

# **Mark Scheme for June 2010**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## 5 Teacher guidance on task marking

### 5.1 Generic guidance on how to mark Controlled Assessment tasks

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Two tasks are marked by the centre assessor(s) using OCR assessment criteria.

#### 5.1.1 Understand the criteria.

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It is important to spend time getting to know the criteria and the requirements of the new GCSE qualification. In particular check the level of performance required at each key grade threshold: this is described in the specification (appendix A). It is useful to develop a common understanding of these among staff in a department.

#### 5.1.2 Mark globally and positively.

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In making assessments of a student's work it is important to mark each task as a whole bearing in mind that some candidates may experience a shaky start or may not be able to complete the task. It is also important to mark positively, rewarding students for what they produce, rather than reducing the marks for what they do not. It is normal for some students to produce an inconsistent performance.

#### 5.1.3 Be consistent

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In fairness to all students it is essential that there is a consistent approach to the use of the assessment criteria in the centre. This means that due time and attention needs to be given to ensuring that all teachers marking assessments are applying the same criteria and applying them consistently. Candidates should be able to feel confident that they would be awarded the same mark regardless of which teacher is doing the marking. So departments need to make sure that all teachers have been trained in how to apply the assessment criteria.

#### 5.1.4 Use the full range of marks available

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Sometimes teachers are reluctant to award top marks because the student may have made some minor slips in their use of the language. Remember that GCSE candidates are not expected to perform like first language speakers, so look carefully at the assessment criteria and if a mark in the top band seems justified then award it.

## 5.2 Unpacking assessment objectives in Controlled Assessment tasks

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### Preparing to assess

Before starting any assessment make sure that the work itself fulfils the **requirements of the unit** and allows students the possibility of showing the best of what they can do.

- Before assessing the first candidate read carefully through the **assessment criteria**.
- Be very clear about what you are assessing for each category of the assessment criteria. There may be cases, for example, where a candidate communicates a great deal of information and so achieves a high mark in that category, but the quality of language or the pronunciation and intonation may be inconsistent and merit a different mark band. Be careful to listen to the candidate's performance in such a way as to be able to make clear distinctions between each category of the assessment criteria and award marks appropriately.
- If there is a gap of a few days between assessing groups of candidates it may be useful to plan to listen again to some candidates to make sure that you apply consistent standards.
- Similarly it is a good idea to listen to some candidates from the previous assessment series each time you start a new round of assessments. If you have a **moderator's report** from the previous series take the comments into account; they can be very helpful in developing a consistent approach.

## 5.3 Interpretation of the Controlled Assessment marking criteria

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Assessment objective and standards

**The assessment of speaking derives from assessment objective AO2 in the national subject criteria: Communicate in Speech**

Grade descriptions, within the specification, have been provided to give an indication of the standards of achievement likely to have been shown by candidates awarded grades A or C or F.



Quality of Language	10 marks
Pronunciation and Intonation	5 marks
<b>Total</b>	<b>30 marks</b>

<b>Task Two</b>	Communication	15 marks
	Quality of Language	10 marks
	Pronunciation and Intonation	5 marks
	<b>Total</b>	<b>30 marks</b>

<b>UNIT TOTAL</b>	<b>60 marks</b>
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<b>Communication 15 marks</b>	
14 - 15	The candidate responds fully to all tasks/questions, including open-ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued.
12 - 13	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus.
10 - 11	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information.
8 - 9	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation.
6 - 7	Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions. Makes some attempt to deal with unpredictable elements. Hesitant at times.
4 - 5	Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions. Attempts to link straightforward ideas. Hesitation usually in response to unpredictable elements.
2 - 3	Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive. Communicates briefly in response to direct questions. Hesitant delivery.
1	Conveys only isolated pieces of information, even in response to very simple tasks/questions. Brief and monosyllabic. Single words in response to questions and delivery is slow and hesitant.
0	Communicates no relevant information

<b>Quality of Language 10 marks</b>	
9 - 10	Confident and accurate use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Very fluent, coherent and consistent – only one or two instances of minor errors, usually in the most ambitious language.
7 - 8	A good range of structures and vocabulary, including verb structures and tenses. Uses more complex language features, but makes some mistakes. Fluent most of the time and overall in control of the material.
5 - 6	Uses a range of straightforward structures and vocabulary, which may include different tenses or time frames. Can connect verbs. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
3 - 4	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
1 - 2	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
0	Nothing coherent or accurate enough to be comprehensible

<b>Pronunciation and Intonation 5 marks</b>	
5	Very accurate for a non-target language speaker though there may be some minor slips.
4	Mostly accurate with occasional errors.
3	Generally accurate, though there may be some instances of first language interference.
2	Inconsistent but still some instances of accurate pronunciation and intonation.
1	Very few instances of clear pronunciation and intonation, significant first language influence prevents clarity.
0	Nothing coherent enough to be comprehensible.



### Communication 15 marks

When assessing the work for communication, teachers must consider both parts of the assessment, the presentation/interview/transactional part of the role play/discussion, and the unexpected element. Teachers must ask **unexpected** questions to elicit a spontaneous response, based on the candidate's prepared work, and their knowledge of the candidate's ability. If a candidate shows that, as well as communicating the essential elements of the topic, they can deal with these unexpected questions, with only occasional hesitation, teachers should award within the 8-9 band for communication.

Similarly, to access full marks for communication candidates must respond fully to all tasks and unexpected questions, and have developed and justified their ideas and points of view. To be able to do this, they will have to be able to use a variety of tenses, vocabulary and structures, as specified within the grammar list in the specification.

#### Key words within the bands

14-15	<b>fully, develop, justify</b> , individual ideas and points of view, <b>spontaneously</b>
12-13	usually, <b>extra</b> , routinely, sometimes develops/explains own ideas, <b>confidently</b>
10-11	<b>enough</b> , competently, sometimes, more than straightforward, often
8-9	tackles, <b>communicates</b> , readily, some, occasional
6-7	<b>unevenly</b> , tries, <b>some</b> opinions, <b>some</b> attempt, hesitant at times
4-5	<b>simple</b> , short, <b>occasionally</b> , attempts to link, hesitation
2-3	<b>a few</b> , simple, sometimes irrelevant/repetitive, hesitant
1	isolated, <b>brief</b> , monosyllabic, single words, slow, hesitant
0	<b>nothing</b> relevant

**N.B.** A mark of **0** for communication will mean a mark of **0** for Quality of Language and Pronunciation/Intonation

### Quality of Language 10 marks

As it suggests, Quality of Language, identifies and categorizes the variety of language the candidate produces, including the variety of vocabulary, verb tenses, and structures attempted.

#### Key words within bands

9-10	confident, accurate, <b>wide</b> variety, <b>very fluent, coherent</b> , consistent, ambitious, odd minor error
7-8	<b>good range</b> , more complex, some mistakes, most of the time, overall control
5-6	<b>a range</b> , straightforward, can, sufficiently accurate, clear, reasonably coherent
3-4	some awareness, overall inconsistent, <b>straightforward</b> , everyday, sufficiently accurate
1-2	<b>a few</b> accurate phrases, very simple
0	<b>nothing</b> comprehensible

'**Wide variety**' means using a wide range of grammar from both the foundation and higher grammar lists, including a variety of tenses, adverbs and adjectives, quantifiers and intensifiers, linking words, both subordinate and co-ordinating. Candidates who only use grammar from the foundation grammar list will not be able to access the higher bands for quality of language.

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**Pronunciation and Intonation 5 marks**

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This assessment category concerns the level of accuracy in delivery of the candidate's language and is fairly self-explanatory. The key point to bear in mind for band 5 is that the candidate does not need to be a target language speaker! It may be that it is difficult to tell whether they are or not. As long as they are **very accurate**, they are allowed **some minor slips**.

'**Minor slips**' means odd errors, which do not prevent communication and could even occur with a first language speaker, e.g. confusion of gender.

In Band 4, candidates are allowed occasional errors; these may be major and cause ambiguity in complex structures, though they will be few in number.

In Band 3, first language interference will be noticeable on occasions.

In Band 2, there will be some clarity, but some delivery may not be clear, due to pronunciation and intonation, i.e. there will be a lot of mistakes.

In Band 1, communication will be seriously impaired, and an award of 0 will mean that nothing can be understood.

## 5.4 Authentication of Controlled Assessment outcomes

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Teachers/course tutors must be confident that the work they mark is the student's own. This means that teachers should introduce sufficient checks to be in a position to judge the authenticity of the learner's work.

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

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

## 5.5 Internal Standardisation of Controlled Assessment

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It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or

Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.6 Moderation of Controlled Assessment

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All work is assessed by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of students within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the assessment criteria defined in Appendix C of the Specification.

Each student's work submitted for moderation, should be accompanied by the two Speaking Notes Forms (Candidates) (GCW937) and a Working Mark Sheet (GCW932). The Working Mark Sheet details the marks awarded by the centre for each task. If the work is submitted to the OCR Repository these forms should be uploaded electronically into the 'Administration' folder.

## 5.7 Minimum requirements for Controlled Assessment

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There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

## 5.8 Submission of Speaking Tests

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Centres will have chosen to submit their recording EITHER via the OCR Repository (Component Code 01/03 OR postally by CD (Component Code 02/03).

Please refer to the "Guidance for administering internal assessment 2009/10" for **general instructions** to centres.

### a) Submission via the OCR Repository (Component Code 01/03)

- For each candidate entered for GCSE MFL Speaking, centres will need to submit **by 15 May**:

**To OCR:**

1. a mark for Task 1
2. a mark for Task 2

**To the Moderator** (as shown on the address label);

1. a centre Authentication form (CCS160)
2. a copy of the marks for Task 1
3. a copy of the marks for Task 2

- For each candidate in the moderation sample, centres will need to upload:
  1. the recording (Task 1)
  2. the completed Working Mark Sheet (GCW932) (an interactive version is available on the website if preferred)
  3. the two Speaking Notes forms (Candidates (GCW937)

Only files correctly labelled with the 4-digit candidate number as a prefix will be able to use the bulk upload facility. This allows the simultaneous upload of several candidates' work.

- Centres will need to keep the Speaking Information Forms (Teachers) until the December following the June examination series.

#### **b) Submission by CD (Component Code 02/03)**

The CD supplied by OCR will hold approximately 700 minutes of sound in mp3 format, enough for 30 candidate performances. CDs should be labelled using a CD friendly marker pen (**do not use a biro**) with the Centre number and unit code. The CD sleeve should be completed with the candidate details in each case.

- For each candidate entered for GCSE MFL Speaking, centres will need to submit **by 15 May**:

**To OCR:**

1. a mark for Task 1
2. a mark for Task 2

**To the Moderator** (as shown on the address label):

1. a centre Authentication form (CCS160)
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- For each candidate in the moderation sample, centres will need to post to the Moderator:
  1. the recording (Task 1)
  2. the completed Working Mark Sheet (GCW932) (an interactive version is available on the website if preferred)
  3. the 2 Speaking Notes forms (Candidates) (GCW937)
- Centres will need to keep the Speaking Information Forms (Teachers) until the December following the June examination series.

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