

Controlled Assessment for Writing

GCSE French

OCR GCSE in French: J730

Unit: A704

Additional Exemplar Material to Support the
Administration of the
Controlled Assessment for Writing based on
June 2010 candidate material

GCSE French

A704: Writing

OCR has produced these support materials to provide additional advice and guidance for teachers preparing candidates for the Controlled Assessment for writing.

The material covers the long term planning from the perspective of an imaginary Centre for the purpose of demonstrating the processes undertaken. In addition, there is information to highlight the process of task planning from the initial teaching and learning stage through to the final task taking stage. The content can be used for training purposes in MFL departments and can also be adapted to be used with candidates, as teachers deem appropriate.

The material has been produced using scripts from the June 2010 series to illustrate each of the stages of the administration and assessment processes for the effective conduct of Controlled Assessment tasks.

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1 Long Term Planning: Topic Area 2 - Health and sport

1.1 Summary

Within the Centre's Year 11 Scheme of Work, the topic of Health and Sport was the last to be covered. Teaching and learning for the topic began at the start of the second term of Year 11. Some basic work on sports activities had been previously undertaken in Year 10, during the module on Leisure and Entertainment. It was decided to schedule this particular topic at the end of the programme of study because it was felt that it required a thorough understanding of all areas of grammar and lent itself to a range of writing opportunities for candidates of all abilities.

1.2 Planning

The planned teaching time was six weeks to allow time with an additional week for Task Preparation and Task Taking. Picking up on the prior knowledge of sporting activities covered in Y10, the teacher used the course book in the Centre to cover the normal vocabulary and structures linked to this topic. These were further practised using supplementary Listening and Reading Comprehension exercises. However, particular stress was laid on Speaking activities in which candidates were encouraged to express opinions about all aspects of healthy / unhealthy lifestyle choices.

2 Teaching and Learning

2.1 General Guidelines

In preparing for the assessment, candidates were given opportunities to explore all the ways they had learned of expressing opinions, especially those involving subordination, to practise the use of the conditional tense to make recommendations: *je pourrais ... , on pourrait ... , je devrais ... , on devrait ...* they were also reminded of impersonal structures requiring an infinitive: *il est important de ... , il est essentiel de ... , il faut / il faudrait ...* . Some time was devoted to practising comparative adjectives and adverbs: candidates compared diets and stated who had the healthiest, who the least healthy, they presented their weekly schedule of sport and exercise and made comparisons with each other, they explored smoking, drinking and drug taking and made comments about the relative dangers.

During the module, candidates wrote a number of short pieces:

- a) How do you keep fit?
How is this different from when you were 11 years old?
- b) Compare your health and fitness with another member of your family.
- c) Describe and comment on the lifestyle of a famous person.
- d) Prepare a short text for a pamphlet on healthy living for primary school pupils.
- e) Comment on the food available in school and what changes you would like to introduce.

In the case of tasks (d) and (e), the teacher asked the candidates to go through the planning process, mind mapping and completing a sample 40 word Candidate's Notes Form in order to remind them of the process for taking the final written assessment.

After the pieces had been completed and assessed, candidates were asked to look again at the Notes to see whether they could have produced a more helpful list.

2.2 Ideas for Differentiation

For Candidates aiming at Grades C/D

In preparing for the assessment, candidates were given opportunities to explore all the ways they had learned of expressing opinions, especially those involving subordination, to practise the use of the conditional tense : *je pourrais ... , on pourrait ... , je devrais ... , on devrait ...* .

The teacher revised adverbs and adverbial phrases which might be useful in organising points: *premièrement, deuxièmement, finalement, cependant, pourtant,*

Some time was devoted to practising comparative adjectives and adverbs: candidates compared diets and they presented their weekly schedule of sport and exercise, they explored smoking, drinking and drug taking.

During the module, candidates wrote a number of short pieces:

- a) How do you keep fit? Present a diary of your recent activities.
- b) What did you used to do when you were 11 years old?
- c) Compare your health and fitness with another member of your family.
- d) Write a paragraph about your favourite foods and say whether you think this is good or bad.
- e) Prepare a list of good and bad habits for a pamphlet for primary school pupils.

In the case of tasks (c) and (d), the teacher asked the students to go through the planning process, mind mapping and completing a sample 40 word Candidate's Notes Form in order to remind them of the process for taking the final written assessment.

After the pieces had been completed and assessed, candidates were asked to look again at the Notes to see whether they could have produced a more helpful list.

For Candidates aiming at Grades E/F

In preparing for the assessment, candidates were given opportunities to explore all the ways they had learned of expressing opinions. There were largely simple statements: *j'adore ... , j'aime ... , je n'aime pas ... , je déteste ...* possibly followed by a comment using *c'est ... , c'était ... , ce sera ...* with a variety of adjectives.

The requirements are quite demanding for F grade candidates – up to 150 words per piece. It was decided that it was important to provide regular practice in order to build confidence.

- Different styles of writing diary entries, post cards, blogs, emails were explored.
- Ways of combining various short pieces together to produce a longer piece of writing were demonstrated.
- Mind mapping to prepare for a longer piece was practiced.
- Using a previously written piece, teachers highlighted how to select 40 words for the Candidate's notes form.
- Students looked again at a completed piece and chose the words that would be most helpful.

During the module, candidates wrote a number of short pieces:

- a) A diary of meals
- b) A diary of sporting activities
- c) A letter about sport in school
- d) A blog about food in school
- e) A profile of a famous sports person
- f) A poster of do's and don'ts

3 Task Setting

The teacher decided on the final title: Healthy Living and drew up the **Teacher Information Form** with five suggestions for the candidates, ready for the preparation phase.

For candidates aiming at Grade A or above, it was decided that a Teacher Information Form with just the title might be suitable as they would be allowed at the start of the Task Preparation session to decide which to choose.

French (A704) / German (A714) / Spanish (A724)

**Controlled Assessment
Writing Information Form (Teachers)**

French (A704): **German (A714):** **Spanish (A724):**

Teaching Group:	11V (Target Grade A/B)	Preparation Start Date:	1 February 2010
Teacher:	Mr A N Other		

Topic Area	Health and Sport
Purpose*	Article for School Magazine

** Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Task Title: Une Vie Saine: Your foreign language magazine has presented a report on healthy living among young people. Write an item for inclusion detailing your own views. The following are suggestions of the information you can include.

Suggestions:

1. Introduction to healthy living; thoughts and opinions
2. What you do to keep healthy; how often; recent event; opinions
3. Comparison of your routine with others; when you were younger
4. Consequences of poor diet; lack of exercise
5. Recommendations for yourself and others as to how to live well in the future.

This form is to be retained in the Centre until the December following the June examination series.

French (A704) / German (A714) / Spanish (A724)

**Controlled Assessment
Writing Information Form (Teachers)**

French (A704): German (A714): Spanish (A724):

Teaching Group:	11Y (Target Grade C/D)	Preparation Start Date:	1 February 2010
Teacher:	Mr A N Other		

Topic Area	Health and Sport
Purpose*	Article for School Magazine

** Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Task Title: Une Vie Saine: Your foreign language magazine has presented a report on healthy living among young people. Write an item for inclusion detailing your own views. The following are suggestions of the information you can include.

Suggestions:

1. Introduction to healthy living; opinions
2. What you do to keep healthy; how often; recent event; opinions
3. Comparison of your routine now with when you were younger; opinions
4. What changes you plan to make to your routine to improve (or not) your routine; reasons
5. What you would like to do in the future to keep healthy, eg learn to cook; a new sporting activity; reasons

This form is to be retained in the Centre until the December following the June examination series.

French (A704) / German (A714) / Spanish (A724)

**Controlled Assessment
Writing Information Form (Teachers)**

French (A704):

German (A714):

Spanish (A724):

Teaching Group:	11A (Target Grade E/F)	Preparation Start Date:	1 February 2010
Teacher:	Mr A N Other		

Topic Area	Health and Sport
Purpose*	Article for School Magazine

** Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Task Title: Une Vie Saine: Your foreign language magazine has written a report on healthy living among young people. Write an article for the magazine detailing your own views. The following are suggestions of the information you can include.

Suggestions:

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?
- 5.

This form is to be retained in the Centre until the December following the June examination series.

4 Task Preparation

At the start of the session, the teacher explained that there were two options, a sheet with the title only and a sheet with the title and some suggestions. Candidates were asked to consider which would be the most useful for them. Once they had decided, the teacher gave out the **Teacher's Information Forms**. The teacher then explained that the first thing each candidate should do was to decide on the **purpose**, suggesting that there were three which were particularly appropriate: Report, Account for school magazine, Competition entry.

4.1 General Guidelines

The teacher reassured the candidates that they had been practising all the vocabulary and structures that they needed during the term. The teacher explained what the students could use: dictionaries, worksheets, language guides and exercise books. They were not allowed, however, to talk to each other or ask the teacher for help. The teacher informed candidates of the maximum word count of 300 words, reminding them that there was nothing to be gained from writing beyond that total.

4.2 Approach for Differentiation

For candidates aiming at Grade E/F, it was stressed that the best way to prepare was to focus on one bullet point at a time and to aim to produce about 20 – 30 words for each, remembering always to include some opinions. The teacher explained what the students could use: dictionaries, worksheets, language guides and exercise books. They were not allowed, however, to talk to each other or ask the teacher for help. Teachers informed students of the maximum word count of 150 words, reminding them that there was nothing to be gained from writing beyond that total.

The preparation time was two one hour lessons. Students worked through the task, making mind maps, drafting paragraphs, highlighting words which might be suitable for inclusion on the Writing Notes form. At the end of the first session, all notes were collected in, in readiness for the next hour's session. In the second session they were reminded of the fact that the **Candidate Writing Notes Form** with 5 bullet points and 8 words per bullet point would have to be completed by the end of the session. After 45 minutes, the teacher gave a warning that the session would end in 15 minutes.

At the end of the final preparation session, all materials were collected in readiness for task taking.

French (A704) / German (A714) / Spanish (A724)

**Controlled Assessment
Writing Notes Form (Candidates)**

French (A704): German (A714): Spanish (A724):

		Centre Number	01234
Candidate Name	Candidate A.	Candidate Number	1234.

Topic Area	Health & Sport.
Purpose*	Article for school magazine.

* Purpose could be: Narration / Report / Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.

Your notes below should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – you can include conjugated verbs.

Task Title: Une vie saine.

Notes:

- Régime équilibré - exercer régulièrement.
garantissent style de vie.
- Repas préféré - plus important - petit déjeuner.
- Faisais cyclisme - jouais tennis - génial. Préféré
voies.
- forme - il faut exercer. Prendre petit déjeuner.
- Course-croûte - le fruit. Bonne pour l'énergie.

Candidate Signature: Candidate A. Date: 4 February 2010.

This form is to be submitted with the work for assessment to OCR.

French (A704) / German (A714) / Spanish (A724)

Controlled Assessment
Writing Notes Form (Candidates)

French (A704): German (A714): Spanish (A724):

		Centre Number	01234
Candidate Name	Candidate B.	Candidate Number	5678

Topic Area	Health & Sport.
Purpose*	Article for school magazine.

* Purpose could be: Narration / Report / Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.

Your notes below should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – you can include conjugated verbs.

Task Title: Une vie saine .

Notes:

- mange sainement / plats préférés / aliments chinois / les fruits.
 - boisson - jus d'orange / mauvais pour les dents.
 - important - manger trois repas par jour - petit déjeuner.
 - céréales - fibre / alimentaire sain.
 - des glucides / l'énergie.
- Je dois manger / cinq fruits / alimentation saine

Candidate Signature: Candidate B.

Date: 16 February 2010

This form is to be submitted with the work for assessment to OCR.

French (A704) / German (A714) / Spanish (A724)

Controlled Assessment
 Writing Notes Form (Candidates)

French (A704): German (A714): Spanish (A724):

		Centre Number	01234
Candidate Name	Candidate C.	Candidate Number	9012.

Topic Area	Health and Sport.
Purpose*	Article for school magazine.

* Purpose could be: Narration / Report / Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.

Your notes below should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – you can include conjugated verbs.

Task Title: La vie saine.

Notes:

- Je suis en bonne sante car. les bonbons.
- Les poisons sont des proteines.
- Je mange beaucoup le legumes. - haricots verts.
- Je mange le chocolat le de temps en temps.
- Pour rester en bonne sante je jouer exercise.

Candidate Signature: Candidate C.

Date: 12/2/10.

This form is to be submitted with the work for assessment to OCR.

5 Task Taking

The Test Taking session was scheduled for a one hour lesson. The date of this session had been identified at the start of the module so that students knew well in advance of the timing of this last writing assessment.

At the start of the session, the individual **Candidate's Notes Forms** were issued together with the **Teacher's Information Form** and a dictionary from the Centre's stock of dictionaries. Candidates were reminded again of the maximum word count and of the rules regarding talking and asking questions. After 50 minutes, the teacher informed candidates that the session would end in ten minutes.

At the end of the session, the teacher collected in the Candidates Notes Forms and the completed written task to be stored securely within the Centre.

6 Application of Assessment Criteria

Examples of candidate scripts from the June 2010 series have been assessed by OCR Examiners. The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE French Controlled Assessment – Writing to help teachers to understand how the Assessment Criteria has been applied.

We remind Centres that the Controlled Assessment written tasks are assessed externally by OCR Examiners. Teachers are not required to mark each of the tasks, although they may review them for internal purposes.

() Bonjour ! Je m'appelle

Je crois qu'il est important de manger un régime équilibré et exercer régulièrement. C'est parce que, à mon avis, ces deux facteurs garantissent que vous avez le meilleur style de vie pour vous. J'essaie de manger plus de fruits et de légumes tous les jours. Je n'aimais pas le champignons car ils sont vraiment moches et répugnants mais maintenant je les aime. Je bois seulement de l'eau, au lieu des boissons gazeuses. J'estime que je mange sainement parce que j'aime la nourriture qui est bonne pour la santé et j'évite des aliments gras et sucrés. J'aime tout manger sauf le fromage que je trouve trop fort.

Mon repas préféré c'est fajitas pour le dîner pourtant le repas le plus important pour un adolescent est le petit déjeuner. C'est parce que nous devons nous préparer pour le jour donc trois repas par jour sont très importants, chaque repas fournit des choses essentielles comme la protéine et le calcium. Je trouve que quelque fois je ne prends pas de déjeuner mais comme casse-croûte je prends une pomme au lieu de cela.

Je faisais un peu de cyclisme chaque lundi le soir pour deux heures.

Je jouais du tennis, c'était génial mais j'ai préféré nager ou faire du jogging car c'était plus sain pour moi. De temps en temps j'ai essayé des différentes activités, vous devez trouver l'activité que vous aimez le plus! Je faisais une routine, le matin je suis allée pour une promenade de 10 minutes. C'était super car je me suis sentie en bonne santé et réveillée.

Pour garder la forme il faut exercer régulièrement. A mon avis c'est très important de prendre le petit déjeuner car c'est le repas le plus important de la journée. Comme casse-croûte vous devriez choisir le fruit comme je fais. Les bananes sont bonnes pour l'énergie. Pour être en bonne santé on ne doit pas fumer ou boire de l'alcool. Pour combattre l'obésité, il faut édulcorer les jus à manger sainement.

330

6.1 Candidate A - Une Vie Saine

Communication

This is a coherent and well organised response. In the first paragraph the candidate identifies certain aspects of diet and comments effectively. Further comments on the importance of meals follow in the second paragraph. The references to physical activities in the third paragraph add another dimension to the review of a healthy lifestyle, however these comments would have had a little more impact if there had been a clearer indication of the time. The conclusion is quite effective in summing up the ideas expressed; perhaps more could have been made of the points about smoking and alcohol but the piece is already a little long. The significant point about the response is that the candidate remains focused on commenting and explaining.

Communicates relevant information clearly to convey facts and narrate events effectively in response to task. Expresses and explains ideas and points of view by providing appropriate justifications.

Mark: 12

Quality of Language

Throughout the language is secure, there are some errors but these do not affect the various messages. The candidate comments frequently, each time attempting to vary the language: *je crois que ... , j'estime que ... , je trouve que ... , à mon avis ...* and produces longer sequences of language using a variety of clause types: *que ... , car ... , parce que ... , qui ...* . Good use is made of modal verbs and other verbal structures: *il est important de manger ... , j'essaye de manger ... , nous devons nous préparer ... , vous devriez choisir ... , pour combattre ... , il faut éduquer ...* . Effective use of comparisons, object pronouns and adverbs / adverbial phrases add to the impression of competence.

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.

Mark: 13

Total Marks: 25

Bonjour, je m'appelle _____ et je mange sainement beaucoup de temps. Mes plats préférés sont le fruit et les aliments chinois, j'aime les fruits car il est bon pour vous et j'aime les saveurs. J'aime aussi malheureusement les aliments comme le chocolat et les chips pour ~~vous~~ ~~et j'aime le~~ ~~soir~~ un festin. Ma boisson préférée en bonne santé est le jus d'orange, j'aime aussi le cola et limonade mais ils sont très mauvais pour mon dents.

Il est très important de manger trois repas par jour. Le petit déjeuner est très important car il vous permet de vous préparer pour la journée, pour mon petit déjeuner aujourd'hui, j'ai en de céréales parce que il a la fibres est bon pour un régime alimentaire sain. Pour le déjeuner j'ai pâtes alimentaires, pâtes alimentaires sont des glucides qui vous donnent de l'énergie. Pour le dîner j'ai une viande avec légumes. J'essaie de garder un régime alimentaire équilibré.

Je vais l'habitude d'aller à la piscine

tous les mercredis à rester en bonne santé. J'ai aussi utilisé à la danse le vendredi pour l'heure, mais maintenant je suis trop occupé. Quand j'étais plus jeune j'ai toujours bu beaucoup d'eau, c'était ma boisson préférée. Je suis l'habitude d'être très sain, mais maintenant je n'ai pas le temps pour rester en forme et bonne santé.

Pour rester en bonne santé, je dois manger cinq fruits par jour. Je dois avoir une alimentation saine. Je dois aussi faire une demi-heure de fitness par jour. Je dois commencer à boire plus d'eau, car l'eau est bonne pour votre peau. Je dois arrêter de manger des aliments malsains comme des croustilles et du chocolat parce que ceux-ci peuvent être très mauvais pour votre santé. Si je fais tout ce que je devrais rester en bonne santé.

6.2 : Candidate B - Une Vie Saine

Communication

In the first paragraph, the candidate states some preferences and passes some comments on them. Despite errors, the messages are quite clear. The second paragraph contains some recommendations which are linked to aspects of the candidate's past and current routines. The meaning is not always clear: *j'ai en de céréales parce que il a la fibre est bon pour un regime alimentaire sain ... , j'ai pâtes alimentaires ... , j'ai aussi utise à la danse le vendredi pour l'heure ... , jamais boire beaucoup d'eau ... , ja vais l'habitude d'etre tres sain* In the final paragraph, there are attempts to identify some improvements in routines but a lack of control in the final statement compromises the message somewhat : *ceux-ci peuvent tres mauvais ... , si je fais tout (?) ce que je devrais rester en bonne santé*

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.

Mark: 8

Quality of Language

There are a number of attempts at using subordinate clauses: *car ... , parce que ... , qui ... , quand ... , si* There is some limited evidence of control of verb forms in different tenses, however there is some quite basic error. The candidate can connect verbs: *il vous perment (sic) de vous préparer ... , je dois avoir ... , je dois commencer à boire ..., je dois arreter de manger ... ,* and is aware of the idiomatic use of *avoir l'habitude de*

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 reasonable coherent.

Mark: 9

Total Marks : 17

Titre : une vie saine Controlled

Tuesday 30th
March 2010

Je m'appelle

les parce que je suis en bonne

santé car j'aime les bonbons et les produits ^{sucrés}

Cela que j'aime manger c'est le poisson Les poissons sont des protéines je n'aime pas le cola car c'est mauvais pour

la santé et je mange beaucoup de légumes pure exemple les haricots vert et les carottes et les pommes mais je

mange le chocolat le dit temps en temps ce que j'aime le plus c'est le coca et le chocolat ce que je déteste

le plus c'est l'eau et le chou je me pense qu'il est important de manger trois repas par jour parce mais

beaucoup de gens que vous avez besoin d'une alimentation mais beaucoup de gens oublient ça pour rester en

bonne santé il faut je jouer au exercice pour garder la forme il ne faut pas manger du chocolat et

jouer au foot et au rugby quand j'étais plus jeune j'étais cola mais maintenant

je n'ai pas de cola. Pour la bonne santé il faut faire une heure d'exercice par jour et éviter les matières

grasses. Il faut prendre au moins 3 repas par jour. Il ne faut pas manger les produits

sucrés et si on fume ça a une vie courte et l'odeur du tabac cause des problèmes pour les autres

On reste en bonne santé parce que je mange nourriture saine et je ne boue jamais les vous devriez

manger beaucoup de fruits et légumes bonbons gras.

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6.3 : Candidate C - La vie saine

Communication

Despite the poor presentation and the lack of clarity, it is possible to identify some relevant information about eating habits. The references to other aspects of a healthy lifestyle are rather limited. There are some simple opinions. The candidate has written at some length and may have been better advised to produce a shorter more accurate response. It is just possible to rise above the lower band.

Communicates the essential information of the task. Expresses some personal opinions, some are ... justified.

Mark: 4

Quality of Language

There is evidence of subject verb accord; control of sentence structure is quite basic. Although there is some attempt at more complex structure but these are not often successful e.g. *ça* is used for *que* ... Also, some of the complex language is copied directly from the candidate's notes form. Spelling is unreliable in places.

Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede communication over a few sentences.

Mark: 4

Total Marks: 8

7 Storage of Work and Feedback to Candidates

At the end of the final task-taking session, the Writing Notes Form for each candidate was attached to their work with a treasury tag, as specified in the OCR specification.

As an examined piece, the work was treated with the utmost confidentiality. The teacher informally assessed each piece in order to be able to decide later which two pieces would make up the final submission. As the rules state, no direct feedback was given about the specific task.

7.1 Final Administration

As the deadline of May 15th for submitting marks to OCR approached, the Centre decided which two pieces were to be submitted for each candidate. The **Cover Sheet** was completed by the candidates with the task titles and the purposes for each piece of work. This was attached to the Candidate's work, along with the **Candidates Note Form** for each of the two tasks.

The Centre sent the completed **Centre Authentication Form** with the work for all candidates to the designated OCR Examiner.

French/German/Spanish

OCR GCSE French A704
OCR GCSE German A714
OCR GCSE Spanish A724

Writing Controlled Assessment Cover Sheet

French (A704): German (A714): Spanish (A724):

Centres must: complete candidate details; complete Task titles and purposes; send to the Examiner with the two Tasks.

Centre Number	01234
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Candidate Name	Candidate A	Candidate Number	1234
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Une Vie Saine

Task One Title: _____
Purpose: School Magazine Article

<i>For OCR Examiner's use only</i>																
Communication (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Quality of Language (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															TOTAL:	/ 30

Mes Passe Temps

Task Two Title: _____
Purpose: Web blog

<i>For OCR Examiner's use only</i>																
Communication (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Quality of Language (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															TOTAL:	/ 30

OCR Examiner Name	_____
Signature	_____
Date	_____

8 Strategies for Preparing Candidates for Writing

8.1 Writing Assessment

- The assessment criteria highlight different levels of achievement which Centres will need to prepare for through regular practice. It is important therefore to take every opportunity to build confidence and to broaden candidates' experience of writing, even in topic areas not to be used for formal assessment.
- At the top of the range, candidates are expected to demonstrate coherence, the ability to explain / justify opinions using a wide range of complex structures and accurate control of language. The recommended maximum length is 300 words per piece.
- At the lower end of the range, candidates must be able to offer opinions and attempt simple justifications. The recommended maximum length is 150 words per piece.
- As there is no re-drafting stage, teachers are encouraged to use teaching and learning time to ensure students have experience of possible strategies for executing the task before the task preparation time.

8.2 Strategies for Communication

- At all levels the recommended word count represents a significant increase in demand from previous specifications. It is important therefore to provide candidates with a structured path to producing pieces of appropriate length.
- For able candidates, it may be an idea to build confidence by writing a paragraph at a time, each focusing on one aspect of the chosen theme, eg:

Town v Country, where would you prefer to live and why?

Candidates could be asked to write a series of paragraphs:

- Introduction – where you live now and your opinion
- Advantages of living in town
- Disadvantages of living in town
- Advantages of living in country
- Disadvantages of living in country
- Conclusion – hopes, plans, preferences for the future.

After each paragraph, work should be reviewed. This may be class discussion of ideas, group or pair work, teacher marking. As a final stage, candidates could write a final version to include all elements which may be corrected, modified in the light of discussions and

comments. This method may help candidates appreciate the importance of planning, of focusing on specific points, maintaining relevance and avoiding repetition.

- To build confidence, especially with candidates of more modest ability, it may be advisable to begin by encouraging students to produce short items / messages / blogs / postcards / diary entries, always with the focus on information followed by opinion. A similar process of checking and reviewing would help candidates to improve and to feel confident about reaching the required level of performance. Using the topic of *Health and Sport*, candidates could produce a series of blogs, each on a different aspect, which could then be combined into a longer final piece, e.g. *regular sport / exercise; eating habits / meals; preferences for food ; possible improvements ; thoughts on smoking and drinking*
- The close link between Speaking and Writing might be exploited to boost confidence, eg candidates could prepare a brief comment on a health issue to deliver orally to the group. Each candidate could then use that comment to form the basis of a written statement which might be in a variety of forms – the candidate might express a positive or negative opinion about the statement or may explain how his / her own experience differs:

Candidate A: *Moi j'adore le foot, je joue au foot trois fois par semaine.*

Candidate B: *Moi je déteste le foot, je préfère les sports individuels comme la natation.*

Candidate C: *Moi je ne fais jamais de sport, cela ne m'intéresse pas.*

Candidate D: *Le sport est très important pour maintenir la forme; il faut être actif autrement on peut devenir obèse.*

- It is vital that candidates express and justify opinions. It is important to explore different ways of achieving this to avoid regular repetition of the same pattern. For more able candidates it may well be a good idea to encourage them to compare their opinions with those of others: *j'aime mieux le tennis alors que ma soeur préfère le hockey parce que c'est un sport d'équipe ... ; mon copain mange régulièrement des pizzas tandis que moi je ne mange jamais de fast food car c'est plein de graisse et de sucre*
- One way of helping candidates to develop their skills and boost their confidence may be to experiment with the P(oint) E(xample) E(xplanation) process:
Les jeunes mangent trop de fast-food.
Dans la cantine au collège ils choisissent toujours les pizzas.
C'est dangereux parce que cela peut mener à l'obésité.

8.3 Strategies for developing Quality of Language

- Accuracy is crucial as inaccurate language may well not carry the intended messages.
- The new specification does not put so much emphasis on tense use, however the ability to move between time frames is important for the development of a convincing writing style. Particularly useful is the conditional tense.
- Modal verbs can be very useful in developing arguments; regular practice using *pouvoir* and *devoir* will give candidates opportunities to make recommendations about certain types of behaviour:

On pourrait encourager la consommation de fruits et de légumes.

On devrait éviter le tabac et l'alcool.

Some able candidates may well feel confident about using the conditional perfect:

Je n'aurais jamais dû fumer.

On aurait pu interdire le fast-food dans les écoles.

- A variety of structures is expected for marks in the middle and upper bands. Candidates should already be familiar with a wide range of structures by the end of KS3; they should be encouraged to use these regularly in all aspects of their work. Listening and Reading comprehension work should also be used actively to develop the writing skill, eg a sentence may be chosen from the text and different ways of expressing the idea may be explored.
- One way of boosting active language maybe to take two simple sentences and invite candidates to combine them in different ways using different conjunctions or verb forms:
J'ai pris un café. J'ai acheté un jean.
J'ai pris un café et j'ai acheté un jean.
J'ai pris un café ensuite j'ai acheté un jean.
Après avoir pris un café, j'ai acheté un jean.
Avant d'acheter un jean, j'ai pris un café.
Quand j'avais pris un café, j'ai acheté un jean.
Une fois que j'avais pris un café j'ai acheté un jean.
Lorsque que j'avais pris un café j'ai acheté un jean.

- Adverbs are an important way of clarifying detail, especially adverbs / adverbial phrases which fix the time scale, which express feelings, which help structure an argument.
- Comparative forms of adjectives and adverbs can add much to the detail of an argument and can demonstrate good use of language:
Mon frère est plus gros que moi parce qu'il mange trop de fast-food.
Le fast-food est plus gras que la cuisine de ma mère.
Mon père qui est végétarien mange plus de fruits que moi.
- Idioms, as mentioned in the assessment criteria, refers to grammatical idioms. At a basic level this may be expressions with *avoir / faire*:
J'ai 15 ans / j'ai toujours faim / elle a raison ...
Il fait froid / il fait du cyclisme ...
 More advanced idioms might include *depuis, il y a, venir de ...*
Je joue au badminton depuis cinq ans.
J'ai commencé à jouer au badminton il ya cinq ans.
Cela fait cinq ans que je joue au badminton.
Je viens de commencer à jouer au badminton.
- The Literacy Strategy offered this generation ideas for developing their style in English; many of those same ideas could be transferred to the study of MFL.
- The subjunctive is not required by the specification. If Centres wish to stretch their able candidates by introducing active use of the subjunctive, they should bear in mind that it cannot be considered as a substitute for the language identified in the specification.

8.4 Strategies for note taking

- From the outset it is important to stress to candidates that there is no single correct response to a task. They need to feel confident that, provided that they remain focused on the topic area, they are free to interpret the task as they wish.
- It would be unreasonable to expect candidates to take an assessment without first experiencing the process and developing their planning and note taking skills. This should be practised at an early stage, maybe at the end of the first unit of work in Year 10. It is important to stress that the notes, the 40 words chosen, are not just a prompt of the vocabulary and structures they wish to use but that they are an important way of organising their information and ideas.

- Although at the task-taking stage, some candidates may need a more structured task, early practice in making notes / completing the Candidate's Note form, may focus on more open-ended assignments: *Prepare a spidergram on Sport*. However, other brainstorming methods are just as valid. By taking this approach, candidates will gain confidence in planning, in researching specific areas of vocabulary and structure. The outcomes should be discussed, perhaps in pairs, in groups or be reviewed by the teacher.

Candidates may then complete a sample note form, producing a maximum of 40 words. The most useful piece of advice would be to organise the five sets of 8 words in strict paragraph order.

- There are various ways of developing candidates' skill in creating the final set of 40 words: Teachers may present a piece of writing on screen with a choice of words highlighted, explaining why they were helpful. It might be a useful ploy to take the same piece and highlight words which would not be particularly helpful e.g. *et, mais, à, dans ...* A printed piece could be distributed and candidates could highlight what words / short phrases they would choose; this could be followed up by discussion in pairs, groups etc Candidates could do the same with a piece of their own work, perhaps written for homework.
- Candidates will develop their own method of producing the final set of 40 words in readiness for task-taking. Able candidates may well be encouraged to focus on unusual vocabulary, idioms, conjunctions, adverbs. Candidates who may need a structured question, will organise their notes to reflect the order of the tasks / paragraphs. Some candidates may need to include a conjugated verb form in different tenses, as a model / reminder.
- Candidates must of course be given the opportunity to practice turning their notes into a completed piece of writing.