

Languages

GCSE 2012

Languages

Guide to Controlled Assessment
Writing

French (J730) / German (J731) / Spanish (J732)

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1 Introduction

1.1 What is Controlled Assessment?

High, medium or limited control levels are set for each of the Controlled Assessment processes: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and candidates.

Weighting of Controlled Assessments is defined by QCA subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

In response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment.

This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

1.2 What does 'control' actually mean?

QCA has produced a *Glossary of terms for Controlled Assessment regulations*. The levels of controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1.3 What is the purpose of this Guide?

This Guide provides detailed information for teachers about how to manage Controlled Assessment: some of the information applies to all GCSE subjects and some information provides subject specific guidance. It is important to make the point that this Guide plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and

specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Guide is offered as guidance but may be subject to modifications by the individual teacher.

2 Summary of the Controlled Assessment Unit for Writing

Units French A704 / German A714 / Spanish A724

This unit represents 30% of the total assessment and has a maximum of 60 marks. Candidates are required to complete **two** tasks on **two** different subjects; they express and explain ideas and convey and narrate events, communicating for **two** different purposes. Topics for assessment can be selected from the list in 2.2 of the specification and the exemplar tasks provided by OCR or candidates can choose a topic of personal interest. Candidates aiming at grades G - D should produce up to 350 words across the two tasks and candidates aiming at grades C - A* should produce up to 600 words across the two tasks. Differentiation is by outcome.

This unit is **externally** assessed by OCR.

Controlled Assessment controls are set within the assessment in each of the stages of the assessment process. For French/German/Spanish writing these are:

Task setting: Limited level of control. This means that centres may use the tasks offered by OCR or these tasks can be used with some adaptation or centres can choose to set their own tasks.

Preparation of the final task: Medium level of control. This means that candidates complete preparation work under informal supervision. They may have up to 6 hours.

Final Task taking: High level of control for the final task taking. Candidates complete all work for assessment under direct teacher supervision. All work **must be done independently** by individual candidates. There **must be no collaboration** between candidates and no feedback from teachers.

For each task, the time available to candidates to complete the final assessment should last no longer than the duration of a normal timetabled lesson, i.e. 45 - 60 minutes and this must be in a single assessment session. If a centre has timetabled lessons that are shorter than 45 minutes, then an extended lesson (of 45- 60 minutes) should be scheduled to allow candidates sufficient time to complete the controlled assessment task.

Candidates can have access to:

- The notes on the Writing Notes Form (Candidates)
- The suggestions of information to be included on the Writing Information Form
- A bilingual dictionary.

Candidates must not have access to:

- Previous drafts of the task
- Online resources: target language grammar and spell checkers, electronic translations
- Online web pages that could provide ready-made phrases for the task.

Task marking: High level of control. All tasks are marked by OCR assessors.

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts.</p> <p>They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>

Writing assessment criteria

Task One	Communication	15 mark
	Quality of Language	15 marks
	Total	30 marks
Task Two	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
	TOTAL	60 marks

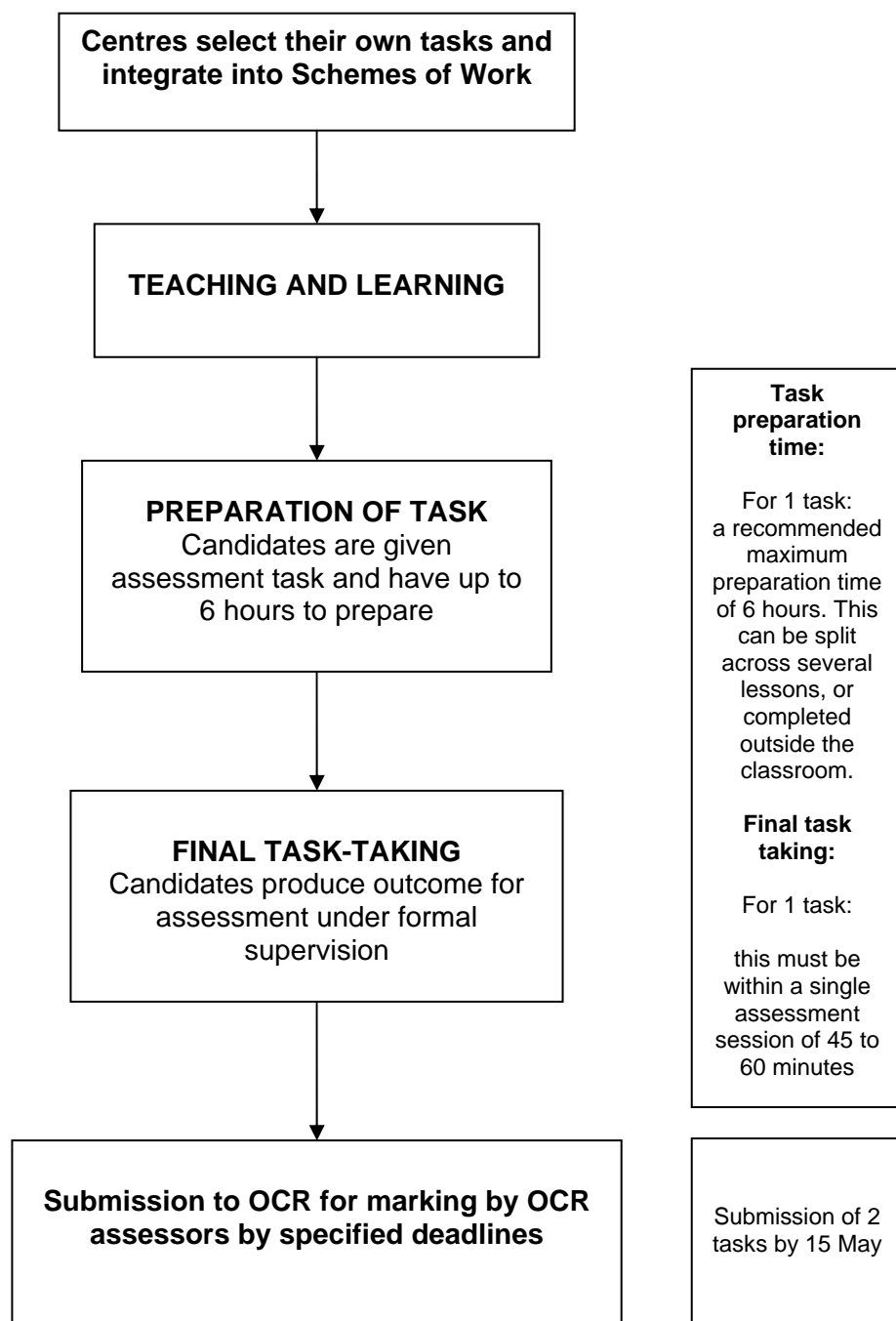
Communication 15 marks	
13/14/15	<ul style="list-style-type: none"> • Responds fully to the task and communicates extremely clearly and without ambiguity. Coherent and detailed. Uses relevant information to convey facts and narrate events. • Develops and justifies individual ideas and points of view convincingly and extensively.
10/11/12	<ul style="list-style-type: none"> • Communicates relevant information clearly to convey facts and narrate events effectively in response to the task. • Expresses and explains ideas and points of view by providing appropriate justifications.
7/8/9	<ul style="list-style-type: none"> • Produces sufficient relevant information to convey clearly some facts and narrate some events in response to the task. • Expresses some ideas and points of view, sometimes with justifications.
4/5/6	<ul style="list-style-type: none"> • Communicates the essential information of the task. There may be some instances of repeated or irrelevant material. • Expresses personal opinions, some are developed or justified.
1/2/3	<ul style="list-style-type: none"> • Communicates some information relevant to the task. There is some repetition or irrelevant material and often a lack of clarity. • Expresses some simple opinions.
0	Communicates no relevant information in response to the task

Quality of Language 15 marks

14/15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
12/13	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
10/11	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.
8/9	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
6/7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
4/5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
2/3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing coherent or accurate enough to be comprehensible.

3 Teacher guidance on how to successfully deliver Controlled Assessment for Writing

3.1 Controlled Assessment Delivery Flow Chart



3.2 Guidance on using Controlled Assessment tasks with candidates

Choice of Controlled Assessment task

OCR assumes a limited level of control in relation to the setting of tasks. A number of exemplar Controlled Assessment tasks are available from OCR for the Controlled Assessment Writing unit. These tasks have been designed to meet the full assessment requirements of the unit. Teachers need to make sure that students take part in a structured learning programme that covers the requirements of the Writing unit.

Teachers can choose from tasks available from OCR which can be used with a minimum amount of adaptation. Teachers can choose to set their own tasks which may be more relevant to their own environments and targeted specifically at their particular learners' needs or areas of interest. All tasks set should give the opportunity for students to meet the assessment criteria, including the chance to gain marks at the highest level. Grade descriptions, in section 2 of this guide provide an indication of the standards likely to be achieved by candidates awarded grades A or C or F. The fourth paragraph refers specifically to writing skills.

The same OCR Controlled Assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment tasks as guidance.

When and how to give Controlled Assessment tasks to students

The exemplar Controlled Assessment tasks for Writing in section 4 of this guide are also available from Interchange. If you are not a current user of OCR Interchange, please contact OCR's Customer Contact Centre on 01223 553998 to request an Interchange user account.

The exemplar tasks are valid for the lifetime of the specification. Centres must adapt their tasks every two years, by changing at least one of the suggestions given to candidates on the Writing Information Form (Teachers).

3.3 Planning for Controlled Assessment as part of Teaching and Learning

All tasks need to be considered as part of the normal teaching and learning process, so that students have lots of opportunities to acquire the necessary skills and can write with confidence in the target language.

Remember that students are no longer working towards one final assessment in this skill area. This should enable students to show what they can do, as the assessments can be closely linked to their individual needs and abilities.

It is possible to delay all of the assessment until the end of the course (because students have had more time to assimilate more general awareness of both grammar and vocabulary), but it is better to complete the assessments in stages throughout the course, and this could be by topic areas. This allows students to deal with one topic area at a time so that they can focus on the content of the task and also on the quality of the language that they produce.

Assessment activities will, naturally, be stimulated by the course materials teachers choose to use but there are differences between practising tasks in class and taking tasks for final assessment.

It is important to ensure that all students are given the opportunity to produce their best work – so it is vital that some time is given to planning with the students the topic(s) that they will focus on - and remember that not all students need to do the same task.

Planning practice writing tasks

Controlled Assessment is designed to be an integral part of teaching and learning. As part of normal teaching and learning activities, with no limit on the number and type of tasks practised and no limit on feedback given to students, teachers can use a wide range of writing tasks either from the topic list in section 2.2 of the specification or from their students' own personal interest. Writing activities can be integrated into schemes of work during or after the work for a topic area has been covered.

It is important to give students as much practice as possible over as many different topics and for as many different purposes as possible so that they get opportunities to use previously acquired language in new and different contexts.

Teachers can use their own devised tasks, at appropriate times during the course, e.g. if students are studying the sub-topic of *School life in the UK and in the target language country*, students can:

- find out similarities and differences
- prepare a written presentation communicating factual information and expressing and explaining opinions or points of view.

NOTE: for practising tasks it is acceptable for students to practise tasks on the same topic, but students should be guided to have an individual focus and to use different vocabulary, tenses and structures (depending on the grade they are aiming to achieve).

To practise the skill of writing students can:

- research and practise their topic in lesson time or at home
- practise making notes in the format required for the Writing Notes Form for the final task taking
- practise writing for different purposes

- practise writing in timed conditions.

Teachers or the language assistant can:

- give guidance on and suggest vocabulary and structures that could be included
- correct and annotate work produced as a practice writing task
- give advice on the format of notes for the Writing Notes Form
- comment on or correct the notes.

Planning the scheduling of tasks

In planning when to conduct assessments, take into account students' other academic commitments during their GCSE years. For example, it may not be practical for them to do assessments during the late summer term of Year 10, as many schools conduct internal exams and then follow this with students' work experience. Similarly, the early spring term of Year 11 may be a very busy time with mock examinations and / or practical exams in other GCSE subjects. As stated above, it is not recommended to leave all of the assessments until the second half of Year 11, not least because this would be likely to detract from students' preparation for the other units of the GCSE languages' exam.

It may not be possible for all students in a given Centre to do their assessments at the same time – although this often seems to reassure pupils that they are all being treated equally and fairly, the demand for suitable rooms, staff cover and so on may mean that dates have to be staggered.

It is a good idea to incorporate possible assessment opportunities into a two year scheme of work because this allows for students' development during the course and gives them the opportunity to improve their performance. A possible scheme of assessment might be:

MFL Controlled Writing Assessments	Year 10	Year 11
Autumn Term – 1st Half	No assessment	Two assessments – one Optional
Autumn Term – 2nd Half	Assessment in early December - compulsory	No assessment
Spring Term – 1st Half	Assessment in early February - optional	No assessment due to mock exams
Spring Term – 2nd Half	Assessment in final week of term - optional	Assessment in final week of term - optional
Summer Term – 1st Half	No assessment	Assessment in late April – optional.
Summer Term – 2nd Half	Assessment in early July - compulsory	No assessments due to GCSE Exams.

The above scheme would provide a range of assessment slots, but not all students would need to be involved in all of them. Thus students who had achieved their potential and were not expected to benefit from extra assessment need not be assessed further.

Language specific guidance and examples of student work

Additional teacher guidance has been prepared for French, German and Spanish. The 'Additional Support for Controlled Assessment – Writing' booklets contain specific scenarios detailing each of the stages involved in Controlled Assessment for writing. This includes sections on long-term planning, teaching and learning activities, task preparation, examples of student work and a commentary on the marks awarded by OCR assessors. The booklets are available on the French/German/Spanish GCSE pages of the website.

3.4 Guidance on the preparation of a final task for assessment

Preparation for a final task begins when all necessary teaching and learning has taken place and teachers feel that candidates are ready for the assessment and candidates are given the Controlled Assessment task.

All references to “teachers” include Teaching Assistants and Foreign Language Assistants.

OCR expects teachers to supervise and give guidance to students. The degree of teacher guidance will vary according to the type of work being undertaken. During the preparation time, teachers are expected to:

- Offer advice about how best to approach such tasks
- Exercise sufficient supervision of work in order to monitor progress and to prevent plagiarism
- Ensure that the work is completed in accordance with the specification requirements.

Preparation is carried out under informal supervision. This means that supervision is sufficient to ensure that plagiarism does not take place and that although a student’s work may be informed by group work, each student must produce an individual response.

Under informal supervision, students may have access to all the resources they have used during normal teaching and learning, including dictionaries, internet resources, course books and exercise books/notes.

All of these materials, together with the Information Sheet and Candidate Notes Form, can be used outside the classroom, as part of the 6 hours preparation time.

It is recommended that **class time** during this phase is no longer than 2 hours. Although it is possible to spend longer, careful consideration must be given to the detrimental effects on interest and motivation that overlong preparation can bring. Remember also that it is expected that a full range of tasks and types will have been practised as part of normal teaching and learning activities.

During the preparation time, teachers can discuss:

- the task type
- how to use reference material to best effect
- strategies for preparing for the final task
- strategies previously used for practice writing tasks (such as making a plan or ‘mind map’, reducing a plan to 40 words, writing sentences using a range of clause types and/or more complex language structures, developing and justifying individual ideas/points of view)
- how to prepare the notes

Teachers must not:

- tell candidates words and phrases to be included in French/German/Spanish
- correct words or phrases that candidates produce in preparation for the task
- comment on or correct the notes

During the preparation time, students can:

- use reference materials (dictionaries, internet resources, course books and exercise books)
- prepare a plan – the plan must be prepared individually by the candidate. It can be produced outside the classroom
- make **notes** to use when they produce the final version of the task:
 - Notes** should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs.
 - Notes** must be written on the OCR Controlled Assessment: Writing Notes Form (Students) and this form is submitted with work for assessment.

3.5 Guidance on final task taking

Each final task is produced under direct teacher supervised control (teacher, teaching assistant or language assistant can supervise candidates). Supervision must be robust enough to make sure that candidates work independently from each other and that plagiarism does not take place.

Collaboration

In Writing, all work must be done independently by individual candidates.
There must be no collaboration between candidates.

Feedback

Teachers **must** be able to authenticate work as the candidate's own and must insist on acknowledgement and referencing of any sources used.

- no feedback or assistance from teaching staff and other candidates is permitted in the production of the final task
- candidates should produce the final task independently
- there must be no interaction between candidates when they produce the final task.

Time control

For each task, the time available to candidates to complete the final assessment should last no longer than 60 minutes and this must be in a single assessment session. If a centre has timetabled lessons that are shorter, then an extended lesson should be scheduled to allow candidates sufficient time to complete the controlled assessment task (Ofqual requirement).

It is not possible to spread the final task taking over more than one lesson.

Word Count

Students aiming at grades G – D should produce between 100-175 words per task.

Students aiming at grades C – A* should produce between 200-300 words per task.

It is recommended that students do **not** produce overlong pieces of written work.

Resources

Students can have access to:

- the notes on the Writing Notes Form (Candidates)
- the Writing Information Form
- a bilingual dictionary.

Students must not have access to:

- previous drafts of the task
- online resources beyond an online bilingual dictionary, so students must not have access to foreign language grammar and spell checkers, electronic translation, online web pages that could provide ready-made phrases for the task.

Note: Students can word process their tasks but the above restrictions about online resources must apply.

Presentation of work

Writing

Candidates must observe certain procedures in the production of written Controlled Assessments:

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the work at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for assessment must indicate the:
 - centre number
 - candidate number
 - candidate name
 - specification unit code and title
 - task title.

Work submitted on paper for marking must be secured with a treasury tag. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

3.5.1 Authentication of work

Teachers/course tutors must be confident that the work submitted for assessment is the student's own. This means that teachers should introduce sufficient checks to be in a position to judge the authenticity of the learner's work as well as making sure that the control conditions for the final task taking are met.

Students must not plagiarise or copy work. Plagiarism is the submission of another's work as one's own and can be caused by the failure to acknowledge the source correctly. Plagiarism and copying are considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when students are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that students understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied.

Note: Centres must confirm to OCR that the evidence produced by students is authentic. The Centre Authentication Form (CCS160), available separately from the OCR website, includes a declaration for teachers to sign. It is a requirement of the *QCA Common Criteria for all Qualifications* that proof of authentication is received.

Security of work

It is the responsibility of the centre to ensure that candidates' work is stored securely until the 15 May deadline. Any breach in security must be reported to OCR as soon as possible by submitting a written report (a blank report form is available on Interchange) from the Head of Centre detailing the circumstances, the candidates concerned and any action taken.

Candidate absence at the time of assessment

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

Unexpected circumstances

If an unexpected problem (such as a fire alarm or other circumstances beyond the teachers' control) occurs while a Controlled Assessment task is taking place, the task may be resumed subsequently provided the teacher ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

3.5.2 Submission of Writing Tasks

For each candidate entered for GCSE MFL Writing, centres will need to send the following to the examiner **by 15 May** using the address label provided:

1. two tasks
2. two Writing Notes Form (Candidates) (GCW935)
3. the Writing Controlled Assessment Cover Sheet (GCW939), completed with candidate details and task titles and purposes

The Writing Information Forms (Teachers) (GCW934) are to be retained in the Centre until the December following the June examination series.

4 Exemplar Tasks

Teachers can use the exemplar tasks or can adapt the tasks as indicated below or can devise tasks to fit with an individual candidate's learning interests.

Candidates are required to complete two tasks: each task must be on a different topic and written for a different purpose.

When adapting or devising tasks, teachers must ensure that the suggestions enable candidates to meet the highest level of the assessment criteria appropriate to their abilities.

Grade F - candidates should be able to

- write short texts about familiar contexts, using simple sentences
- communicate some information and simple opinions

Grade C - candidates' writing must

- include a variety of structures which may include different tenses or time frames
- communicate information and express points of view

Grade A - candidates' writing must

- include a variety of vocabulary, structures and verb tenses
- convey information, narrate events, and express and explain ideas and points of view.

EXEMPLAR TASK 1

Topic 1 Home and Local Area – Friends & Relationships

You are writing your first foreign language blog – an introduction for readers to yourself. The following points are suggestions of what you can include:

1. some details about yourself and your family
2. how you get on with family members
3. activities with family and/or friends that you have enjoyed, and why
4. what family activities/activity you think work/s best, and why
5. what future family circumstances you would wish for yourself, and why

Possible adaptations

1. “Keeping in touch”. Write a foreign language version of your family’s summary newsletter for the last year for inclusion with the Christmas/annual card to your pen-friend’s family.
2. Your pen-friend has emailed complaining about the strictness of his/her parents. Write a reply, giving advice based on your own family experiences, etc.

Example of differentiated task

It is important to differentiate tasks to individual candidate’s abilities. The following is an example of what could be done for the task of writing about friends and relationships.

Write a blog entitled “About me, my family and friends”. The following points are suggestions that you can include:

Grades G-E

1. Introduce yourself and give some details about your family members
2. Describe the character of one family member or friend, and say why he/she is special
3. Say what you do together with this person
4. Say why certain friends and family members are/are not so important for you

Grades D-C

1. Give details about yourself and your family background
2. Say how you get on with different members of your family. Reasons?
3. Describe a recent family activity/outing, giving opinions and your reasons for them.
4. Give your hopes for your own future family and what will be important for you.

Grades B-A*

1. Say how you get on with members of your family
2. Discuss a family problem that you or a friend had recently. Who helped to resolve it, and how? Your view?
3. Give your views on why family members sometimes fall out with one another.
4. What qualities would you look for in future close friends, or a partner and why?

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 2

Topic 1 Home and Local Area – Life in the home

Your e-partner's school is running a survey of what teenagers think about their home life in the UK. Give your response. The following points are suggestions of the information you can include:

1. some details about your home and household
2. what household jobs are done by whom, and your view of these
3. your opinion of 'male' and 'female' jobs in the home
4. what you have done recently and in particular to help. Why?
5. what you would like to change about your home life, and why

Possible adaptations

1. A neighbour has asked you to help with getting an au-pair. Write a letter on his/her behalf to a French/German/Spanish agency, giving appropriate information about the family, house, etc., and the duties required.
2. E-mail your pen-friend giving details about a house burglary in your neighbourhood.

Example of differentiated task

It is important to differentiate tasks to individual candidate's abilities. The following is an example of what could be done for the task of writing about your home and household:

“At home with me”. Give your response to a French/German/Spanish survey of what teenagers think about their home life in the UK. The following points are suggestions of what you can include:

Grades G-E

1. What your home is like – eg: size, location, rooms
2. What you like and dislike about it, and why
3. Occasions at home that you like best, and why
4. Who does what jobs in the home, and what you think about this

Grades D-C

1. What your daily routine is at home on non-school days
 2. What you like best about being at home, and why?
 3. Details of how you helped at home recently for or on a particular occasion
- Whether you would like to move to a different area. Why/why not?

Grades B-A*

1. The advantages and disadvantages of living in your current home
2. To what extent young people should have to share household chores? For pay?
3. Some problem that occurred at home recently. What did you and others do? Outcome?
4. Where would you ideally like to live? What would be different? Why?

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 3

Topic 1 Home and Local Area – Local area

You have been asked to write an article for your pen-friend's e-magazine entitled "My town/village". The following points are suggestions of the information you might include:

1. some details about your home area
2. some advantages and/or disadvantages compared with another town/village you know
3. a local event that took place recently and your view of it
4. your opinion of your town/village and reasons
5. whether you wish to stay in your town/village in the future, and why

Possible adaptations

1. A member of your pen-friend's family is coming to the UK for 9 months shortly. Write an attachment for e-mail about the attractions for foreign visitors to your area and its extended surroundings.
2. Your pen-friend has forwarded to you a (magazine) clip that suggests London is the only place worth visiting in the UK! Write a response giving and defending your point of view.

Example of differentiated task

It is important to differentiate tasks to individual candidate's abilities. The following is an example of what could be done for the task of writing about your local area.

Write an article about your town/village. The following points are suggestions of the information you can include:

Grades G-E

1. What your town/village is like – eg: size, location, age/history
2. What there is to see and do
3. What you like/dislike about it, and why
4. How your town/village/area compares with somewhere else that you know

Grades D-C

1. What you and your friends do in your free time in your area
2. What advantages and disadvantages you find for young people there. Effect?
3. What you did for entertainment last weekend
4. Where you would choose to spend a special weekend, and why

Grades B-A*

1. What advantages and disadvantages your town/village has for young people.
2. Something that happened or took place there recently. What was the reaction of local people? Your view?
3. What improvements could be made to make your town/village - more interesting/attractive?
4. What facilities you consider important to keep young people and families in your area, and why

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 4

Topic 1 Home and Local Area – Local area facilities and getting around

Your foreign language magazine is running a series entitled “travel and transport”. Write an item for submission about your local area. The following points are suggestions of the information that you can include:

1. some details about public transport options in your area
2. how you travel to school and details about the journey
3. what means of transport you like best, and why
4. a particular journey that was memorable, and why
5. what improvements you would like to see made to travelling conditions in your area

Possible adaptations

1. A congestion charge for all cars entering your local town has been proposed. Write a foreign language version (for the information of your twin town) of your letter to your town council for or against this proposal.
2. Your local newspaper is advertising for student reporters with good local awareness to contribute to its foreign website. Write a letter of application (in French/German/Spanish) showing your suitability for the job.

Example of differentiated task

It is important to differentiate tasks to an individual candidate’s abilities. The following is an example of what could be done for the task of writing about travel and transport in your area:

Write a magazine article on travel and transport in your local area. The following points are suggestions of the information you can include:

Grades G-E

1. Some details about your regular journey to school – eg: transport, times, duration
2. What you think about it, and why
3. Different options that your friend/s has/have for the journey
4. Whether it is better to live close by or not, and why

Grades D-C

1. Some details about transport options in your local area
2. What you like and dislike about local transport, and why
3. Details about a recent journey you made. Problems?

4. How important it will be for you to have a car in the future

Grades B-A*

1. What you think of the local transport options in your area

2. How you think they could be improved (or not), and why

3. A recent travel delay you experienced. Cause? Consequences?

4. The advantages and disadvantages of having a car

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 5

Topic 2 Health and sport – Sport and a healthy lifestyle

Write an account of your (school's?) recent ski trip for your exchange partner's e-magazine. The following points are suggestions of the information you can include:

1. Details of the trip and getting there
2. Fitness preparation, and its usefulness
3. What you did on a typical day ski-ing
4. Your views on ski-ing as a healthy physical exercise
5. Your recommendations and advice for future participants

Possible adaptations

1. Write an account for your exchange school's magazine of a recent outdoor activity project – eg: a Duke of Edinburgh expedition - and its physical demands.
2. Write a letter to your pen-friend explaining about a charity 'fun run' that will be taking place when s/he visits shortly. Invite him/her to join you in participating.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about the challenges of a ski-ing trip:

Write an account of ski-ing as a sporting experience. The following points are suggestions of the information you can include:

Grades G-E

1. What you do to keep fit, and why
2. What you think of sports like ski-ing, and why
3. What you have to do to prepare for a ski-ing holiday and why
4. Other sporting activity plans

Grades D-C

1. Some details about the ski-ing trip
2. What fitness training you did to prepare, and why
3. What you did each day, and your progress
4. Plans for further outdoor sports. Benefits? Why?

Grades B-A*

1. Details of the ski-ing trip
2. How much fitness training you did to prepare, and why. Benefits?
3. Something that happened during the ski-ing holiday. Cause? Consequences?
4. The advantages and disadvantages of challenging physical sports like ski-ing, and why? Advice?

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 6

Topic 2 Health and sport – Sport and a healthy lifestyle

Write a report on your town's new sports and fitness centre for your twin town's monthly magazine. The following points are suggestions of the information you can include:

1. Details about the new centre
2. Why the new centre is of particular interest and importance to you
3. What difference it will make to the local community, and why
4. What sport and fitness opportunities you were able to make use of before
5. Why you think health and fitness are important

Possible adaptations

1. You have received a flyer for a health & sports resort in France/Germany/Spain. Write an email or letter asking for details about facilities, activities, etc. for your family members, to suit their various interests and requirements on holiday.
2. Write a letter of complaint to a French/German/Spanish language school about the limited sports and fitness facilities you experienced there on a recent course of study.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about new sports and fitness facilities:

Write a report for your twin town's readers about your new sports and fitness centre. The following points are suggestions of the information you can include:

Grades G-E

1. Some details about the opening of the new centre –eg: when, where, cost
2. What there is to do for different people
3. What you and your friends/family are doing there, and why
4. What you and your friends/family think about the new centre

Grades D-C

1. Details about the new centre
2. Advantages for the local community, and why it was needed
3. What you and your friends/family have been doing there. Benefits?
4. Why sport and fitness are important for health

Grades B-A*

1. Details about the new centre, and why it was built
2. What difference it will make to the local community
3. Something that has happened to demonstrate its usefulness, or a problem that has been overcome
4. What role you think sports and fitness should have in people's everyday lives, and why

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 7

Topic 2 Health – Food and drink as aspects of culture and health

Do you have a healthy diet?

You have read another (French/German/Spanish) teenager's blog about his/her new 'healthy' diet. Write your own blog response. The following points are suggestions of the information you can include:

1. What you like to eat and drink, and whether this represents a healthy diet
2. The importance (or not) of having 3 meals a day, and why
3. The significance of the day's different meals
4. Your views on people's diets, and why
5. The importance of learning to cook, and why

Possible adaptations

1. Your parents have decided to go on a holiday cookery course they have seen advertised in France/Germany/Spain. Write a letter on their behalf asking for further information about the course and the region concerned.
2. Your pen-friend and family are coming to stay over the Christmas holiday. Write an email explaining what your plans are in terms of activities, events and Christmas meals over the holiday.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about the importance of a healthy diet.

Write your own blog on the subject of 'a healthy diet'. The following points are suggestions of the information you can include:

Grades G-E

1. What your favourite foods are, and whether they are healthy or not
2. What the different diet of a family member/friend is like.
3. Which meal of the day you think is most important, and why
4. What you think about cookery lessons: at home or at school?

Grades D-C

1. Why having 3 meals a day is important, or not.
2. When it is best to have the main meal of the day, and why
3. What was different about your family's meals last weekend – eg: compared with those on weekdays. Your preferences? Why?
4. Whether schools should include cookery lessons in the time-table.

Grades B-A*

1. What a balanced diet is, and why it is important
2. 'A good breakfast is the most important meal of the day!' Do you agree? Why/why not?
3. To what extent your eating habits – likes and dislikes – have changed in recent years
4. The importance of learning to cook at an early age, and whether this should be taught in schools

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 8

Topic 2 Health – Food and drink as aspects of culture and health

You are seeking a work experience placement in catering in France/Germany/Spain. Write a letter of application to a hotel/restaurant chain. The following points are suggestions of the information you can include:

- Some details about yourself and your reason for writing
- Details of your working experience
- What you like about catering, and why
- Why experience abroad is so valuable to you
- Why you regard catering as an attractive career

Possible adaptations

1. “*Fast Food* is here to stay!” Write an article for your foreign language magazine on the role of ‘Fast Food’ – its advantages and disadvantages – in life today.
2. Your foreign language magazine has presented a report on vegetarianism. Write an item for inclusion detailing your own views.

Example of differentiated task

It is important to differentiate tasks to an individual candidate’s abilities. The following is an example of what could be done for the task of writing a letter of application for work experience in the catering trade.

Write a letter of application to a hotel/restaurant chain in France/Germany/Spain. The following points are suggestions of the information you can include:

Grades G-E

1. Details about yourself and why you are writing
2. Your restaurant experience so far, and why you like it
3. Why you want to work in France/Germany/Spain
4. What interests you about a career in food and catering.

Grades D-C

1. Details about yourself and why you are writing
2. How you became interested in food and catering as a career
3. Your views on the value of work experience abroad

4. What experience and skills you can offer, and why you would benefit the organization

Grades B-A*

1. Details of why you are writing to this particular organization
2. Why you are interested in food and catering as a career
3. What catering and other experience you have acquired so far, and what it has taught you
4. Why travel and work experience in another country would be of particular value for your future career

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 9

Topic 3 Leisure and entertainment (including online) – socialising

Write in your foreign language blog an account of your concerns about a friend/young relative who spends all of his/her free-time at the computer. The following points are suggestions of the information you can include:

1. Details about the person and his/her free-time activities
2. What you consider to be a problem, and why
3. What you and other friends/young family members do in your free-time
4. What you use the computer for, and why
5. What could be done to help this friend/young relative

Possible adaptations

1. "The most amazing weekend!" Write an interesting account as a competition entry for your foreign language magazine to describe what made this weekend so memorable.
2. Telephone or text? Your exchange partner has emailed to ask (for a survey s/he is conducting) for details about how young people in the UK like to communicate with each other. Write an email to reply.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about a person apparently addicted to his/her computer:

Write a blog account of your concerns for a friend/young relative who spends all of his/her free-time at the computer. The following points are suggestions of the information you can include:

Grades G-E

1. Some details about the person – eg: age, character, friends?
2. What s/he does, and why
3. What concerns you about this, and why
4. How you use the computer yourself, and what you think of some of its uses

Grades D-C

1. Some details about the person, and why you writing
2. Details of the person's behaviour, and your opinions

3. An example of how this person spent his/her free-time recently, compared with you/others
4. What you and others can do to help, and why

Grades B-A*

1. Details of the problem, and why you are writing about it
2. What alerted you to the problem, and what you have done about it so far
3. What sort of things you think could be done to help this person
4. The advantages and disadvantages of home computers, giving reasons for your views

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 10

Topic 3 Leisure and entertainment – special occasions and festivals

You were in France/Germany/Spain recently at the time of a local/regional festival. Write a report on it for your language class notice-board. The following points are suggestions of the information you can include:

1. Details of why you were in France/Germany/Spain at this time
2. Details about the festival and its significance
3. What you saw and did, and your opinions
4. What made this event interesting, and why
5. What cultural events there are in your own area, and what you think of them

Possible adaptations

1. A special birthday. Write an account of a special birthday you were part of recently, as a competition entry for your foreign language magazine.
2. You have won 3 entry tickets for a day out at a theme park. Email your exchange partner *EITHER* to invite him/her to come with you during his/her visit, *OR* to tell him/her all about your visit.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about a French/German/Spanish festival event:

Write a report on a French/German/Spanish festival that you witnessed for your language notice-board. The following points are suggestions of the information you can include:

Grades G-E

Write a 'live' report on the festival. The following points are suggestions of the information you can include:

1. Where you are, and why
2. What the festival event is, and what it is about
3. What is happening, and what you can see
4. What you think of it, and why
5. How different it is from what you have experienced before

Grades D-C

Write a report on the festival. The following points are suggestions of the information you can include:

1. Details of your visit to France/German/Spain
2. Some information about the festival and its importance
3. What was particularly memorable about it for you and why
4. What regional festivals there are in your area, and how they compare? Reasons?

Grades B-A*

Write a report on the festival. The following points are suggestions of the information you can include:

1. The circumstances of your visit to France/Germany/Spain
2. Details about the festival, and its significance
3. Details of the highlights of the festival (for you), and why so
4. Whether such festivals would work equally well if they were 'exported' to the UK and why/why not

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 11

Topic 3 Leisure and entertainment – TV, films and music

Write an article (eg: for your foreign language magazine) about your favourite TV soap-opera or programme series. The following points are suggestions of the information you can include:

1. Details about the series
2. Which characters you like/dislike, and why
3. What has been happening in the storyline recently
4. How popular (or not) the series is with friends and family, and why
5. How other free-time entertainment compares with TV

Possible adaptations

1. Imagine that you are a famous actor/actress. Write a blog account in French/German/Spanish of your working day.
2. You have won tickets to a major pop-concert, where your favourite star is performing. Email your exchange partner and invite him/her to come with you.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about a TV series:

Write an article about your favourite TV series. (NB: avoid over-use of proper names.) The following points are suggestions of the information you can include:

Grades G-E

1. Some viewing details about the series – eg: when, how often; where it is set
2. Some details about your favourite character, and why you like him/her
3. What your friends/family think about him/her and other characters and why
4. What you and your friends watch and/or do at weekends

Grades D-C

1. Some details about the series, and why you like it
2. What your friends/family think about the series, and why
3. Some details of something that happened in the storyline recently
4. What you think will happen in the storyline next

Grades B-A*

1. Some details about current TV series, and your preference(s)
2. Which character you would choose to play, and why
3. What the character has done, and how s/he has affected the story
4. *What you would like to happen in the storyline in the near future, and why

OR

5. *Why TV series (such as your choice) are such a popular form of entertainment

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 12

Topic 3 Leisure and entertainment – TV, films and music

Your local cinema is closing, as new digital technology is too expensive. Write an email to your friend in France/Germany/Spain to tell him/her the news. The following points are suggestions of the information you can include:

1. Details about the cinema and the area in which you live
2. Your reaction to the news, and what it means to you and others
3. What you like about having a cinema close at hand, and why
4. Some details about a film you have seen there recently
5. What alternative entertainment there is in your area

Possible adaptations

1. Your school is planning to build a new theatre. Write a report (for your town's website) on this news for your twin-town.
2. Your school's drama department is putting on a play at the end of term. As one of the production team, write about this in your foreign language blog.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about some unwelcome local news:

Write an email to your French/German/Spanish friend about the news that the cinema is closing. The following points are suggestions of the information you can include:

Grades G-E

1. Some details about the cinema – eg: location, size, popularity
2. Some details of what is happening, and what you think about it
3. When you go to the cinema, and the films you like and dislike
4. What the film of the moment is, what you think of it, and why

Grades D-C

1. Some details about what is to happen, and your reaction
2. Some details of the film you last saw there, and your opinion
3. What arrangements you will have to make in the future to see a film
4. What you think of DVDs as an alternative to cinema-going

Grades B-A*

1. Details about what is to happen, and your reaction
2. What reasons are given for this, and what you think of them
3. Details of the film you last saw there, and what you thought of the occasion. Why.
4. Your view of the future of local cinemas in a local community such as yours, and why

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR)

EXEMPLAR TASK 13

Topic 4 Travel and the wider world – Holidays and exchanges

Your local town wants to set up a cultural exchange with a town in France/Germany/Spain. Write a promotional account in the foreign language for the website. The following points are suggestions of the information you can include:

1. Details about your local town
2. What makes your town an ideal twinning-partner
3. Local events that are particularly interesting/exciting
4. The sorts of exchange visits wanted. Reasons
5. The benefits of town-twinning for both sides

Possible adaptations

1. While travelling through France/Germany/Spain you lose your purse/wallet. Provide a statement of the details for the local police.
2. Write an article for your foreign language magazine about the advantages and disadvantages of holidaying with a parent or parents, based on your own experiences or views.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of promoting your local town as a twinning partner.

Write an account for the website of your local town. The following points are suggestions of the information you can include:

Grades G-E

1. Some details about your local town – eg: size, location, history
2. Features of the town which are attractive to visitors
3. Some ideas for exchange visits– eg: time of year, types of group, festivities
4. Why your local town wants a twinning partner in France/Germany/Spain

Grades D-C

1. Details about your local town and area
2. Example of a recent local event/development
3. What makes it a good twinning town, and why

4. Why your town is keen to establish a twinning link with a similar town in France/Germany/Spain
5. What benefit a twinning-link with France/Germany/Spain could have for you personally

Grades B-A*

1. Details about your local town and area
2. What makes your local town a suitable twinning partner, and why
3. A recent town development or local event, and why it was good for the town's image
4. Why town-twinning should be encouraged, and why particularly with France/Germany/Spain

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 14

Topic 4 Travel and the wider world – Holidays and exchanges

Holidaying abroad: is it better than holidaying in the UK? Your friends have different opinions. Write your own ideas on this issue in your foreign language blog. The following points are suggestions of the information you can include:

1. What the issue is, and why you are writing about it
2. The advantages of holidaying in the UK. (Disadvantages?)
3. The advantages of holidaying abroad. (Disadvantages?)
4. Details of your own holiday experiences
5. Your conclusions, and why

Possible adaptations

1. Write an email to your pen-friend about airport/travel problems that you suffered, and how these affected your holiday.
2. Your pen-friend wants to come to the UK to work during his/her summer holidays. Write a letter, giving some guidance and advice as to the similarities and differences in everyday life s/he might expect, compared with life in France/Germany/Spain.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of comparing holidaying at home and abroad.

Write a blog report on views about holidaying in the UK and abroad. The following points are suggestions of the information you can include:

Grades G-E

1. Which country/countries you like to visit for holidays, and why
2. Some details about holiday places in the UK that you like/have visited. Opinions?
3. What you like to do on holiday, and why
4. Where you want to go next summer, and why. Activities?

Grades D-C

1. Whether you want to holiday in the UK or abroad next summer, and why
2. What you like to do on holiday, and why
3. Some details of your holiday last summer
4. What you don't want to do on holiday next summer, and why

5. What a friend thinks about holiday places, and why

Grades B-A*

1. Details of your favourite holiday place visited, and why so

2. Details of a holiday spent in the UK that was disappointing, and why

3. Advantages and disadvantages of holidaying abroad, and why

4. Why you think so many people go abroad on holiday

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 15

Topic 4 Travel and the wider world – Environmental, cultural & social issues

You have read an article in a French/German/Spanish magazine, stating that young people today are not interested in the environment – they leave lights on, always want new things, etc. Email a letter to the editor in reply. The following points are suggestions of the information you can include:

1. Details about yourself, and why you are writing
2. References to the article, and how you disagree (or agree)
3. What you do to help the environment
4. Why environment issues are important to young people
5. Your view on blaming young people for environmental damage, and why

Possible adaptations

1. Your school language department is running a joint project with other departments called “Saving the Environment”. Write an article for inclusion (in French/German/Spanish).
2. Your e-partner has asked about recycling in the UK. Email your reply, giving details and your views on the subject and its problems.

Example of differentiated task

It is important to differentiate tasks to an individual candidate’s abilities. The following is an example of what could be done for the task of writing a letter to the editor of a magazine about an article on the environment.

Write a ‘letter to the editor’ about an environment article you have read. The following points are suggestions of the information you can include:

Grades G-E

1. Some details about you, and why you are writing
2. What the article contains, and your opinion of it
3. What you do to help the environment – eg: 3 activities
4. Why young people think the environment is important

Grades D-C

1. Details about you, and why you are writing
2. What you think about the content of the article, and why
3. What you and your friends have done to help the environment, and why
4. Why young people are concerned about the future of the earth

Grades B-A*

1. Some details about you, and your reasons for writing
2. Your response to the article – the extent to which you disagree (and/or agree)
3. How you and your friends have become 'environmentally aware', and what you have done to show this. Why?
4. Your views on blaming young people for damage to the environment

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 16

Topic 4 Travel and the wider world – Environmental, cultural & social issues

Your e-partner has sent you a web-link about the popularity of zoos in France/Germany/Spain. Write a report as part of a language project on the role of zoos today, as you see it. The following points are suggestions of the information you can include:

1. What you think about zoos, and why
2. Information about any zoo you have visited or know about
3. What zoos can (or do not) teach children, and how (or why)
4. How else children can learn about different animals
5. What future you see for zoos in the UK, and why

Possible adaptations

1. “Restrictions on smoking in the UK”. Your exchange partner is writing a project on this issue comparing France/Germany/Spain with other countries. S/he has asked you for information and your opinions on this issue. Email your reply.
2. You have read in your foreign language magazine an article about the negative effects of aircraft and flying on the environment. Write a letter for the readers’ page giving your views on aircraft travel today. (OR on the advantages and/or disadvantages of different means of travel today).

Example of differentiated task

It is important to differentiate tasks to an individual candidate’s abilities. The following is an example of what could be done for the task of writing about your views on “zoos today”.

Write a report as part of a language project on “the role of zoos today”. The following points are suggestions of the information you can include:

Grades G-E

1. Who you are, what your report is about, and why
2. What you think about zoos, and why (Example?)
3. What you can learn about animals at zoos – eg: origin, eating, other likes/dislikes
4. Other ways of learning about animals – opinion?

Grades D-C

1. What your report is about, and why
2. What you think about the importance of zoos, and why
3. What experience you have of zoos and details of how you obtained it

4. Whether zoos will be the best way of learning about animals in the future and why/why not

Grades B-A*

1. What your report is about and why
2. Your opinion on the role of zoos today, and why
3. Details of a past visit to the zoo (imaginary if necessary), what you learned and what you thought of the experience
4. Whether children should be more widely encouraged to visit zoos in the future and why/why not. Alternatives?

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 17

Topic 5 Education and work – School life

Your e-partner has asked about school life in the UK and about your school in particular. Write an email highlighting aspects that you think would interest someone of your age in France/Germany/Spain. The following points are suggestions of the information you can include:

1. Details about your school
2. School routine, what you think of it, and why
3. Particular differences compared with what you know of French/German/Spanish schools
4. Details about homework/school-linked activities after school
5. Advantages and disadvantages of certain types of schools

Possible adaptations

1. French/German/Spanish friends of your parents are considering sending their 16-year old son/daughter to the UK for Sixth Form study. Write a letter to them recommending your school/Sixth Form college.
2. Write a promotional account of your school/college for its website with the aim of attracting a suitable school/college in France/Germany/Spain for a possible exchange.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about school life in the UK.

Write an email to your e-partner about school life in the UK, remembering to highlight differences with France/German/Spain. The following points are suggestions of the information you can include:

Grades G-E

1. Some details of your school – eg: type, size, location
2. Features of a typical school day. Opinions? Differences?
3. Some details about homework – eg: what, when, how much
4. Your likes and dislikes about your school life in the UK, and why

Grades D-C

1. Details about your school
2. Details of daily school routine, and your views of it. Differences?
3. A recent school-linked event – eg: sports, visit, trip. Typical?

4. Whether you will be staying at your present school after GCSEs, and why/why not

Grades B-A*

1. Details about your own school and school life
2. Aspects of your school life that differ from school life in France/Germany/Spain
3. Changes you would make to your school routine, and why
4. Your views on whether all pupils should have to stay at school until 18, and reasons

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 18

Topic 5 Education and work – School life

You are or have just been on a geography field trip to study an area of coastline. Write up your foreign language diary or blog about this. The following points are suggestions of the information you can include:

1. Details about the trip
2. What you did, and your opinions
3. What was enjoyable and not so enjoyable about the trip
4. The amount of work such trips require
5. The demands and attractions of certain subjects (like geography) for further study

Possible adaptations

1. You have just completed a homework project in French/German/Spanish, but your computer crashed before you could print it! Write a letter of explanation to your teacher – in that language.
2. Your school is looking to raise money to build a new sports hall. Write a contributory article about the project and the fund-raising for the school website, for the benefit of your exchange school in France/Germany/Spain.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing a diary or blog about a recent field trip.

Write a diary or blog account in the foreign language about a recent geography field trip. The following points are suggestions of the information you can include:

Grades G-E

In diary format:

1. Where you are, and why
2. What you like and dislike – eg: weather, accommodation, food
3. Work and free-time activities – opinion?
4. Whether you and your friends want to study geography next year, and why/why not

Grades D-C

In diary format **or** blog:

1. Where you are (went), with whom, and why

2. Details of what you did, saw each day. Opinion?
3. Some details of follow-up work you will now have to do, and your views about this
4. Your opinion of geography as a sixth form option, together with other subjects that you plan to take. Reasons?

Grades B-A*

In blog format:

1. Details about the trip and its purpose
2. Details of what you had to do, why, and your opinions
3. Something particular that happened. Reason? Consequences?
4. Whether you would recommend geography as a subject for further study, and why/why not

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 19

Topic 5 Education and work – Work experience, jobs and working abroad

Your pen-friend's father has kindly offered you a work experience placement in the summer holidays in the office of his company. Write a letter of acceptance, detailing your skills and future study and career plans. The following points are suggestions of the information you can include:

1. Your thanks and acceptance of the offer
2. Your relevant skills and work experience to date
3. What you like about this opportunity to do work experience abroad
4. What your future study and career plans are and why
5. Your parents' view of the offer, and any questions you and they may have

Possible adaptations

1. Your exchange partner has asked you about the part-time or Saturday jobs that young people in the UK do, whilst still at school. Email your reply.
2. A friend of the family has had to take a period of sick leave following apparent stress at work. Write in your foreign language blog about this problem, how it came about and your views on it.

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing a letter of acceptance to do work experience in France/Germany/Spain.

Write a letter to your pen-friend's father to accept his offer of work experience. The following points are suggestions of the information you can include:

Grades G-E

1. Your thanks and your acceptance of the offer
2. What work experience you have and what you can do
3. Why work experience in France/Germany/Spain is useful to you
4. What career or job you have in mind, and why
5. Any question(s) you have about the job

Grades D-C

1. Your acceptance of the offer
2. Your work experience to date, what it was like and what you have learned

3. Why work experience in France/Germany/Spain will be particularly useful to you for the future
4. Any queries or concerns that your parents may have about this work experience abroad

Grades B-A*

1. Your acceptance of the offer
2. Details of your work experience to date and the skills you have acquired
3. How you view such an opportunity to work abroad and why it will be beneficial
4. How you and your family might repay this kindness and what you could do

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

EXEMPLAR TASK 20

Topic 5 Education and work – Future study and jobs

You have found details on the Internet of an Italian language course in Italy during the summer holidays. Write an email to your French/German/Spanish exchange partner expressing your interest and suggesting you might go on this together. The following points are suggestions of the information you can include:

1. Details of the course and why you are interested in it
2. Why your exchange partner might like to come with you
3. Possible travel and other arrangements for you both
4. What you could do in your free-time
5. In what way you can both benefit from such a course

Possible adaptations

1. Whilst working after school in a supermarket you see a customer steal an item or items. Write your French/German/Spanish blog account explaining what happened and what you did.
2. Imagine yourself in your dream job in ten years time! Write an article for your foreign language magazine describing your working life, and how and why it suits you. How did you manage to get this job?

Example of differentiated task

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing an email to your French/German/Spanish partner about a holiday language course.

Email your exchange partner about an Italian language course for teenagers that you could go on together in the holidays. The following points are suggestions of the information you can include:

Grades G-E

1. Some details of the course – eg: when, where, how long
2. Why you want to learn Italian and visit Italy
3. The idea about going on the course together, and why
4. Things you can do if you go together

Grades D-C

1. Relevant details about the course and how you found them
2. Why learning Italian in Italy is such a good idea

3. The advantages for you both if you can go together, and why
4. What arrangements you will both need to make, and why

Grades B-A*

1. Details about the course and how you found them
2. The advantages for you both in going together and why
3. What arrangements you will both need to make and why. Complications?
4. How you would each benefit in the future from this opportunity

Note: the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

5 Controlled Assessment Instructions and Forms

The attached forms are required for the conduct and submission of Controlled Assessment Writing. The forms are available for download from the OCR website and are also sent to Centres at the start of the June series.

[GCW935 Writing Notes Form \(Candidates\)](#)

[GCW934 Writing Information Form \(Teachers\)](#)

[GCW939 Writing Controlled Assessment Cover Sheet](#)

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