OCR
RECOGNISING ACHIEVEMENT

SPECIMEN

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH LANGUAGE

A652

Unit A652 Speaking, Listening and Spoken Language

Specimen Controlled Assessment Material

OCR Supplied Materials
* None

Other Materials Required:
* None

INSTRUCTIONS TO TEACHERS

* Please refer to Section 4 of the English Language 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 FOR CANDIDATES

* Complete **three** tasks from Section A and **one** task from Section B.

INFORMATION FOR CANDIDATES

* **Section A** is worth **40** marks.
* **Section B** is worth **20** marks.

* For **Section A**, you are allowed between 15 minutes and 1 hour to complete all three assessment contexts.
* For **Section B,** you are allowed up to 4 hours to complete the assessment. You should produce up to 1000 words.

* This document consists of **8** pages. Any blank pages are indicated.

Section A Speaking and Listening

In this section Centres can design their own tasks or can adapt the activities suggested below.

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

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

The three assessment contexts combined are worth 40 marks. 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)
- Activity linked to the spoken language study (see Section B)

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
- Activity linked to the spoken language study (see Section B)

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
- Activity linked to the spoken language study (see Section B)

Section B Spoken Language

Part A: The Study of the Spoken Language of a public figure

A1 A study of a particular speaker selected from Barack Obama, Eddie Izzard, Ronnie Corbett.

The study of spoken text and commentary could consider:

- how texts are structured and the key features of their speech

- how the speaker establishes a rapport with the audience

- how language is used to create impact (and what that impact is) e.g. diction, register, rhetorical devices

- the use and impact of timing pace/pause, movement (if text is shared visually) and other features specific to the spoken text

- an evaluation of the ways in which you may have attempted to reproduce the key features in your Speaking and Listening presentation.

A2 A study of a particular interviewer selected from John Peel, Jeremy Paxman, Michael Parkinson.

The study of spoken text and commentary could consider:

- how rapport is established between interviewer and interviewee and the key features of their speech

- how the interview is structured and the use of pre-planned/follow up questions to direct the interview

- the use and impact of open and closed questions

- how the interviewer supports/challenges the interviewee and the impact this has on the interviewee and the listener (e.g. the use of encouraging phrases and non-verbal signs, *Uh huh, Mmm*)

- the use and impact of pace/pause and body language (if the text is visual)

- an evaluation of the ways in which you may have attempted to reproduce the   key features in your Speaking and Listening presentation.

Part B: Language, Media and Technology

B1 A study of the Spoken Language of 'The Apprentice'.

The study of spoken text and commentary could consider:

- the use/misuse/uncomfortable nature of certain registers (e.g. the language of the professional discussion) and how this compares to candidates' more natural speech styles

- the language of self-promotion/presentation in the 'to camera' pieces

- the use of pre-prepared/formulaic language in the Boardroom

- the use of figurative language and the key features of speech

- an evaluation of what you have learnt from the Spoken Language used in these contexts

- an evaluation of the ways in which you may have attempted to reproduce the key features in your Speaking and Listening presentation.

OR

Part B: Study of Language and Society

B2 A study of the language of the playground and the classroom.

The study of spoken text and commentary could consider:

- the management of turn taking and the use of non verbal interjections

- the lexis/vocabulary used and the way language is used to challenge and/or support

- how information is shared

- how instructions are given/received

- an evaluation of what you have learnt from the Spoken Language used in these contexts

- an evaluation of the ways in which you may have attempted to reproduce the key features in your Speaking and Listening presentation.

B3 A study of how a group of people in a specific occupation communicate and use spoken language to define identity and exclude or include others.

The study of spoken text and commentary could consider:

- how group language evolves

- how it serves to create and define identity

- how it serves to exclude or include others

- an evaluation of what you have learnt from the Spoken Language used in these contexts

- an evaluation of the ways in which you may have attempted to reproduce the key features in your Speaking and Listening presentation.

Format of the Task

Candidates present their work for this component in the written format.

- the Controlled Assessment Task (CAT) should be up to 1000 words in length.

The candidate's written work may be word-processed and may make use of the tools of a word processor (e.g. spell check).

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

GENERAL CERTIFICATE OF SECONDARY EDUCATION

ENGLISH LANGUAGE A652

Unit A652: Speaking, Listening and Spoken Language

Specimen Controlled Assessment Mark Scheme

The maximum mark for **Section A** is **40.**

The maximum mark for **Section B** is **20.**

Section A: Speaking and Listening Marking Criteria

Candidates submit **three** tasks for assessment. Each task is marked out of a total 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)
Band 1 **40-32**	Candidates • 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	Candidates • 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	Candidates • 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
Band 2 **24-31**	Candidates • 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	Candidates • 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	Candidates • 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

	Candidates	Candidates	Candidates
Band 3 **16-23**	 • 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	 • 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	 • 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**	• 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	 • 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	 • 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**	 • 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	 • 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	 • 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

Section B: Spoken Language marking Criteria

Candidates submit **one** task for assessment. This task is marked out of **20** using the marking criteria below.

Band/ Marks	General Criteria	Section A	Section B	
		The study of spoken language of a public figure	**Language, Media and Technology**	**Language and Society**
Band 1 18-20	Candidates - show perception and originality - show analytical understanding of language variation and language choices, supported by cogent and precise references to texts/data - make subtle and discriminating comments on the detail of texts/data	Candidates show perception and originality when analysing - how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations - how speech and interaction patterns vary with different groups and contexts	Candidates show perception and originality when analysing - how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations - how specific characteristics of spoken language are influenced by changes in communities, societies and technologies	Candidates show perception and originality when analysing - how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations - how speech and interaction patterns vary with different groups and contexts
Band 2 15-17	Candidates - show insight and engagement - show analytical understanding of language variation and language choices, supported by well-selected references to texts/data - comment sensitively on the detail of texts/data	Candidates show insight and engagement when analysing - how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations - how speech and interaction patterns vary with different groups and contexts	Candidates show insight and engagement when analysing - how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations - how specific characteristics of spoken language are influenced by changes in communities, societies and technologies	Candidates show insight and engagement when analysing - how they and others choose and adapt features and functions of spoken language to achieve specific outcomes in different situations - how speech and interaction patterns vary with different groups and contexts

	Candidates - make a clear and sustained response - show sound understanding of language variation and language choices, supported by careful and relevant reference to texts/data - comment with some thoroughness on the detail of texts/data	Candidates show sound understanding when analysing - how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts - ways in which speech and interaction vary and how these relate to social and other contextual factors	Candidates show sound understanding when analysing - how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts - how particular characteristics of spoken language are influenced by changes in communities, societies and technologies	Candidates show sound understanding when analysing - how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts - ways in which speech and interaction vary and how these relate to social and other contextual factors
Band 3 12-14				
Band 4 9-11	Candidates - make a reasonably developed response - show overall understanding of features of spoken language, including language variation and language choices, using appropriate support from texts/data - make some comment on features of texts/data	Candidates show overall understanding when discussing - how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts - ways in which speech and interaction vary and how these relate to social and other contextual factors	Candidates show overall understanding when discussing - how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts - how particular characteristics of spoken language are influenced by changes in communities, societies and technologies	Candidates show overall understanding when discussing - how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts - ways in which speech and interaction vary and how these relate to social and other contextual factors

Band 5 6-8	Candidates • begin to organise a response • show some understanding of language variation and language choices • give some support from texts/data	Candidates show some understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors	Candidates show some understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors	Candidates show some understanding when discussing • how they and others choose and adapt features and functions of spoken language for specific purposes in a range of contexts • ways in which speech and interaction vary and how these relate to social and other contextual factors
Band 6 4-5	Candidates • make some relevant comment • show a little understanding of aspects of spoken language • give a little support from texts/data	Candidates show a little understanding when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage	Candidates show a little understanding when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage	Candidates show a little understanding when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage

Band 7 3-2	Candidates • make a few straightforward comments about spoken language • occasionally refer to texts/data	Candidates show some awareness when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage	Candidates show some awareness when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to changes in vocabulary and usage	Candidates show some awareness when describing • how they and others choose and adapt features and functions of spoken language for specific purposes in different contexts • some common influences on spoken language and how these contribute to variety in vocabulary and usage
Band 8 1-0	Candidates • show a little awareness of spoken language • make some general comments	Candidates show a little awareness of • features and functions of spoken texts • influences on spoken language	Candidates show a little awareness of • features and functions of spoken texts • influences on spoken language	Candidates show a little awareness of • features and functions of spoken texts • influences on spoken language