

# Controlled Assessment for Writing

## **GCSE German**

OCR GCSE in German: J731

Unit: A714

Additional Exemplar Material to Support the  
Administration and Assessment of  
Controlled Assessment for Writing based on  
June 2011 candidate material

# GCSE German

## A714: Writing

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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 2011 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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## **SECTION A**

**Candidate: Jeremy**

**Topic area 5: Education and Work**

### **1 Long Term Planning**

#### **1.1 Summary**

##### **Topic Area 5: Education and work – school life**

Within the Scheme of Work this topic area was revisited in the autumn term of the second year of study. Some fundamental work on school subjects and interests had already been considered at the beginning of the first year. The sub-topic focussed upon was “school life in the UK and in the target language country/community”.

#### **1.2 Planning**

Planned teaching time was 6 weeks, with the Controlled Assessment done for convenience after the Christmas holidays, in the school’s traditional mock examinations period.

## 2 Teaching and Learning

### Topic Area 5: Education and work – school life

Comparisons of tense were explored, which involved inter-related practice of present, past and future time-frames, including the application of *möchte* and *würde*. The initial focus was on 6<sup>th</sup> form subject choices, leading to consideration of career options and preferences. Information on parents' jobs was exchanged, and opinions on different professions and jobs were practised. Students were encouraged in one lesson to use their dictionaries to come up with and list as many different suitable adjectives as they could for these opinions, and they then tested each other with these. This built usefully on dictionary skills in helping students to identify appropriate parts of speech, and to recognize why, for example, *Abfall* would be inappropriate as a descriptor. Subordinate clause word order was also revised with *dass*, *weil* and *obwohl* in order to extend and amplify opinions.

For one homework students were given the task of writing 4/5 short statements in the *ich*-form on a "day-in-the life of" job, which they were then required to deliver to the rest of the class. This provided an opportunity for the more ambitious members of the teaching group to use some imagination, and again to build on vocabulary using a dictionary. A varied but finite list of professions in German was first provided by the teacher. In the following lesson class members were invited to ask simple questions, and this enabled some useful revision of question forms such as *bist du...?*, *kannst du...?*, *musst du...?*, *hast du...?* and *findest du...?* and thus provided a good opportunity for some interactive oral work.

Reading and listening comprehension skills were practised by widening the "school" topic to school life in Germany. A short film of German teenagers in an English lesson at a Hamburg Gymnasium was also shown in the course of learning about this topic, and students were asked to look for further differences between the English and German school systems. Topic listening was further practised with several interviews of German and Austrian teenagers talking about some different types of schools, what they did and what they liked or disliked about school life. A subsequent homework required students to make lists of the differences between English and German/Austrian schools, and these, again with opinions and *weil*, were practised in the following lessons. In the final lesson on this topic area students were given the chance to pretend that they themselves were German/Austrian and to write comments from that viewpoint on their own school. These were then presented to the rest of the class.

### 3 Task Setting

The task chosen invited a personal response and reflected the topic aspects that had been covered during the 6 weeks of study. Students were reminded that the Teacher Information form issued contained only suggestions, and that they were free to respond each as they chose. Further recommendations on work length were also given at this stage, according to students' perceived strengths and weaknesses. The teacher also reminded students of the role of the task's Purpose - here a web log, as distinct from a letter or email - but gave students the option of changing this by prior agreement. Two students were given permission to change the Purpose to an email, which meant that the teacher had to keep an eye on the requirement for different purposes when deciding which two task items for each candidate were to be submitted in May.



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

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

French (A704):

German (A714):

Spanish (A724):

Teaching Group:	UV2	Preparation Start Date:	10th January 2011
Teacher:	Mrs L Nunn		

Topic Area	Education & Work - school life
Purpose*	Weblog

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

**Task Title:** School life - my view

**Suggestions:**

1. Some details of interest about your school
  
2. Subjects and activities, likes and dislikes - reasons?
  
3. Comparison with life at school in Germany - opinions? Why?
  
4. Ideas on improving the school system?
  
5. Future plans. Options? Preferences?

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

## 4 Task Preparation

The teacher felt that there were too many in-school distractions at the end of the Christmas term and set the Controlled Assessment for the January. Students were advised to do some general revision of tenses over the Christmas holidays in preparation for writing on this topic. The first 45 minute lesson of the new term was given over to the task. Students worked individually, referring to their exercise books, notes and course-books. Access to computers was permitted.

Preparation was continued at home, with the allocation of two homework sessions following considered sufficient. However, students were not restricted in the time spent on these homeworks. In the lesson following these, the Candidate Notes forms were written up in class time, this being considered best practice. Reminders were given of the 40 word limit here – 5 bullet points, 8 words each bullet point in German. The Notes forms were briefly checked by the teacher only for appropriateness in these respects, as no corrections are permissible.

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

Controlled Assessment

Writing Notes Form (Candidates)

French (A704):

German (A714):

Spanish (A724):

Candidate Name		Jeremy Smith	Centre Number	99999
			Candidate Number	004

Topic Area	Education and work - school life
Purpose*	Weblog.

\* 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:** School life - my views

**Notes:**

- seit 4 Jahren, auf meine Schule, befindet
- Pflichtfächer, Pflichtfach, Wahlfach  
Mathe, Lehrerin hilft mir
- meine Mannschaft, gewinnt, gewinnen,  
gewonnen, die Schuterekord, Pokale
- Vergleich, Unterschiede zwischen Englischen  
and deutschen Schulen
- meine Zukunftspläne, Universität, in  
meiner Meinung

Candidate Signature: J. Smith

Date: 18th January 2011

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

## 5 Task Taking

As other school examinations were already going on in this post-Christmas period, an hour-long supervised slot was easily found for this writing task. Students had their copy of the Teacher Information form, their Candidate Notes form, a clean dictionary and clean A4 file paper only. No access to computers was permitted, (students had been told this in advance) as this could not be adequately supervised, and Internet access is not allowed at this stage. Students were informed that after 45 minutes they would be permitted to leave the room silently, if they wished, leaving behind their completed work and the Notes form on the desk.

January 2011

Meine Schule

Hallo, Ich heiße [ ] und Ich bin Sechzehn Jahre alt, Ich wohne in Staines, Süden-öst England.

Meine Schule ist ziemlich klein. Ich gehe seit vier Jahren auf [ ] Schule und Ich finde die Schule sehr gut.

Meine Pflichtfächer sind Biologie, Chemie, Physik, Mathe, Englisch und Religion. Mein Lieblingspflichtfach ist Mathe weil die Stunden interessant und Spaß sind. Auch Ich finde meine Lehrerin ziemlich freundlich und nett, Sie hilft mir beim lernen.

Meine Wahlfächer sind Wirtschaftskunde, Doppel Informatik und Deutsch. Mein Lieblingswahlfach ist Wirtschaftskunde weil mein Lehrer, Mr. Cory, locker ist.

Mein Lieblingstag ist Mittwoch weil Ich Doppel Informatik Sport und Religion. Ich spiele für die Schulfußballmannschaft und normalerweise gewinnen wir. Das ist fantastisch für die Schule's Rekord. Dieses Jahr haben wir 10 Spiele gespielt und wir haben alle 10 gewonnen!

Die Unterschiede zwischen Engländern und Deutschen Schulen sind Deutsche Schule haben einen Halbtage aber in England hat man jeden Tag Volltag. Ich finde Halbtagschule am Mittwoch ist eine gute Idee.

Finde Ich aber Samstagsschule in Deutschland nicht so gut weil Schule langweilig ist. Nächstes Jahr werde ich auf die Kollege gehen um Deutsch, Wirtschaftskunde und Jura zu Studieren. Ich will Rechtsanwalt werden weil das Geld sehr gut ist. Ich finde Universität zu teuer und sehr langsam. In meiner Meinung

o (v.) Sieht Die Zukunft Sieht Interessant und  
o Auffregend aus!

Et Approx. Word Count: 226

## 6 Application of Assessment Criteria

### Task Marking

Examples of candidate scripts from the June 2011 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 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.

## Commentary

**Task:** School life

**Purpose:** Web log

## Communication

The content is clear and relevant and the development of ideas appropriate and sequential. Whilst there are some minor spelling errors, these do not at all interfere with the message. The candidate includes plenty of relevant opinions and some points of view, and these are suitably justified, not only by using *weil*. Some examples are: *ich finde meine Lehrerin ziemlich freundlich und nett. Sie hilft mir beim lernen, Kollege gehen um ...Jura zu studieren...* and *Ich will Rechtsanwalt werden*.

There is some individuality in the content, although more amplification and detail would be needed to merit consideration of the piece in the top mark band. It is clearly worthy of the 10/11/12 band, however, and is effective enough for the middle mark here.

**Mark: 11**

## Quality of Language

The item is mainly in the present tense, which is appropriate to the task, but there is some effective usage of past and future tenses. Other structures also show some security and variety, with *ich gehe seit vier Jahren auf...*, *Sie hilft mir beim lernen* (only a very minor slip here) and *die Zukunft sieht...aus. Weil* and *um... zu* offer further clause variation and word order generally is reliable.

Whilst the spelling is not always entirely accurate, the majority of the compound nouns are correct and often quite complex. The language is largely idiomatic, but with some slips such as *in meiner Meinung* and *Spaß sind*. The 10 – 11 mark band is appropriate, and there is enough security and fluency in the writing to justify the higher mark here.

**Mark: 11**

**Total Marks: 22**



**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	9	9	9	9	9
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Candidate Name	Jeremy Smith	Candidate Number	0	0	4	
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**Task One Title:** Education and Work – School life \_\_\_\_\_

**Purpose:** Web log \_\_\_\_\_

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

**Task Two Title:** My best friend \_\_\_\_\_

**Purpose:** Email \_\_\_\_\_

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

<b>TOTAL MARK:</b>	/ 60
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OCR Examiner Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## 7 Storage of Work

Completed work was stored under secure conditions, and no feedback was given to students on their perceived performance, either individually or as a teaching group. The Teacher Information form details were also safely stored, bearing in mind that this must be kept available until the December following the May entry. At the beginning of the summer term the teacher selected the two best pieces of work for each candidate, ensuring that the 2 different topics and 2 different purposes rule was adhered to. A Writing Controlled Assessment Coversheet (GCW939) was completed for each candidate, leaving the marking blocks *For OCR Examiner's use only* blank, and both task items and Candidate Notes forms were collated in the Coversheet order indicated. Each submission was pinned together with a treasury tag, as requested. On receipt of the Examiner's name and address these were securely despatched with the completed CCS160 Authentication form and the Attendance Register.

## **SECTION B**

**Candidate: Craig**

**Topic area 4: Education and work**

### **1 Long Term Planning**

#### **1.1 Summary**

##### **Topic Area 5: Education and work – work experience, future study and jobs**

Within the Scheme of Work this topic area was considered in the spring term of the second year of study. A number of students had completed a period of work experience the preceding summer, and were able to relate and compare this with different models presented in the course-book. Some were also planning to work in the coming summer holidays, and so the topic was quite high profile. This topic area also followed on easily from previous work on “School and future plans”, whilst being fundamentally different in focus. Work experience is the second sub-topic option of “Education and work”.

#### **1.2 Planning**

Planned teaching time was 6 weeks, interrupted by a week for half-term. The Controlled Assessment was completed in March, taking place in a normal 45 minute lesson slot, and so it was necessary to arrange for the lesson period to be extended into the lunch hour, in order to allow students the full 60 minutes. One pupil was entitled to extra time, and hence full supervision was in fact required for 75 minutes in total.

## 2 Teaching and Learning

### Topic Area 5: Education and work – work experience, future study and jobs

The topic was introduced by reading and listening comprehension passages. There were also some useful past paper exercises available among resources, and these provided further practice materials in addition to what was presented in the course-book. Whilst legacy examination exercises for Reading and Listening were often tested differently, quite a few were easily and quickly adaptable, and in any event provided valuable learning material. Language work centred first on identifying past tenses, and after listening to several short accounts in German, students were asked to convert what facts they could remember into the third person. For example, *Martina hat in einem Restaurant gearbeitet, Boris hat in einer Werkstatt gearbeitet, sie hat Tische gedeckt or er hat Autos repariert*. A bank of these and similar statements was built up and then practised within the group orally. Students were invited to build out the statements with other material or ideas such as adverbs or adverbial phrases of time – *abends, jeden Tag, nur vormittags, von Montag bis Freitag* etc. The tactic here was for the statements to be read out leaving gaps, so that other class members had to complete them. This was designed to help students with vocabulary, word order and also case functions by playing on auditory recall, and could also be done quite effectively by dividing the group into two teams.

A short and silent film which showed someone working in a shop was used to illustrate a *Nebenjob*, and this was discussed together in class, giving more present tense practice and revision of opinion words.

Finally, some work was done on *Traumberufe*, which involved more intensive practice of conditional tenses, including some focus on *hätte, gäbe* and *wäre*. Alternative justifications to *weil*, such as ‘for that reason’, ‘therefore’ and ‘consequently’ were also considered in English for translation into German in order to give a wider range of options and also to practise word order variations.

## 3 Task Setting

As this was effectively the last Controlled Assessment Writing opportunity for this year’s students, the task chosen was intended to be open-ended, and students were encouraged to think about the point of work experience as well as simply about themselves in relation to it. However, the suggestions were also simplified, in order to be less demanding for lower achieving students in the group. (See alternative Teacher Information form). All students were again reminded that the ideas were only suggestions, and that they were free to respond each as they chose. Recommendations

on work length were again given at this stage, according to students' perceived strengths and weaknesses, and a reminder to consider carefully the task's Purpose - here a 'report'.

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

Controlled Assessment  
Writing Information Form (Teachers)

French (A704):

German (A714):

Spanish (A724):

Teaching Group:	UV2 (A)	Preparation Start Date:	14th March 2011
Teacher:	Mrs L Nunn		

Topic Area	Education & Work - work experience
Purpose*	Report

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

**Task Title:** Report for German partner's school discussing work experience

**Suggestions:**

1. Give details about your work experience so far. Advantages/Disadvantages?
2. work colleagues, people you met - opinions - why?
3. future work experience/part-time work opportunities? Good idea? Reasons?
4. dream job? give details, benefits and reasons
- 5.

**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:	UV2 (B)	Preparation Start Date:	14th March 2011
Teacher:	Mrs L Nunn		

Topic Area	Education & Work - work experience
Purpose*	Report

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

**Task Title:** Report for German partner's school discussing work experience

**Suggestions:**

1. Some details about your work experience - eg: what you did, where and what you thought of it
2. colleagues, people you met - opinions - why?
3. future work experience? - give details. Different? why?
4. Saturday jobs etc? Advantages?
5. future dream job? give details. Why?

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

## 4 Task Preparation

Both Teacher Information forms were presented to students on the whiteboard screen, and they could decide which they preferred. The remainder of the 45 minute lesson was given over to individual preparation. Students could refer to their exercise books, notes and course-books. Access to computers was also permitted. At the end of the lesson, hard copies of both Information forms were available to take away.

Preparation continued at home, and two homework sessions were considered sufficient from the teacher's point of view. The Candidate Notes forms were written up in the following class time. Reminders were again given of the 40 word limit – 5 bullet points, 8 words each bullet point in German. The Notes forms were briefly checked by the teacher only for appropriateness in these respects, as no corrections are permissible.



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

Controlled Assessment

Writing Notes Form (Candidates)

French (A704):

German (A714):

Spanish (A724):

		Centre Number	99999
Candidate Name	Craig	Candidate Number	008

Topic Area	Education and work - work experience
Purpose*	Report for partner's school

\* 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:** Report for partner's school discussing work experience

**Notes:**

- Ersten Tag, Kraftwerk gearbeitet, rezeption, briefe getippt, glaube
- mein kollegen sagen, glücklich, ich glaube streng
- chef-boss, Nächstes Woche werde ich, sportzentrum, gern
- dream job, In der Zukunft, Arzt bekommen, wissenschaft
- schwimmbekken, austerpend, rezeption werde ich telefon antworten.

Candidate Signature: Craig

Date: 21<sup>st</sup> March 2011

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

## 5 Task Taking

In the scheduled 60 minute slot supervised by the teacher, students had their copy of the Teacher Information form, their Candidate Notes form, a clean dictionary and clean A4 file paper only. Use of the language room's computers as word-processors was allowed for two students who wanted this, but the access to all online resources was switched off, as required. Students were informed that after 45 minutes they would be permitted to leave the room silently, if they wished, leaving behind their completed work and the Notes form on the desk.

Writing Coursework - Report for your School on work experience

P  
 00 Am Ersten tag, habe ich in einem Kraftwerk gearbeitet. Ich  
 Pe 0 glaube das, interessant aber gefährlich. Ich habe in der  
 P ? Reception gearbeitet. Es war langweilig aber ich habe große  
 0 getippt, meiner meinung nach das super ist. Ich glaube  
 S- 000 dass mein kollegen, besonders mein Chef, streng, ~~aber~~ ~~aber~~  
 S- 000 aber nett und glücklich. mein kollegen, heißt John, sagen  
 dass ich bin freundlich, intelligent aber still.

F  
 0- Nachstes woche, werde ich in einem sportzentrum arbeiten. Ich  
 S- 5- 0- glaube das ~~so~~ fantastischer weil ich gem sport, besonders  
 0- ausball. Ich habe die schwimmbäder sich. Das ist sehr  
 F- anstrengend. Also, in der Reception, werde ich telefon antworten.  
 10 Ich glaube das toll weil ich ~~bin~~ liebe mit jemandem,  
 S- 0- telefonieren. Ich glaube, dass der sportzentrums gut ist  
 S- 0 und in den zukunfft ~~ist~~ werde ich einem neberjob in einem  
 F- ~~1000~~ sportzentrum.

F-  
 0 In den zukunfft, ~~ist~~ werde ich einem Arzt bekommen weil  
 S- 0 ich liebe wissenschafft, besonders Biologie. Jedoch, brauchen ich  
 0 super GCSE'S. Aber, ich gem Mathe abis und  
 F- 0- möglicherweise werde ich einem Mathematik ge lernen vor  
 einem A-levels

0 Ich habe einem Neberjob in einer resterunt. Ich wasche  
 0 ab und telefon antworten. Ich glaube das streng aber ich  
 1000-0 liebe geld. ~~Also ich ich wasche abis das ist schmutzig aber~~  
 P- 0 Also, ich habe viel gelernt. Am wochenende, ich wasche auflös.  
 203 203 ist schmutzig aber toll.

00

E

## **6 Application of Assessment Criteria**

### **Task Marking**

Examples of candidate scripts from the June 2011 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 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.

## Commentary

**Task:** Work experience

**Purpose:** Report for your partner's school

## Communication

The information over the four paragraphs is mainly clear, but some incomplete and inaccurate structures make comprehension a little less smooth. The candidate misuses *gern*, *bekommen* and *also*. There are a number of simple adjectival opinions with *sein* and *ich glaube*, and a couple of justifications expressed by *weil ich liebe...* The attempted justification *weil ich gern Sport* is not really effective. A sufficient range of material is communicated for the topic stated, and the 7/8/9 mark band is appropriate. The middle of the band reflects most appropriately the degree of clarity and effectiveness.

**Mark: 8**

## Quality of Language

Vocabulary is straightforward for the topic, and there is some re-use of certain items, such as *in der Rezeption*, *telefon antworten*, *in den zukumft* and *ich glaube dass*. The item is mostly present tense. There are a couple of omissions in *dass* clauses, the previously mentioned application of *gern* as a verb and also several missed subject/verb agreements. Perfect tenses are initially correct, although this is not sustained in the final paragraph with *habe ... gelernen*, and future tense structures are a little mixed. Tense and verb awareness overall is more than "some", however, and the basis of the message is considered to be clear enough for the 8 – 9 mark band, if not secure enough for the higher of these marks.

**Mark: 8**

**Total Marks: 16**

**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	9	9	9	9	9
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Candidate Name	Craig	Candidate Number	0	0	8	
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**Task One Title:** Education and Work – Work experience \_\_\_\_\_

**Purpose:** Report for partner's school \_\_\_\_\_

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

**Task Two Title:** My ideal holiday \_\_\_\_\_

**Purpose:** Magazine article \_\_\_\_\_

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

<b>TOTAL MARK:</b>	/ 60
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OCR Examiner Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## 7 Storage of Work

Completed work was stored under secure conditions, and no feedback was given to students on their perceived performance, either individually or as a teaching group. The Teacher Information form details were also safely stored, bearing in mind that this must be kept available until the December following the May entry. At the beginning of the summer term the teacher selected the two best pieces of work for each candidate, ensuring that the “2 different topics and 2 different purposes” rule was adhered to. A Writing Controlled Assessment Coversheet (GCW939) was completed for each candidate, leaving the marking blocks *For OCR Examiner’s use only* blank, and both task items and Candidate Notes forms were collated in the Coversheet order indicated. Each submission was pinned together with a treasury tag, as requested. On receipt of the Examiner’s name and address these were securely despatched with the completed CCS160 Authentication form and the Attendance Register.

## **SECTION C**

**Candidate: Ellen**

**Topic area 4: Travel and the wider world**

### **1 Long Term Planning**

#### **1.1 Summary**

##### **Topic Area 4: Travel and the wider world - holidays and exchanges**

Within the Scheme of Work this Topic Area was considered in the summer term of the first year of study. Students were able to draw on any recent Easter holiday travel experience, and to think about future summer holiday plans. This is the first sub-topic of Topic Area 4 and the focus was on different types of holidays at home and abroad.

#### **1.2 Planning**

Planned teaching time was 5-6 weeks, with the Controlled Assessment done during the school's summer examination period in June.



## 2 Teaching and Learning

### Topic Area 4: Travel and the wider world - holidays and exchanges

Popular holiday destinations were first elicited from within the teaching group and considered for their weather. Oral revision of these structures and vocabulary also brought in some convenient word order practice of *weil* and *obwohl* as reasons for students liking them. Different activities then followed in response to *Was kann man dort machen?* Various listening and reading passages were also used to support the above constructions, word order requirements and vocabulary. In one lesson students were given 15 minutes in pairs with a dictionary to find as many words as they could beginning with the letter 's' that had to do with 'holidays', and then to construct a spidergram with them. This was quite a useful exercise for dictionary familiarization, and for firming up on word associations. Past tense formations and associated word order were also intensively practised. Different homework activities included writing a post-card, or a brief email to a pen-friend and preparing a short one minute oral presentation on a past holiday. German and Austrian holiday destinations were looked at on the Internet, and this was supported by listening to recordings of some young Germans and Austrians describing how they spent their holidays in their own country or region. They then compared this with the students' own experiences of holidaying in the UK. Finally, alternative ways of writing about the future were presented by the teacher.

## 3 Task Setting

The task chosen invited a personal response and reflected the topic aspects that had been covered during the 5/6 weeks of study. Exemplar Task 14 of the *OCR Guide to Controlled Assessment – Writing* was taken as the main stimulus, with some adaptation. Students were advised that the Teacher Information form issued contained only suggestions, however, and that they were free to respond each as they chose. Recommendations on work length were also given at this stage, according to students' perceived strengths and weaknesses. The teacher also emphasized to students the role of the task's Purpose - here a 'web log', and for whom they would therefore be writing.

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

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

French (A704):

German (A714):

Spanish (A724):

Teaching Group:	LV2 (B)	Preparation Start Date:	7th June 2010
Teacher:	Mrs L Nunn		

Topic Area	Travel and the wider world - holidays
Purpose*	Weblog

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

**Task Title:** Comparing holidays at home and abroad

**Suggestions:**

1. Some details about a past holiday - eg: where, when, who with, etc
  
2. good points, bad points - your opinions
  
3. favourite type of holiday? why? give details
  
4. home or abroad for holidays - your views. Reasons?
  
5. Your plans for next year's summer holiday? Give details

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

## 4 Task Preparation

Task details and Information Forms were issued at the beginning of the last week of lessons before the school's June examination period. The remainder of the 45 minute lesson was then given over to the task. Students worked individually, referring to their exercise books, notes and course-books. Access to computers was permitted.

Preparation was continued at home, with the allocation of one homework session. Students could also spend further time on revision for the task during the school examination period before the actual task-taking, as this was to be a week later. In the last lesson scheduled, the Candidate Notes forms were written up in class time, this being considered best practice. Reminders were given of the 40 word limit here – 5 bullet points, 8 words each bullet point in German. The Notes forms were briefly checked by the teacher only for appropriateness in these respects, as no corrections are permissible.

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

Controlled Assessment

Writing Notes Form (Candidates)

French (A704):

German (A714):

Spanish (A724):

Candidate Name		Centre Number	99999
Ellen		Candidate Number	025

Topic Area	Travel and the wider world - holidays
Purpose*	Weblog

\* 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:** Write a blog report giving your views on holidaying in the UK and abroad.

**Notes:**

- letzte Jahr, nach Spanien gefahren, mit meine Freunde
- Flugzeug, späte, douerte, ägerlich, Hotel gewohnt, kleine Zimmers,
- es gab mein Lieblingsurlaub, faszinierend, Sonnenbaden, Tennis spielen
- besser essen, nicht gut/sauber, billige
- Nächstes Jahr, wollen Bungalow an die Strand

Candidate Signature: Ellen

Date: 14th June 2010

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

## 5 Task Taking

For the 60 minute officially supervised Controlled Assessment slot students had their copy of the Teacher Information form, their Candidate Notes form, a clean dictionary and clean A4 file paper only. No access to computers was permitted, (students had been told this in advance) as this could not be adequately supervised, and Internet access is not allowed. Students were informed that after 45 minutes they would be permitted to leave the room silently, if they wished, leaving behind their completed work and the Notes form on the desk.

Write a web blog about holidays.

Letzte Jahr ich bin mit meine

P Schule nach Spanien gefahren. Es

O- war am prima abenteuer. Es

P dauerte zwei stunden aber es war

O- sehr spass weil mein freunde

J lustig ist. Wir stehen in einem

grosses Hotel gewohnt vor eine woche.

O Das Hotel war schön und es

hatte eine Schwimmbad und ein

Spielzimmer. Am Morgen wir essen

in das Hotel Esszimmer, die frunstick

O war lecker! Obwohl die trunke war

schlecht weil nicht kalt war. (71)

Nächstes Jahr ich will mit meine

F familie Deutschland fahren. Wir

F- wollen zwei woche in einem

E-- Bungarow stene (88)

## **6 Application of Assessment Criteria**

### **Task Marking**

Examples of candidate scripts from the June 2011 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 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.



## Commentary

### Candidate C

**Task:** Comparing holidays in Britain and Germany

**Purpose:** a Web log

### Communication

The item is short at 88 words, and not much is communicated. Some essential information is offered, but this is confused by *stehen...gewohnt* and at the end *wollen...stehe*. There are a few simple personal opinions are few and two justification attempts with *weil*. Tense usage is limited and the past tense is not maintained in *Am Morgan wir essen...* There is sufficient broader clarity to justify the 4-6 band, but not enough clear information to merit more than a mark of 4 here.

**Mark: 4**

### Quality of Language

There is some awareness of time frames, but less awareness of structures generally and vocabulary range. For example, *Es war am prima abenteuer*, *Es douerte*, *es hatt* and *obwohl die trinkt war schlect*. The misuse of *stehen* has been mentioned above. The content is otherwise comprehensible, but often through English. For this reason, the mark is in the 4-5 band rather than the 6-7 band.

**Mark: 5**

**Total Marks: 9**

**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	9	9	9	9	9
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Candidate Name	Ellen	Candidate Number	0	2	5	
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**Task One Title:** Holidays \_\_\_\_\_

**Purpose:** Web log \_\_\_\_\_

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

**Task Two Title:** My family \_\_\_\_\_

**Purpose:** Letter \_\_\_\_\_

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

<b>TOTAL MARK:</b>	/ 60
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OCR Examiner Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## 7 Storage of Work

Completed work was stored under secure conditions, and no feedback was given to students on their perceived performance, either individually or as a teaching group. The Teacher Information form details were also safely stored, bearing in mind that this must be kept available until the December following the May entry – at this stage, some 18 months. At the beginning of the summer term of the second year the teacher selected the two best pieces of work for each candidate, ensuring that the 2 different topics and 2 different purposes rule was adhered to. A Writing Controlled Assessment Coversheet (GCW939) was completed for each candidate, leaving the marking blocks *For OCR Examiner's use only* blank, and both task items and Candidate Notes forms were collated in the Coversheet order indicated. Each submission was pinned together with a treasury tag, as requested. On receipt of the Examiner's name and address these were securely despatched with the completed CCS160 Authentication form and the Attendance Register.