks for the three assessment contexts combined are **40**. Each task is marked out of 40 and the three marks are averaged.*

Individual Extended Contribution:

- Feedback from work experience/college course
- Presenting a proposal for improvement to the schools site/facilities
- Monologue linked to a reading/media text
- Presenting personal skills (Based on the 'Britain's Got Talent' television programme)
- Presenting a product/idea (Based on 'The Dragons' Den' television programme)

Group activity:

- Job Interview
- Problem solving activity (Based on 'The Apprentice' television programme) Preparation for drama-focussed activity
- Jigsaw activity linked to a reading/media text

Drama-focussed activity:

- Formal balloon debate in role
- Scripted/improvised development of role linked thematically to reading/media text
- Presenting two contrasting characters' responses to the same scenario

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Unit A643: Speaking and Listening

Specimen Controlled Assessment Mark Scheme

The maximum mark for this unit is **40**.

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Section A: Speaking and Listening Marking Criteria

Candidates submit **three** tasks for assessment. Each task is marked out of **40** marks using the marking criteria below, giving a total out of 120 marks. Divide the total mark by 3 to provide the overall mark out of 40 for this section.

Band/Marks	Communicating and adapting language (Individual Extended Contribution)	Interacting and responding (Group activity)	Creating and sustaining roles (Drama-focussed activity)
<p>Band 1 40-32</p>	<p>Candidates</p> <ul style="list-style-type: none"> • highlight priorities and essential detail when communicating complex and demanding subject matter • use a sophisticated repertoire of strategies to meet challenging contexts and purposes • show an assured choice and flexible use of standard English vocabulary and grammar in appropriate situations 	<p>Candidates</p> <ul style="list-style-type: none"> • sustain concentrated listening, showing understanding of complex ideas through interrogating what is said • shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions • initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes 	<p>Candidates</p> <ul style="list-style-type: none"> • create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches • explore and respond to complex ideas issues and relationships in varied formal and informal scenarios
<p>Band 2 24-31</p>	<p>Candidates</p> <ul style="list-style-type: none"> • confidently convey and interpret information, ideas and feelings, emphasising significant points and issues • adapt and shape talk and non-verbal features to meet the demands of different situations, contexts and purposes • make appropriate, controlled, effective use of standard English vocabulary and grammar 	<p>Candidates</p> <ul style="list-style-type: none"> • challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions • analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion • identify useful outcomes and help structure discussion through purposeful contributions 	<p>Candidates</p> <ul style="list-style-type: none"> • create convincing characters and roles using a range of carefully selected verbal and non-verbal techniques • respond skilfully and sensitively in different situations and scenarios, to explore ideas and issues and relationships

Band/Marks	Communicating and adapting language (Individual Extended Contribution)	Interacting and responding (Group activity)	Creating and sustaining roles (Drama-focussed activity)
Band 3 16-23	Candidates <ul style="list-style-type: none"> • effectively communicate information, ideas and feelings, promote issues and points of view • adapt talk to a variety of situations and audiences, using non-verbal features to add to impact • use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English 	Candidates <ul style="list-style-type: none"> • listen closely and attentively, engaging with what is heard through perceptive responses • make significant contributions that move discussions forward • engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail 	Candidates <ul style="list-style-type: none"> • develop and sustain roles and characters through appropriate language and effective gesture and movement • make contributions to the development of situations and ideas, showing understanding and insight into relationships and significant issues
Band 4 8-15	Candidates <ul style="list-style-type: none"> • convey straightforward information and ideas, coherent accounts and narratives in extended turns • begin to adapt talk and non-verbal features to meet the needs of different audiences • use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy 	Candidates <ul style="list-style-type: none"> • respond positively to what they hear, including helpful requests for explanation and further detail • make specific, relevant contributions to discussion • allow others to express ideas or points of view that may differ from their own and respond appropriately 	Candidates <ul style="list-style-type: none"> • show understanding of characters by creating straightforward roles using speech, gesture and movement • engage with situations and ideas, showing understanding of issues and relationships
Band 5 0-7	Candidates <ul style="list-style-type: none"> • briefly express points of view, ideas and feelings • sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features • use straightforward vocabulary and grammar, showing awareness of some main features of standard English 	Candidates <ul style="list-style-type: none"> • respond to what they hear, showing some interest, including non-verbal reactions • make brief, occasional contributions and general statements in discussion • follow central ideas and possibilities in what they hear and raise straightforward questions 	Candidates <ul style="list-style-type: none"> • draw on obvious and sometimes stereotypical ideas to create simple characters • react to situations in predictable but appropriate ways, demonstrating some understanding of relationships and familiar ideas

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