

Controlled Assessment for Speaking

GCSE French

OCR GCSE in French: J730

Unit: A702

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

GCSE French

A702: Speaking

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

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 and the moderation process. 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.

The candidate recordings can be found on the OCR Interchange under:
Coursework and Tests / Support Material / Controlled Assessment Materials.

Type in the relevant unit code (A702) and click on the file: A702 – Exemplar Speaking Files.

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SECTION A

Candidate A

Topic Area 1: Home and Local Area

1 Long Term Planning

Topic Area 1: Home and Local Area

Summary

Within the Centre's Scheme of Work, this topic was covered in the first term of Year 10 (the first year of study).

Planning

The planned teaching period was six weeks to allow time at the end of the term to ensure that the Controlled Assessment could be completed in the final week before the Christmas Holidays. The teacher used the course book in the Centre to cover the normal vocabulary and structures linked to this topic and also practised them using supplementary Reading Comprehension and Listening Comprehension at appropriate moments in the teaching cycle.

2 Teaching and Learning

The listening and reading comprehensions from the course book were used to emphasise the three different time frames and to build on the candidates' vocabulary and structure of the topic. More able candidates were encouraged to read more widely on the topic area from French magazine articles contained within the MFL department. In addition, the candidates were encouraged to think of answers to the following core questions when they were looking at the reading comprehension text:

- Parle-moi de ta famille.
- As-tu un meilleur ami / une meilleure amie ?
- Quelles activités faites-vous ensemble ?
- Qu'est-ce que tu as fait le weekend dernier ?
- Quelles activités préfères-tu ?
- Quels sont les avantages et les inconvénients d'être une célébrité ?
- Que voudrais-tu faire au futur comme profession ?
- Et personnellement, quels sont tes projets ?

The questions were practised in class as part of starter and plenary activities. In addition, students took part in some group and pair work and interviewed each other. In order to reinforce the language and vocabulary, candidates prepared cards with these questions on one side and the answers on the reverse so that their partners could check the response.

3 Task Setting

Topic Area 1: Home and Local Area

Purpose: Interview with a Celebrity

The task was presented as a traditional conversation although the students had to play themselves in the role of a celebrity. Some students expressed some concern over this as they felt that they could not maintain the pretence of being somebody else and would resort to talking about themselves.

They were encouraged to think about the sort of pressures that a celebrity would feel, with the constant attention from the media and the invasion of their personal lives by journalists and photographers. Candidates were encouraged to think about the lifestyle of a celebrity and how it might differ from their own lifestyle, and looking at French magazines assisted in this process.

The candidates were all given the same task on the **Teacher's Information Form** but the suggestions started with some less challenging concepts and then progressed to more complex ones. The teacher explained to the students that they could start at the beginning of the list of suggestions and work through them. However, the more able candidates were encouraged to consider their own list of suggestions, if they wanted to. The teacher also explained that some students would find all the suggestions accessible but some, (with target grades lower than a grade C) might struggle with the more complex suggestions. Therefore, the teacher was able to reassure the students that it was acceptable to do as much as they felt capable of doing.

The teacher informed the students that as part of the assessment process they would be asked some unexpected questions, although the number and difficulty of these would be determined by the students' target grade and ability. In this way, the students were prepared for the fact that there would be an unpredictable element to the assessment. They understood that it was necessary to stretch them and boost their marks and was not trying to "catch them out."

French (A702) / German (A712) / Spanish (A722)

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

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

Teaching Group:	10.11	Preparation Start Date:	28/09/ 09
Teacher:	A. N. OTTER		

Topic Area	Life in the home; friends and relationships
Purpose*	Interview

* Purpose could be: Narration / Conversation / Presentation and Discussion / Role Play / Interview etc.

Task Title: You have just become a celebrity and are being interviewed by a radio presenter in France. You'll have to talk about the points in the list below and you will also have to answer unexpected questions about this topic during the interview. Your teacher will take the part of the radio presenter. The following points are suggestions:

Suggestions:

1. Age and date of birth
2. Family members (number of people in family/ details about brothers and sisters)
3. Pets
4. Personal qualities
5. Details about your best friend
6. Your hobbies/interests
7. What's good/ not so good about being a celebrity

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

4 Task Preparation

The Teacher/Examiner gave each student a copy of the **Teacher Information Form** and reassured them that they had all the vocabulary and structures that they needed as they had been practising them during the term. The teacher informed the students that they could use bilingual dictionaries, worksheets, language guides and their own exercise books. However, the teacher explained clearly that the students were not allowed to talk to each other, or ask the teacher or the Foreign Language Assistant, who had been scheduled to assist the class, for help or advice on words or phrases to use.

The preparation time consisted of two one-hour lessons and the students worked through the task, many of them writing out in full what they wanted to say. All notes were collected in for the next hour's session, where the students would generate the **Candidate Speaking Notes** form with 5 bullet points and 8 words per bullet point. Some of the students finished preparing their notes before others and they were given permission to read through all their preparation material quietly to themselves but without disturbing the other students.

At the end of the final preparation session, all the students' material and work was handed in to the teacher and kept securely until the final task taking stage.

French (A702) / German (A712) / Spanish (A722)

CONTROLLED ASSESSMENT
 Speaking Notes Form (Candidates)

French (A702): German (A712): Spanish (A722):

	Centre Number	1111
Candidate Name	Candidate Number	4321

Topic Area	Life in the home; friends and relationships
Purpose*	Interview

** Purpose could be: Narration / Conversation / Presentation and Discussion / Role Play / 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.

You have just become a celebrity and are being interviewed by a radio presenter in France.

Task Title:

Notes:

- donc, née, alors qu' ~~est~~ l'Espagnole
- ~~elle~~ dirais ~~ils sont~~ je ne m'entends pas
- meilleur, forte ~~est~~ le patou ~~est~~, comme moi
- resque, vie n'est pas, fois ~~à~~ encore

~~Handwritten signature~~

Candidate Signature: Candidate A Date: 28/01/2010

This form is to be submitted with the recording for moderation to OCR.

5 Task Taking

The speaking tests were timetabled in ten minute slots so that each candidate had the time of the previous candidate's assessment to refresh their memory by looking at their **Candidate Speaking Notes** form and the **Teacher's Information Form**. An invigilator was in the room with the candidate during this time to ensure that they did not have access to additional material, or speak to other candidates prior to the assessment.

It had been agreed beforehand by the MFL department that that the room for the assessment of the final task taking would not be in one of the traditional language classrooms due to the amount of support material and posters on the walls. It was deemed far too time consuming to cover these up prior to the assessment. Therefore, a change of classrooms was agreed by the Cover Supervisor and the assessments were carried out in the English Department classrooms.

At the time of the scheduled assessment, the candidates brought in with them the Teacher's Information Note form and the candidate's own Speaking Note form. At the end of the assessment, the forms were collected in by the teacher conducting the assessment to ensure they remained securely in the MFL Department.

During the scheduled final task taking stage, a Lesson Supervisor was allocated to cover the teacher's lesson to ensure that the remainder of the candidates who were waiting, or had completed their assessment, were engaged in active work while the speaking tests were taking place.

6 Application of Assessment Criteria

The commentary on the assessment of the tasks has been provided by the Principal Moderator for GCSE French Controlled Assessment – Speaking in order to help teachers to understand how the Assessment Criteria should be applied.

The content of the transcripts is designed to provide a phonetic representation of the whole assessment. Therefore, spelling errors and grammar mistakes may be apparent in order to provide a true record of the assessment.

The tasks were marked internally by the Centre according to the Assessment Criteria with a total mark of 30 awarded for:

- Communication (15 marks)
- Quality of Language (10 marks)
- Pronunciation and Intonation (5 marks)

Candidate A

Interview with a Celebrity

Communication

The candidate addresses the questions competently and there are sequences of information given in the response but these are generally not extended sequences.

Points of view and opinions are expressed with a couple of justifications and the candidate sometimes adds extra details.

Mark: 10

Quality of Language

The tenses are fairly secure and the vocabulary and structures are more than just straightforward. Perfect tense verbs are used correctly on two occasions and 50% of the future tense verbs are correct.

There are over 20 correct present tense verbs but some verbs are omitted during the course of the conversation.

Mark: 7

Pronunciation and Intonation

The student demonstrates generally accurate pronunciation, but it is clear that there is some first language interference.

Mark: 3

Total Marks: 20

Candidate A: Transcript of Assessment

Interview with a Celebrity

- T/Examiner Bien, alors, bonjour, enchantée de te rencontrer. Tu peux me parler un peu de toi?
- Candidate Oui.
- T/Examiner Alors, vas-y.
- Candidate Je m'appelle; mon anniversaire le trois janvier, donc j'ai quinze anz.
- T/Examiner D'accord. Autre chose ? Parle-moi de ta famille.
- Candidate Dans ma famille, il y a ma mère, mon père ma petite sœur et mon trois frères. Je les déteste parce que je dois dire ils sont pénibles, aussi très sauvage.
- T/Examiner D'accord, et est-ce que tu t'entends bien avec tes parents ?
- Candidate Ah, mes parents a très sympa et ma petite sœur, je l'adore parce que c'est très sympa et vraiment beau .. belle.
- T/Examiner D'accord. Est-ce que tu a des animaux ? As-tu un animal à la maison ?
- Candidate J'ai un chat noir qui s'appelle John, qui a dix ans
- T/Examiner Ah d'accord, et sa personnalité ? Il est comment ? Il est sympa ?
- Candidate Ma chat très sympa, aussi très, temps de temps très Savage
- T/Examiner Et toi ? Parle-moi de tes qualités personnelles.
- Candidate Moi, je suis gentille et très sympa. J'adore ma petite sœur ; j'adore mes frères
- T/Examiner D'accord et as-tu un meilleur ami, ou une meilleure amie ?
- Candidate Mes amis..... ma meilleure amie c'est..... qui s'appelle Mary qui très gentille aussi très belle.
- T/Examiner D'accord, et qu'est-ce que tu fais comme activités en général avec Mary ?
- Candidate Mary, Mary qui adore le sport comme moi. Dans l'année prochaine, je vais faire du saut à l'élastique et je faire sous-plongée avec mes amis

T/Examiner	Et qu'est-ce que tu as fait le weekend dernier ?
Candidate	La semaine dernière, j'ai joué au tennis, au foot avec ma sœur et mes frères. Cependant j'ai joué au plonge avec ma meilleure amie.
T/Examiner	D'accord, très bien. A part le sport, tu aimes bien le sport, est-ce que tu as d'autres passetemps que le sport?
Candidate	Le sport, j'adore le tennis.
T/Examiner	Mais à part le sport, est-ce que tu aimes, par exemple, lire ou écouter de la musique ?
Candidate	J'adore écouter de la musique. La musique très calme. J'adore.... Je n'aime pas la troppe tranquille musique. J'adore la rap musique.
T/Examiner	Ah c'est vrai ? Est-ce qu'il y a un artiste en particulier que tu préfères ?
Candidate	J'adore Mariah Carey beaucoup – très fantastique et artistique.
T/Examiner	Oui c'est vrai et elle a une très belle voix. Et quels sont les avantages et les inconvénients d'être une célébrité ?
Candidate	Célébrité... ma vie le n'est pas troppe tranquille alors ce que ma petite sœur troppe tranquille. Cependant ma vie est plus passionnant que la ma petite sœur.
T/Examiner	D'accord, et est-ce que tu voudrais te marier dans le futur ?
Candidate	Je n'aime pas mari parce que c'est jeune.
T/Examiner	D'accord, et est-ce que tu voudrais avoir des enfants plus tard ?
Candidate	Je voudrais deux garçons et une fille.
T/Examiner	Ah, d'accord. Et plus tard, par exemple, dans cinq ans, qu'est-ce que tu voudrais faire ?
Candidate	Je voudrais je voudrais un garçon qui c'est très calme : je n'ai pas savage comme mon frère.
T/Examiner	Et qu'est-ce que tu voudrais faire comme activité professionnelle, par exemple, dans cinq ans ? Je ne sais pas moi, visiter les pays ? Qu'est-ce que tu voudrais ?
Candidate	Dans cinq ans je voudrais une professeur, comme tu...vous.
T/Examiner	Tu voudrais devenir professeur aussi, d'accord, mais tu es déjà célèbre ? Tu es déjà une célébrité ?

Candidate Célébrité aussi une professeur.

T/Examiner Professeur et célébrité, d'accord, c'est très bien. Eh bien je te remercie d'avoir répondu à ces questions et au revoir.

Candidate Au revoir.

Section B

Candidate B

Topic Area 4: Travel and the Wider World

1 Long Term Planning

Topic Area 4: Travel and the Wider World

Summary

Within the Centre's Scheme of Work, this topic was covered in the first term of Year 11, (the second year of study) and was deliberately placed to follow the candidates' Summer holidays: Topic Area 4 - Travel and the Wider World, sub-topic; Holidays and Exchanges

Planning

The planned teaching period was six weeks to allow time at the end of the term to ensure that the Controlled Assessment could be completed in the final week before half term. The teacher used the course book in the Centre to cover the normal vocabulary and structures linked to the topic and also practised them using supplementary reading comprehension and listening comprehension at appropriate moments in the teaching cycle.

2 Teaching and Learning

The teacher was able to draw on the students' own experiences during the holidays, as they had been encouraged to make notes during the summer holiday.

The listening and reading comprehensions from the course book were used to emphasise the three different time frames and to build on the candidates' vocabulary and structure of the topic. More able candidates were encouraged to read more widely on the topic area. They read French magazine articles and internet websites. In addition, the candidates were encouraged to think of answers to the following core questions when they were looking at the reading comprehension text:

- Où vas-tu en vacances normalement?
- Avec qui est-ce que tu pars en vacances ?
- Comment voyages-tu ? Que penses-tu du trajet ?
- Qu'est-ce que tu fais d'habitude comme activités ?
- L'année dernière, où es-tu allée en vacances ?
- Comment as-tu voyagé ?
- Qu'est-ce que tu as fait comme activités ?
- Quelle était ton opinion du séjour ?
- L'année prochaine, où voudrais-tu aller ?
- Comment vas-tu voyager ?
- Quelles activités feras-tu ?
- Préfères-tu les vacances avec ta famille ou tes amis ?

The questions were practised in class as part of starter and plenary activities. In addition, students took part in some group and pair work and interviewed each other. In order to reinforce the language and vocabulary, candidates prepared cards with these questions on one side and the answers on the reverse so that their partners could check the response.

3 Task Setting

Topic Area 4: Travel and the Wider World

Purpose: Presentation and Discussion on Holidays

The students were given a choice of methods of presentation for this task. They could choose to present their information as a presentation which would be followed by a discussion with the Teacher/Examiner. This would be recorded in mp3 format and saved securely in order to be submitted to the OCR Moderator, if required as part of the sample for moderation.

The second alternative was to present their information to the class as a PowerPoint presentation which would be recorded on a Camcorder. The Teacher/Examiner would then put questions to the student at a later date, scheduled as part of a speaking assessment under exam conditions.

Students felt more comfortable with the presentation and discussion format, and so all students chose this option for their Controlled Assessment.

The Teacher/Examiner drew up the **Teacher Information Form** with five or six suggestions for the students, ready for the preparation phase.

French (A702) / German (A712) / Spanish (A722)

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

French (A702):

German (A712):

Spanish (A722):

Teaching Group:	11Y	Preparation Start Date:	24/09/2009
Teacher:	A Teacher		

Topic Area	4: Travel and the Wider World
Purpose*	Presentation and Discussion

* Purpose could be: *Narration / Conversation / Presentation and Discussion / Role Play / Interview etc.*

Task Title You are giving a presentation about your holidays to a group of French students.
Below are suggestions for points to include but you will also have to answer unexpected questions about this topic.

Suggestions:

1. Where you usually go on holiday. Who with? For how long? / Opinions and reasons
2. What you like to do during your holiday. Be active / relax, and why.
3. What you did during the day / evening. Opinions and reasons
4. Details about the weather and how it affected what you were doing
5. Where you would spend your dream holiday. What you would do? Who you would go with?

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

4 Task Preparation

The Teacher/Examiner gave each student a copy of the **Teacher Information Form** and reassured them that they had all the vocabulary and structures that they needed as they had been practising them during the term. The teacher informed the students that they could use bilingual dictionaries, worksheets, language guides and their own exercise books. However, the teacher explained clearly that the students were not allowed to talk to each other, or ask the teacher or the Foreign Language Assistant, (who had been scheduled to assist the class), for help or advice on words or phrases to use.

The preparation time consisted of two one hour lessons and the students worked through the task, many of them writing out in full what they wanted to say. All notes and books were collected in for the next hour's session, where they would generate the **Candidate Speaking Notes** form with 5 bullet points and 8 words per bullet point. Some of the students finished preparing their notes before others and they were given permission to read through all their preparation material quietly to themselves but without disturbing the other students.

At the end of the final preparation session, all the students' material and work was handed in to the teacher and kept securely until the final task taking stage.

French (A702) / German (A712) / Spanish (A722)

CONTROLLED ASSESSMENT
 Speaking Notes Form (Candidates)

French (A702): German (A712): Spanish (A722):

		Centre Number	00000
Candidate Name	Candidate B.	Candidate Number	1234

Topic Area	4: Travel and the Wider World.
Purpose*	Presentation + discussion

* Purpose could be: Narration / Conversation / Presentation and Discussion / Role Play / 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: mes vacances

Notes:

- Je voyage avec ma famille en voiture
- J'adore aller aux corniches car c'est calme
- nous avons passé les grandes vacances en France
- les activités étaient génial
- mes parents voudraient aller en Espagne l'année prochaine

Candidate Signature: Candidate B

Date: 11/5/10

This form is to be submitted with the recording for moderation to OCR.

5 Task Taking

The speaking tests were timetabled in ten minute slots so that each candidate had the time of the previous candidate's assessment to refresh their memory by looking at their **Candidate Speaking Notes** form and the **Teacher's Information Form**. An invigilator was in the room with the candidate during this time to ensure that they did not have access to additional material, or speak to other candidates prior to the assessment.

It had been agreed beforehand by the MFL department that that the room for the assessment of the final task taking would not be in one of the traditional language classrooms due to the amount of support material and posters on the walls. It was deemed far too time consuming to cover these up prior to the assessment. Therefore, a change of classrooms was agreed by the Cover Supervisor and the assessments were carried out in the English Department classrooms.

At the time of the scheduled assessment, the candidates brought in with them the Teacher's Information Note form and the candidate's own Speaking Note form. At the end of the assessment, the forms were collected in by the teacher conducting the assessment to ensure they remained securely in the MFL Department.

During the scheduled final task taking stage, a Lesson Supervisor was allocated to cover the teacher's lesson to ensure that the remainder of the candidates who were waiting, or had completed their assessment, were engaged in active work while the speaking assessments were taking place.

6 Application of Assessment Criteria

The commentary on the assessment of the tasks has been provided by the Principal Moderator for GCSE French Controlled Assessment – Speaking in order to help teachers to understand how the Assessment Criteria should be applied.

The content of the transcripts is designed to provide a phonetic representation of the whole assessment. Therefore, spelling errors and grammar mistakes may be apparent in order to provide a true record of the assessment.

The tasks were marked internally by the Centre according to the Assessment Criteria with a total mark of 30 awarded for:

- Communication (15 marks)
- Quality of Language (10 marks)
- Pronunciation and Intonation (5 marks)

Candidate B

Presentation and Discussion on Holiday

Communication

The presentation lasted for 3 minutes and 20 seconds, which was perhaps not long enough for the Teacher/Examiner to ask questions which would elicit responses to unprepared questions from the candidate.

The discussion lasted for 1 minute 34 seconds and was significantly weaker than the presentation which had been delivered in a very deliberate way.

Mark: 7

Quality of Language

The student demonstrates a range of structures and vocabulary and also shows that he can connect verbs with "*J'aimerais y retourner*" and "*Je voudrais aller*" used in the presentation and in the discussion.

The message is reasonably coherent and clear and there are instances of correct present, past and future verbs.

Mark: 5

Pronunciation and Intonation

The student demonstrates generally accurate pronunciation: it is better than just "some correct pronunciation".

Mark: 3

Total Marks: 15

Candidate B: Transcript of Assessment
Presentation and Discussion – Les Vacances

- Candidate Normalement, pour les vacances je voyage avec ma famille parce que nous avons....nous avons une caravane en Cornwaillé. Je n'aime pas trajet parce que c'est trop long, ennuyeux, et je souffre de mal de voyage. J'adore aller au Cornwaillé car c'est calme, tranquille et reposant. Quand il y a du soleil, je vais à la plage et je nage dans la mer avec mon frère. De temps en temps, nous avons un pique-nique à la plage. L'année dernière nous avons passé les grandes vacances en France pour trois semaines. Nous avons voyagé en train parce que c'est vite et pratique. Nous sommes restés à Paris dans un hôtel à quatre étoiles. C'était fantastique parce que je vais (j'avais ?) un grand lit très confortable. Les activités étaient géniales car nous avons visité....nous avons allé au Louvre et au Tour Eiffel. J'aimerais y retourner parce qu'il y a beaucoup de choses à faire et voir à Paris. Mes parents voudraient aller en Espagne l'année prochaine. C'est sûr.... C'est super parce que j'adore le soleil. Nous voyagerons en avion et nous resterons dans un hôtel à la plage. Je ferai des excursions chaque jour et ma mère prendra beaucoup de photos parce qu'elle y est intéressée à la photographie.
- T/Examiner OK ? Est-ce que tu préfères aller en France ou aux Cornouailles pour tes vacances ?
- Candidate Je préfère Cornouailles parce que c'est familial et j'aime la campagne.
- T/Examiner OK. OK, et qu'est-ce que tu vas faire en Espagne ?
L'année prochaine, qu'est-ce que tu vas faire ?
- Candidate Je voudrais visiter au bord de la mer parce que j'adore la plage, et j'ai du soleil.
- T/Examiner Tu aimes le soleil, oui, moi aussi. OK, et si tu gagnais au Loto, où voudrais-tu partir ?
- Candidate Je voudrais aller à la Jamaïque, parce qu'elle...no...parce que j'adore le manger

T/Examiner Tu aimes la nourriture, oui, tu aimes manger... ?

Candidate Oui.

T/Examiner OK. Et les plages sont belles, les plages sont belles.
OK, merci beaucoup.

7. Internal Standardisation

The Languages Department met together for the internal standardisation process, as all the teachers had some knowledge of French and wanted to pool all their ideas in order to get as much practice as they could.

One of the teachers had attended one of the OCR Inset training events and was able to feed back to the Department the standard that had been applied to the Assessment Criteria. Therefore, all the teachers marked a selection of candidate assessments, five in total, across the mark range.

Once the marks had been agreed, each teacher revisited their own candidates' assessments and their own marking to ensure that the assessment criteria had been applied consistently throughout the Department. This was particularly important as the task that would be submitted as Task 1, and therefore submitted for moderation, had to reflect an appropriate and accurate assessment as the moderation process would be applied equally to both Task 1 and Task 2.

French (A702) / German (A712) / Spanish (A722)

Controlled Assessment: Speaking
Working Mark Sheet

French (A702): German (A712): Spanish (A722):

This marksheet is required for moderation purposes and must be sent with the candidate's recorded task (Task 1) and the candidate's Speaking Notes Forms

Candidate Name	Candidate A	Centre Number	1111
		Candidate Number	4321

Controlled Assessment Task 1: Component 01 (Repository) OR Component 02 (Postal)
(please tick one box)

Task Purpose: Interview

Task Title: Interview of a celebrity

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
10/15	7/10	3/5	20/30

For OCR Moderator's use only Simple Opinions	Timeframes	Pron/Int
	Structures	
	Vocabulary	
Just / Points of View		

Controlled Assessment Task 2 : Component 03 (Marks only will be submitted)

Task Purpose: Presentation

Task Title: Talk about healthy living

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
10/15	7/10	3/5	20/30

The Teacher's signature below confirms that the Controlled Assessments are the unaided work of the Candidate, produced under the prescribed controlled conditions.

Signed A. N. Otter (Teacher)

Date 19/04/09

Print Name A. N. Otter

8 Storage of Work

Once the candidate assessments had been marked, all the recordings were downloaded and stored in an electronic file that had been created for each candidate in a folder called "*French GCSE Speaking Controlled Assessments 2011*". The folder and files were then stored on the secure server on the Centre's computer system, ready to be uploaded to the OCR Repository (as this was the chosen option). The Department had discussed the postal option of sending the material to the Moderator on CD. However, it was agreed that uploading to the OCR Repository was a safer process. This was also favoured by the Senior Management Team.

As part of internal Inset organised by the Senior Management Team, it was made clear that all departments conducting Controlled Assessment tasks should not save candidate assessment materials on their own personal computers, including USB pens as these can be lost or misplaced. All assessment material must be stored on the school's secure network.

The **Teacher's Speaking Information** form was an interactive version and was saved as an electronic file for each student. The **Candidate Speaking Notes** form for each candidate was scanned and put in their electronic folder. An interactive version of the Speaking **Working Mark Sheet** was downloaded from the OCR website and was completed for each candidate and was also saved into their electronic folder.

All file names in the electronic folder followed the OCR recommended format of:

candidate number_centre number_unit entry code_component code

Before the Centre received the email request from the OCR Moderator for the sample recordings, the Teacher/Examiner checked that the recordings for their candidates were audible and had been saved correctly, and that the paperwork was complete.

The Centre's marks were uploaded to OCR prior to the deadline of 15th May and notification from the OCR Moderator was subsequently received for the sample of candidate recordings.

The Centre sent the completed **Centre Authentication Form**, the **Candidate Notes Form** and the completed **Working Mark Sheet** for the selected candidates to the OCR Moderator within the specified time.