

# Controlled Assessment for Speaking

**GCSE German**

OCR GCSE in German: J731

Unit: A712

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

# GCSE German

## A712: Speaking

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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 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 subsequent 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 Speaking tasks.

Candidate recordings can be found on OCR Interchange under:

Coursework and tests / Support Material / Controlled Assessment materials

Type in the unit code (A712) and click on 'A712 Exemplar Speaking tests'.

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## **SECTION A**

**Candidate: Alex**

**Topic area 1: Home and local area**

### **1 Long Term Planning**

#### **1.1 Summary**

**Topic Area 1: Home and local area**

Within the Scheme of Work, this topic area came in at the start of the first year of study at the beginning of the course and after the sub-topic, 'Life in the home; friends and relationships. The topic falls within the sub-topic: Local area, facilities and getting around.

#### **1.2 Planning**

Planned teaching time was 6 weeks, with the controlled assessment done during the week before the Christmas holidays.

## 2 Teaching and Learning

### Topic Area 1: Home and local area

Students built on the present tense used for the first sub-topic, brainstorming where people might live. The topic included learning modals and future and past tenses to give a range of structures. Opinions were practiced, using subordinating conjunctions, such as *weil* and *obwohl*.

Key questions practiced were:

*Wo wohnst du?*

*Wo liegt deine/Stadt/dein Dorf?*

*Wie findest du deine Stadt/dein Dorf?*

*Wohnst du gern in .....? Warum? Warum nicht?*

*Wo möchtest du wohnen?*

*Was gibt es in deiner Stadt/dein Dorf für Jugendliche/Touristen?*

*Was kann man in ..... machen/unternehmen?*

*Was hast du zum letzten Mal in ..... gemacht?*

As part of the teaching/learning activities students took on the role of a celebrity to answer the questions in pairs. For this they needed to do some research about where the celebrity lived and what there was to do and see there. They could also make up details, thinking creatively about where certain people might live and what it might be like.

The department had a language assistant and students worked in small groups to interview the assistant, finding out about where s/he lived and what it was like for tourists/young people. They then did a presentation on the differences between the assistant's/celebrity's home town and their own and this was done in front of the class, used as a listening activity for the rest of the class who identified details highlighted by the teacher or student.

Students were also given a blank piece of paper / speaking notes form, and as they were listening, they had to write down the key words that would help them remember the student's presentation. At this stage, they had more than 40 words so spent time condensing their list, creating the five bullet points with 8 words per bullet point. Presentations were also recorded as podcasts.

Other activities included a reading comprehension about where someone lived with students picking out various details, e.g. opinions, past tense sentences, different time frames, conjunctions, etc. This was also done with someone talking about where they lived. Students also came up with



questions that they wanted to ask based on what information they already had, thereby practicing the skill of predicting unexpected questions.

### **3 Task Setting**

The task chosen was based on the work done for the topic, and rather than a presentation format, which had been done as a practice activity, the teacher decided to set the task as a conversation. The teacher gave all students the same task (on the Teachers Information Form) but explained that those whose target grades were lower than a 'C grade' might struggle with the different tenses. She advised all students that they should put a tick (if confident), a question mark (not so confident, but they'd have a go) and a cross (definitely not confident) next to the different parts of the task when they copied out the task from the computer into their exercise books. Students were also reminded at this stage that there would be some unexpected questions, but the teacher would use his/her judgement as to the level of difficulty based on what the student indicated they were confident with. In this way the teacher catered for the needs of individual students and allowed an element of choice.

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

Controlled Assessment  
Speaking Information Form (Teachers)

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

Teaching Group:	11B	Preparation Start Date:	10/04/2010
Teacher:	K Laycock		

Topic Area	Home and local area: where you live
Purpose*	Conversation

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

**Task Title:** You are talking with your penfriend about where you live and what there is to do there. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

**Suggestions:**

1. Where you live and where this is
2. What your house is like
3. Your opinion(s) about where you live
4. What there is for young people and tourists to do in your town/area
5. What you did last time you went to town
6. Where you would like to live in the future and why
- 7.

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



## 4 Task Preparation

The teacher showed the task on the computer and students copied the task, doing as advised by the teacher, into their exercise books, with the teacher explaining that the task was nothing they hadn't already seen or done before, it was just in a different format. She explained that students could use their exercise books, Malvern language guides, a dictionary and any worksheets they wanted to in order to help them prepare for the task. They had to, however, work independently without talking, so as not to distract others.

The preparation time was two 40 minute lessons and the teacher advised that during the first lesson, students found all the information they wanted to include. All notes and books etc. were collected at the end of this time. In the next lesson, students completed their speaking notes form with the 5 bullet points and 8 words per bullet. When they had done this, they could mime what they had prepared to themselves. At the end of this lesson, they handed in all their work and Speaking Notes Form.

The last 20 minutes preparation was just before the test, when students were given their work back and were able to go over what they had prepared, before only being able to use their notes and the original Teachers Information Form, which they had in front of them during the test. The teacher had each student's exercise book so they could see which parts of the task the student had identified with ticks, question marks and crosses and could ask questions appropriately.

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

### CONTROLLED ASSESSMENT Speaking Notes Form (Candidates)

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

		Centre Number	12345
Candidate Name	Alex	Candidate Number	0023

Topic Area	Town and area where I live
Purpose*	Conversation

\* 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: Home

**Notes:**

- wo, wohne, wohnsiedlung, Stadtrand, Einfamilienhaus  
ziemlich groß, Schlafzimmer
- auf dem Land, modernisch, gut, weit, Verkehrsverbindung  
Kino
- Einkaufszentrum, gehen kann, Fußgängerzone, sehen  
Filme, interessant, historisch
- bin gefahren, habe gesehen, gekauft, Geschäfte,  
unternehmen, obwohl
- möchte wohnen, weniger Staus, sauber, Kriminalität,  
viel Lärm

Candidate Signature: Alex

Date: Feb. 2010

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



## 5 Task Taking

The task was set up so that the teacher put together a list of times for each student's test to be digitally recorded. The teacher planned this in advance and had the day off timetable and organised a venue to do the tests. All students were given a time 20 minutes before their test so that they could prepare in a room with the language assistant who was told that she could not help them but could supervise their final preparations.

During the test, the teacher was the interviewer from the start and asked the student questions on the prompts identified by the student and some unexpected questions appropriate to the student's responses and ability level. The teacher used a digital recorder to record the conversations and clearly stated the centre's name and number and the candidate's name and number at the start of each recording. Once the test was completed, the teacher checked that the test had recorded so that s/he could mark it at a later date.



## 6 Application of Assessment Criteria

### 6.1 Task Marking

The commentary on the assessment of the task has been provided by the Principal Moderator for GCSE German Speaking Controlled Assessment to help teachers to understand how the Assessment Criteria should be applied.

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)

#### Topic 1:

#### Conversation about the town and area where I live

##### Communication

The candidate responds fully to all the questions asked. The recording is stopped after 6 minutes, once the candidate has finished a sentence. The candidate is able to give opinions and is mostly able to develop and justify ideas and points of view.

**Mark: 14**

##### Quality of Language

The candidate uses a good range of structures, vocabulary, such as *Verkehrsverbindung*, and tenses: present, past, *würde* and infinitive. The candidate is in control of the material used. There are occasional errors in word order but the language is fluent most of the time and contains more complex features, such as *Ich würde lieber wohnen*.

**Mark: 8**

##### Pronunciation and Intonation

The pronunciation and intonation are mostly accurate with occasional errors, such as *wunderschon*.

**Mark: 4**

**Total marks: 26**

## **6.2 Standardisation Process**

There were 2 teachers involved in conducting and marking speaking tasks, one of which had been to an OCR Inset session on controlled assessment, so to ensure standardisation, both teachers marked their own tests and selected 3 each (top, middle and lower marks) to mark and discuss during part of an MFL meeting. Once marks for these pieces were agreed, teachers re-visited their own marking to ensure consistency. This also helped when marking the task that was not recorded.



**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 candidates recorded task (Task 1) and the Speaking Notes Form

Candidate Name	Alex	Centre Number	12345
		Candidate Number	0023

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

**Task Purpose:** Conversation

**Task Title:** The town and area he lives in.

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
14 / 15	8 / 10	4 / 5	26 / 30

<i>For OCR Moderator's use only</i>	Timeframes	Pronunciation
Simple opinions	Structures	
Ideas / points of view	Vocabulary	
Justifications		
Detail		

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

**Task Purpose:** Presentation / Discussion

**Task Title:** Holidays

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
13 / 15	8 / 10	4 / 5	25 / 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 ..... (Teacher)

Date April 2010



## 7 Storage of Work

Once marked, all the tests were stored in a folder entitled 'German GCSE Speaking Tests 2011' in the secure area of the school's computer system, ready to be uploaded to the OCR repository, once requested from OCR before the deadline date of the 15th May. The Teachers Information Form (completed using the interactive form available from OCR) and the students' Speaking Notes Forms (scanned) together with the working mark sheet for each student (with one test complete) accompanied the tests and were stored securely in this folder. Each student had its own folder and all students' tests and paperwork were clearly labelled with the centre name and number and the candidate's name and number. Before submission, all tests were checked and the teacher made sure that all the necessary paperwork was complete: Working mark sheet for each student, Students Notes Forms for both tasks and Centre authentication form. The Teachers Information form remained in the centre.

## **SECTION B**

**Candidate: James**

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

# **1 Long Term Planning**

## **1.1 Summary**

### **Topic Area 4: Travel and the wider world**

Within the Scheme of Work, this topic area came in at the start of the second year of study after the summer holidays. Topic area 4: Travel and the wider world, sub-topic: Holidays and exchanges.

## **1.2 Planning**

Planned teaching time was 6 weeks, with the controlled assessment done during the week before half term. As well as identifying and practising the areas of vocabulary needed for the listening and reading of this topic by using the prescribed text book and practising listening, reading and writing activities, the teacher built on work already prepared before the holidays. The students were asked to keep diaries about their holidays, in German where possible, so that they came prepared to talk about where they had been and what they had done during the school holidays.

## 2 Teaching and Learning

### Topic Area 4: Travel and the wider world

As part of the teaching and learning of this topic, students were given a written text about the teacher's own holiday (prepared by the teacher as an email to her German speaking friend who lives in Austria). They were also given key questions to which they had to find out the answers from the text. In this way, the key questions were revised. As this is the second year of study, the tenses are not new to students; the teacher builds on previous knowledge. Key questions were:

*Wo hast du deine letzten Ferien verbracht?*

*Was hast du in den Ferien gemacht?*

*Wohin bist du in den Ferien gefahren?*

*Mit wem bist du dorthin gefahren?*

*Wie bist du dorthin gefahren?*

*Wie war die Reise? Warum?*

*Was hast du unterwegs gemacht?*

*Wo hast du gewohnt?*

*Fährst du lieber allein, mit Freunden oder mit deinen Eltern auf Urlaub?*

*Wohin würdest du am liebsten auf Urlaub fahren? Warum?*

*Was möchtest du nächstes Jahr machen?*

Once questions had been practiced and rehearsed within the class (of 10 students) they then interviewed the other German class (the parallel class of another 10 students). Their task was to find someone in the other class who had the most similar holiday to themselves and, once interviewed, the students both had to write a summary of that person's holiday (for homework, using the answers to the questions they posed).

Task setting: how task was chosen, how it was differentiated for certain students, completed Teachers Information form(s) for the task that were given to the students.



### 3 Task Setting

Students were given a choice of task for this topic area: presentation and discussion or conversation. They were advised that if they chose the presentation/discussion task, they would be able to present their work in class using pictures (no words) on a PowerPoint presentation and would have to answer some unexpected questions from the teacher and they would be recorded on video. The rest of the class would be given a list of questions and as they heard what the students presenting said, they would have to record their answers to see what the different holidays/activities etc. were (a listening activity). Five of the 10 students chose to do this and the other 5 chose the conversation task, which was conducted after school with the help of the MFL student teacher. There were 2 different Teacher Information Forms. The teacher marked the presentation/discussions during the lesson and re-visited these marks once all the tests were conducted and during the standardisation process.

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

Controlled Assessment

Speaking Information Form (Teachers)

French (J730):

German (J731):

Spanish (J732):

Teaching Group:	11B	Preparation Start Date:	10/04/2010
Teacher:	K Laycock		

Topic Area	Holidays
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. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

**Suggestions:**

1. Where you are going on holiday this year and details about what you will be doing
2. Where you are staying and your preferred accommodation and why
3. Details about your last holiday and what you did
4. Details about your preferred type of holiday and why
5. Anything else
- 6.
- 7.

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



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

Controlled Assessment

Speaking Information Form (Teachers)

French (J730):

German (J731):

Spanish (J732):

Teaching Group:	11B	Preparation Start Date:	10/04/2010
Teacher:	K Laycock		

Topic Area	Holidays
Purpose*	Conversation

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

**Task Title:** You are discussing your holidays with your penfriend's dad. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

**Suggestions:**

1. Where you went on holiday this year, who you went with and how you got there
2. Details about what you did on holiday and what you thought about your holiday
3. Details about the accommodation/where you stayed
4. Details about your preferred type of holiday and why
5. Details about where would you like to go next year
6. Whether you prefer to go on holiday alone, with friends or with your parents and why
- 7.

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



## 4 Task Preparation

The teacher gave each student the task requested, explaining that the task was nothing they hadn't already seen or done, it was just in a different format. S/he explained that students could use their exercise books, Malvern language guides, a dictionary and any worksheets they wanted to in order to help them prepare for the task. They had to, however, work independently without talking, so as not to distract others.

The preparation time was two 50 minute lessons and the teacher advised that during the first lesson, students found all the information they wanted to include to complete their chosen task. All notes and books etc. were collected at the end of this time. In the next lesson, students completed their speaking notes form with the 5 bullet points and 8 words per bullet. When they had done this, they could mime what they had prepared to themselves. At the end of this lesson, they handed in all their work and Speaking Notes Form. Those doing the presentation needed to do the pictures for the presentation (if needed and wanted) at home from memory – they were advised to limit the number of pictures to 5.

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

CONTROLLED ASSESSMENT

Speaking Notes Form (Candidates)

French (A702):

German (A712):

Spanish (A722):

Centre Number	12345
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Candidate Number	0024
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Candidate Name	James
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Topic Area	Holidays
Purpose*	Conversation

\* 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: Holidays

Notes:

- bin geflogen, Reise, <sup>ziemlich</sup> lang, gedauert, Italien, Mutter
- viele Dinge, gemacht, nach Rom gefahren, besucht, kennengelernt
- mit meiner Großeltern, bequem, sie wohnen dort, Nähe
- fahre lieber, weil, besser, billiger, <sup>mit</sup> allein, Freunden
- möchte fahren, würde gerne, das Essen, Wetter, Campingplatz

Candidate Signature: 

Date: Feb. 2010

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



## 5 Task Taking

The last 10 minutes preparation was just before the test, when students were given their work back and were able to go over what they had prepared, before only being able to use their notes (or their 5 pictures) and the Teachers Information Form, which they had in front of them during the test.

Once those who did the presentation had finished, they joined in with the rest of the class doing the listening activity. All 5 presentations/discussions were completed in one lesson. The other 5 students chose the conversation and this was done on the same day after school. The MFL student teacher supervised the students while the tests were being digitally recorded in a separate room by the teacher. Each student was given all notes and preparation material back for 10 minutes before their test but could only use the Teachers Information Form and their Speaking Notes Form during the test. The teacher checked that all the speaking tests done that day had recorded successfully.



## 6 Application of Assessment Criteria

### 6.1 Task Marking

The commentary on the assessment of the task has been provided by the Principal Moderator for GCSE German Speaking Controlled Assessment to help teachers to understand how the Assessment Criteria should be applied.

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)

#### Conversation about holidays

##### Communication

This candidate gives a full response to all that is asked. Opinions are given and points of view are developed and justified. Some examples of this are *Ich denke dass, weil .....*, and *ich fahre liebe ohne Eltern in den Ferien*. The candidate says a lot, producing information spontaneously without being cued.

**Mark: 14**

##### Quality of Language

A wide range of clause types are used, such as *deswegen, um...zu* and *wenn*, and the piece comes across as confident and consistently coherent. The candidate uses a variety of tenses: present, past, conditional, and future (*Ich weiss nicht, wo ich fahren werde*). There are a few errors.

**Mark: 9**

##### Pronunciation and Intonation

The piece is mostly accurate, with some Italian influence on pronunciation and intonation.

**Mark: 4**

**Total marks: 27**

## **6.2 Standardisation Process**

The whole German department was involved in the internal standardisation process as some were already assessing speaking tests and some would be doing so next year. One member of the department had been to an OCR Inset session on controlled assessment, so to ensure standardisation, all 4 teachers marked 3 tests (top, middle and lower marks) and discussed these during part of a school Inset day. Once marks for these pieces were agreed, teachers who were marking tests re-visited their own marking to ensure consistency. This also helped when marking the task that was not recorded.



**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 candidates recorded task (Task 1) and the Speaking Notes Form**

		Centre Number	12345
Candidate Name	James	Candidate Number	0024

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

**Task Purpose:** Conversation

**Task Title:** Holidays

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
14 / 15	9 / 10	4 / 5	27 / 30

<i>For OCR Moderator's use only</i>	Simple opinions	Timeframes	Pronunciation
	Ideas / points of view	Structures	
	Justifications	Vocabulary	
	Detail		

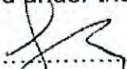
**Controlled Assessment Task 2 : Component 03 (Marks only to be submitted)**

**Task Purpose:** Presentation / Discussion

**Task Title:** Life at Home

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
14 / 15	9 / 10	4 / 5	27 / 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 .....  ..... (Teacher)

Date ..... April 2010 .....



## 7 Storage of Work

Once marked, all the tests were stored in a folder entitled 'German GCSE Speaking Tests 2011' in the secure area of the school's computer system, ready to be uploaded to the OCR repository, once requested from OCR before the deadline date of the 15th May. The Teachers Information Form (completed using the interactive form available from OCR) and the students' Speaking Notes Forms (scanned) together with the working mark sheet for each student (with one test complete) accompanied the tests and were stored securely in this folder. Each student had its own folder and all students' tests and paperwork were clearly labelled with the centre name and number and the candidate's name and number. Before submission, all tests were checked and the teacher made sure that all the necessary paperwork was complete: Working mark sheet for each student, Students Notes Forms for both tasks and Centre authentication form. The Teachers Information form remained in the centre.