Guide to

Controlled Assessment in

GCSE Modern Foreign Languages

Speaking: French German Spanish

Last updated: August 2011

This Guide reflects the new approach to Controlled Assessment and is designed to accompany the OCR GCSE Specification in Modern Foreign Languages (French, German and Spanish) for teaching from September 2009.

Contents

1   Introduction

1.1   What Is Controlled Assessment?

Controlled Assessment is a new form of internal assessment. Following a coursework review by QCA, Controlled Assessment has been introduced as part of nearly all new GCSEs, to replace coursework.

High, medium or limited control levels are set for each of the Controlled Assessment processes: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and candidates.

Weighting of Controlled Assessments is defined by QCA subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

1.2   What does 'control' actually mean?

QCA has produced a *Glossary of terms for Controlled Assessment regulations.* The levels of controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.

- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.

- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1.3   What is the purpose of this Guide?

This Guide provides detailed information for teachers about how to manage Controlled Assessment: some of the information applies to all GCSE subjects and some information provides subject specific guidance. It is important to make the point that this Guide plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Guide is offered as guidance but may be subject to modifications by the individual teacher.

2 Summary of the Controlled Assessment unit for Speaking

Units French A702 / German A712 / Spanish A722

This unit represents 30% of the total assessment and has a maximum of 60 marks. Candidates are required to complete **two** tasks; they interact with other speakers and present ideas and information, communicating for two different purposes. Topics for assessment can be selected from the list in 2.2 of the specification and the exemplar tasks provided by OCR or candidates can choose a topic of personal interest. Each task will last between 4-6 minutes, and differentiation is by outcome.

This unit is internally assessed and externally moderated, applying the principles of Controlled Assessment.

Task setting: Limited level of control. Centres may use the exact tasks offered by OCR or these tasks can be used with a minimum amount of adaptation or centres can choose to set their own tasks. OCR tasks are valid for the lifetime of the specification. Centres must adapt their tasks every two years by changing at least one of the suggestions given to candidates on the Speaking Information Form (Teachers).

Task taking: Medium level of control. This is divided into two stages: preparation of the final task and the final task-taking. Candidates will complete work for assessment under informal supervision. They may use reference materials such as a dictionary, Internet, course books and exercise books during preparation time, but not when being assessed. They may use vocabulary from the Foundation and Higher tier lists, but can also use vocabulary that specifically suits the tasks they choose to do and their own personal interests. Once students have been given the task, they may have up to 6 hours to prepare. Some of the preparation can be completed outside of the classroom. Full details can be found in *Section 3 Teacher Guidance on how to successfully deliver Controlled Assessment for Speaking.*

Task marking: Medium level of control. Tasks will be marked by teachers and marks submitted to OCR. **One** of the final tasks must be recorded, so that a sample of tasks can be sent for moderation. Teachers send these tasks electronically to the OCR repository or on a CD/DVD to the moderator; the tasks must be recorded onto the appropriate electronic software and can be audio or visual. Each task must be continuous and not edited and needs to include: Date of the recording, centre number, candidate name and number, Unit number and component number.

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.

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. More details on this can be found in *Section 5 Teacher guidance on task marking.*

3 Teacher guidance on how to successfully deliver Controlled Assessment

3.1 Controlled Assessment delivery flow chart

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┌─────────────────────────────────────┐        Task preparation time:
│   Centres select their own tasks     │
└─────────────────────────────────────┘        For 1 task, a recommended
                    │                           preparation time of 6 hours
                    ▼                           total. This time can be split
┌─────────────────────────────────────┐        across several lessons or
│      TEACHING AND LEARNING           │        completed outside the
└─────────────────────────────────────┘        classroom.
                    │
                    ▼                           Centres can allocate more or
┌─────────────────────────────────────┐        less than the recommended
│       PREPARATION OF TASK            │        time.
└─────────────────────────────────────┘
                    │                           Final task taking:
                    ▼
┌─────────────────────────────────────┐        For 1 task: a minimum of 4
│        FINAL TASK-TAKING             │        minutes and a maximum of 6
└─────────────────────────────────────┘        minutes.
                    │
                    ▼
┌─────────────────────────────────────┐        Centres submit marks for 2
│       INTERNAL ASSESSMENT            │        tasks by 15 May
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐        Centre receives sample
│  Submission to OCR for moderation by │        request:- centre submits
│  OCR assessors by specified deadlines│        recordings + paperwork for
└─────────────────────────────────────┘        all candidates in the sample.
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3.2 Guidance on the release of Controlled Assessment tasks to candidates

Choice of Controlled Assessment task

Suggestions of activities for each of the topics for Controlled Assessment tasks for Speaking are available in this booklet together with a range of exemplar tasks. Teachers need to make sure that students take part in a structured learning programme that covers the requirements of the Speaking unit.

Teachers can choose the exact tasks available from OCR, which can also be used with some adaptation. Teachers can also choose to set their own tasks which may be more relevant to their own environments and targeted specifically at their particular learners' needs or areas of interest. All tasks set should give the opportunity for students to meet the Assessment Criteria, including the chance to gain marks at the highest level. The grade descriptions in Section 5.3 of this guide provide an indication of the standards likely to be achieved by candidates awarded grades A or C or F.

The same Controlled Assessment task must NOT be used as practice material and then as the final task material. Centres should devise their own practice material using the OCR specimen Controlled Assessment tasks as guidance.

Availability of Controlled Assessment tasks

The exemplar Controlled Assessment tasks for Speaking are also available from Interchange. The exemplar tasks are valid for the lifetime of the specification. Centres must adapt their tasks every two years, by changing at least one of the suggestions given to candidates on the Speaking Information Form (Teachers).

3.3 Planning for Controlled Assessment as part of Teaching and Learning

All speaking tasks need to be considered as part of the normal teaching and learning process, so that students have lots of opportunities to acquire the necessary skills and become confident in their speaking abilities.

Remember that students are no longer working towards one final assessment in this skill area. This should enable students to show what they can do, as the assessments can be closely linked to their individual needs and abilities.

It is possible to delay all of the assessment until the end of the course (because students have had more time to assimilate more general awareness of both grammar and vocabulary), but it is better to complete the assessments in stages throughout the course, and this could be by topic areas. This allows students to deal with one topic area at a time so that they can focus on the content of the task and also on the quality of the language that they produce.

Assessment activities will, naturally, be stimulated by the course materials teachers choose to use but there are differences between practising tasks in class and taking tasks for assessment.

It is important to ensure that all students are given the opportunity to produce their best work – so it is vital that some time is given to planning with the students the topic(s) that they will focus on - and remember that not all students need to do the same task.

Planning practice speaking tasks

Controlled Assessment is designed to be an integral part of teaching and learning. As part of normal teaching and learning activities, with no limit on the number and type of tasks practised and no limit on feedback given to students, teachers can use a wide range of speaking tasks either from the topic list in section 2.2 of the specification or from their students' own personal interest. Speaking activities can be integrated into schemes of work during or after the work for a topic area has been covered.

It is recommended that students get into the habit of interacting with others, this can be with other students, a language assistant and other speakers of the language; it doesn't always have to be with the teacher.

It is important to give students as much practice as possible over as many different topics and as many different purposes as possible so that they get opportunities to use language already acquired in new and different contexts and acquire the skill of speaking spontaneously without always relying on pre-learnt material. Students need to practise answering 'unexpected' questions.

Teachers can use their own devised tasks, at appropriate times during the course, e.g. if students are studying the sub-topic of *School life in the UK and in the target language country*, students can:
- find out similarities and differences
- prepare a presentation describing their preferences and why
- discuss their school life in groups, each asking and answering a set of questions they have devised.

It is acceptable for students to prepare practice tasks on the same topic, but different students may have a different focus/speciality and use different vocabulary, tenses and structures (depending on the grade they are aiming to achieve).

It is not acceptable for students to reproduce the same set of responses that have been taught collectively; students must be encouraged to use language that is relevant and appropriate to their own focus of the topic and be able to answer unexpected questions on the topic.

To practise the skill of speaking students can:
- research and practise their topic in lesson time or at home
- practise making notes in the format required for the Speaking Notes Form for the final task taking
- practise asking and answering questions with each other, in groups, with the teacher or the language assistant
- make and present timed recordings of tasks – audio, video or internet – e.g. podcast

And teachers or the language assistant can:
- give guidance on vocabulary and structures that could be included
- give advice on the format of notes and the visual stimulus
- comment on or correct students' work
- practise a range of question types with students (closed, open and unexpected)
- make recordings of tasks with students.

NOTE:
1. For the final task taking, students must produce an individual response to the task set.
2. Teachers can use the OCR sample assessment tasks as a guide and for practice, but teachers cannot use the same task for practice and final task taking.

Planning to integrate practice tasks within a scheme of work

The following are suggestions of speaking activities for each of the topics.

Topic Area 1 Home and local area

- **Life in the home; friends and relationships**
    1 Discussion (via Internet phone) with a student in a partner school, with a group of friends, finding out about them and their families and/or future ideas about partnerships/children.
    2 Discussion about your ideal home/the environmentally friendly home.
    3 Discussion about friends/your best friend/an ideal friend and what makes being with them so good.

- **Local area, facilities and getting around**
    o Role Play - buying tickets, or at the tourist information office.
    o Discussion with a partner about where you/they live.
    o Interview with a celebrity/homeless person about where they live.
    o Discussion about planning a visit to your local area for a visitor from target language country/community.

Topic Area 2 Health and sport

- **Sport, outdoor pursuits and healthy lifestyle**
  - o Presentation about hobbies/interests to a group of students from target-language country/community.
  - o Group discussion about healthy/unhealthy lifestyles.
  - o Presenting a news item as a TV or radio reporter, encouraging young people to adopt a healthy lifestyle.
  - o Present a factual account of the health problems facing young people today.

- **Food and drink as aspects of culture and health**
  - o Discussion with a student in a partner school, whilst on an exchange visit, about food/drink choices in target-language country/community.
  - o Role play/interview about food/drink choices in target-language country/community and impact of these on health.
  - o Presentation comparing the food where you live and in target-language country/community.

Topic Area 3 Leisure and entertainment (includes online)

- **Socialising, special occasions and festivals**
  - o Discussion (via internet phone) about birthdays, community celebrations and religious festivals.
  - o Give a talk about a festival that takes place in target-language country/community.

- **TV, films and music**
  - o Presentation about TV habits, favourite film or music/band; could include creating items and using technology.
  - o Prepare a talk that you could give to inform people about the threats of face-to-face socialising presented by our technological age.

Topic Area 4 Travel and the wider world

- **Holidays and exchanges**
  - o Presentation about different holiday destinations or possibilities (advantages and disadvantages).
  - o Presentation about your favourite holiday destination/activity.
  - o Presentation to encourage young people to travel and meet new people from different countries/communities.
  - o Role play in a travel agency.
  - o Interview with a celebrity about their holiday plans, preferences, experiences.

- **Environmental, cultural and social issues**
  - o Discussion with a partner about recycling/being environmentally friendly in the target-language country/community compared with student's own.
  - o Discussion on specific aspects of current environmental or cultural or social problems facing the local community or country, or the target language community or country, or a different part of the world.
  - o Imagine that you work or are a member of an environmental organisation: prepare an interview about what you do.
  - o Presentation about what is being done/could be done on green issues in your local area or in target-language country/community.

Topic Area 5 Education and work

- **School life in the UK and in the target language country or community.**
    - Presentation about school/college life, including comparisons.
    - Interview about a specific aspect of school life (in own school or in a school in target-language country/community).
    - Discussion about a specific activity/project (in own school or in a school in target-language country/community).

- **Work experience, future study and jobs, working abroad**
    - Presentation about work experience and future plans.
    - Discussion about working in the target-language country/community.
    - Job interview.
    - Group discussion about part time jobs, advantages and disadvantages, and different possible jobs.

Planning the scheduling of tasks

In planning when to conduct assessments, take into account students' other academic commitments during their GCSE years. For example, it may not be practical for them to do assessments during the late summer term of Year 10, as many schools conduct internal exams and then follow this with students' work experience. Similarly, the early spring term of Year 11 may be a very busy time with mock examinations and / or practical exams in other GCSE subjects. As stated above, it is not recommended to leave all of the assessments until the second half of Year 11, not least because this would be likely to detract from students' preparation for the other units of the GCSE languages' exam.

It may not be possible for all students in a given Centre to do their assessments at the same time – although this often seems to reassure learners that they are all being treated equally and fairly, the demand for recording equipment, suitable rooms, staff cover and so on may mean that dates have to be staggered quite widely.

It's a good idea to incorporate possible assessment opportunities into a two year scheme of work because this allows for students' development during the course and gives them the opportunity to improve their performance. A possible scheme of assessment might be:

MFL Controlled Speaking Assessments	Year 10	Year 11
Autumn Term – 1st Half	No assessment	Two assessments – one optional
Autumn Term – 2nd Half	Assessment in early December - compulsory	No assessment
Spring Term – 1st Half	Assessment in early February- optional	No assessment due to mock exams
Spring Term – 2nd Half	Assessment in final week of term - optional	Assessment in final week of term - optional
Summer Term –1st Half	No assessment	Assessment in late April – optional.
Summer Term – 2nd Half	Assessment in early July - compulsory	No assessments due to GCSE Exams.

The above scheme would provide 8 assessment slots, but not all students would need to be involved in all of them. Students who had achieved their potential and were not expected to benefit from extra assessment need not be assessed further.

Planning the internal standardisation of tasks

If there is more than one teacher conducting and marking the speaking assessments, then there will need to be internal standardisation before moderation samples are submitted to OCR. All teachers involved in marking the tests should listen to and discuss a range of student performance and reach a consensus on the final marks awarded. It is important that all teachers have the same understanding of the assessment criteria and can apply them consistently to any speaking test that they mark. It is recommended that departments plan time and resources to ensure that consistency on assessment is achieved at an early stage.

Planning the recording and storage of tasks

The equipment used to record speaking assessments has changed. Recording onto cassette is no longer a possibility because cassettes are no longer available in the quality and quantity required. There is a range of recording equipment available and the preferred format is MP3 because this requires relatively little storage capacity. It is also possible to video record speaking assessments.

It is important to plan how materials will be collected and stored ready for submission to OCR – it may be best if one person has overall responsibility for the collection of all the material for a particular language.

It is worth taking time to get familiar with using the equipment so that all teachers in a department are confident in recording and storing materials.

The changes to the technical aspects of the speaking tests are significant so it is vital that the requirements for recording and storage are discussed with senior management, the ICT Manager and the Examinations Officer in the centre.

Language specific guidance and examples of student work

Additional teacher guidance has been prepared for French, German and Spanish. The 'Additional Support for Controlled Assessment – Speaking' booklets contain specific scenarios detailing each of the stages involved in Controlled Assessment for speaking. This includes sections on long-term planning, teaching and learning activities, task preparation, a recording and transcript of each final speaking task, a commentary on the marks awarded and the internal moderation process. The booklets are available on the French/German/Spanish GCSE pages of the website and the recordings are on our secure web Interchange.

3.4   Guidance on the Preparation of the Final Task

Preparation begins when all the necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, and candidates are given the Controlled Assessment task.
All references to "teachers" include Teaching Assistants and Foreign Language Assistants.

Teachers can give students suggestions of information to be included in the final task. These must be written on the OCR Controlled Assessment: Speaking Information Form (Teachers). This is not submitted but must be retained in the centre until the December following the June examination series.

OCR expects teachers to give guidance to students. The degree of teacher guidance will vary according to the type of work being undertaken. During the preparation time, teachers are expected to:

- Offer advice about how best to approach such tasks
- Exercise sufficient supervision of work in order to monitor progress and to prevent plagiarism
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

During the Preparation time, teachers can discuss:

- the task type
- how to use reference material to best effect
- strategies for preparing for the final task
- strategies previously used for practice speaking tasks (such as making a plan, reducing a plan to 40 words, practising questions and answers with a partner)
- how to prepare the notes or the visual stimulus

Preparation is carried out under informal supervision. This means that supervision is sufficient to ensure that plagiarism does not take place and that although a student's work may be informed by working with others, the assessable outcome must be an individual response.

Under informal supervision, students may have access to all the resources they have used during normal teaching and learning, including dictionaries, internet resources, course books and exercise books/notes.

All of these materials, together with the Information Sheet and Candidates Notes Form, can be used outside the classroom, as part of the 6 hours preparation time.

It is recommended that **class time** during this phase is no longer than 2 hours. Although it is possible to spend longer, careful consideration must be given to the detrimental effects on interest and motivation that overlong preparation can bring. Remember also that it is expected that a full range of tasks and types will have been practised as part or normal teaching and learning activities.

During the preparation time, students can:

- use reference materials (dictionaries, internet resources, course books and exercise books)
- prepare a plan - the plan must be prepared individually by the candidate. It can be produced outside the classroom
- make **notes** or choose a **visual stimulus** to use when they produce the final version of the task:

- **Notes** should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs
- **Notes** must be written on the OCR Controlled Assessment: Speaking Notes Form (Candidates) and this form is submitted with work for assessment
- A **visual stimulus** is a non-verbal image, it can be a photograph (**Note**: words, letters and symbols are **not** allowed). This is not submitted but must be retained in the centre until the December following the June examination series
- practise for the final task-taking (e.g. by using strategies learnt for practice speaking assignments such as talking out loud to/with a partner, producing a practice recording, practising a range of questions and answers on their chosen topic area, re-phrasing questions and/or answers to practise the skill of spontaneity when speaking)

During the preparation time, teachers must not:

- tell candidates words or phrases to be included in French/German/Spanish
- comment on or correct the notes
- practise the task with students
- practise recording the task with students

3.5   Guidance on final task taking

The Final Task

The final task is produced under informal supervision. In the majority of cases, a languages teacher, teaching assistant or language assistant will conduct the final task with students.

Location

Speaking tasks may be carried out in any appropriate location as long as they are supervised. They may take place in the classroom or any other part of the school. They may also even be taken in a suitable environment outside the school such as on a school visit.

Materials and Equipment

Students will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. The use of specialist equipment (such as video/audio recorders) and software will be required.

Time

The time limit available to students to complete the assessment tasks for **Speaking** is between a minimum of 4 minutes and a maximum of 6 minutes.

Collaboration

In Speaking, students can carry out the tasks individually or as group work.

In group work in Speaking, only one student's contribution can be assessed. The student must be given the opportunity to provide a response which meets the assessment criteria.

Student Resources

Access to resources must be limited to those appropriate to the task and as required by the unit.

Students can have access to the notes on the **Speaking Notes Form, the Speaking Information Form** and the **visual stimulus**.

No dictionaries are allowed during the taking of the final task.

There must be **no feedback** or assistance given to students during final task taking.

3.6 Practical Guidance for Speaking Assessments

Recording speaking tasks

OCR requires 1 final task to be recorded for each candidate.

The final tasks will need to be recorded in order to provide a sample to be sent for moderation. The sample may be submitted either

- electronically via the OCR Repository

or

- by post on CD/DVD to the moderator

Tasks must be recorded directly onto the appropriate electronic software (see Appendix E of the Specification). Recordings can be audio or video, thus allowing flexibility in how tasks are recorded.

Specific details on entry codes for the different methods of submission to OCR will be available in the OCR Administration Guide published on the OCR website for each examination series.

Recording protocols

The recording of each task should be continuous and must not be edited in any way. At the beginning of each recorded file, the teacher or supervisor should give the following information:

- Date of the recording
- Centre number
- Candidate number and name
- Unit number and component number.

Both the candidate and any other participants (e.g. the teacher, student peers) should be audible.

Teachers must check that each task has been recorded at the correct audible level by reviewing the last few seconds of the recording.

Each CD or DVD should be labelled with the centre number and unit number. To label CDs and DVDs appropriate marker pens should be used. The use of biro, for example, can make the contents of the disk unreadable. Centres should also complete each CD/DVD insert.

Tips for digital recording

Preparation

Buy the equipment to record candidates in a digital format. There are some excellent digital recorders which are handheld and cost less than £50 or there are more expensive CD recorders. It would be a good idea to talk to colleagues in Media or Music Departments, who have done these sorts of recordings before.

Get the ICT Manager in your Centre to help you or a colleague in the ICT Department, if you do not have an ICT Manager. Enlist their help to:

- Set up a folder on the secure server for each of the groups taking the exams

- Set up a folder for each of the students in the group. In this way, you can add a recording to a candidate's portfolio at any time, when you have recorded an assignment.

Recording Candidates

Each voice recorder will have different instructions, but in essence it is the same as recording onto cassette, instead you are recording onto a memory card.

The digital recorder will probably have a red light which will indicate when you are in recording mode, just like a cassette recorder.

Instructions for digital recorders talk about "messages", "files" or "folders". Whatever they are called, each candidate should have a separate recording and this will ensure that you do not erase any previous recordings. This is just like using a different side of the cassette.

Transferring Candidates' recordings to Computer

The digital voice recorder will come with some software which you should install. It would be a good idea to discuss this with your ICT Manager to make sure that the software is installed on an appropriate machine, or in an appropriate location.

The software will enable you to:

- Transfer recordings onto your computer
- Save the recordings into the candidate's folder
- View and play the recordings on the computer

The digital recorder will come with a cable which will connect the recorder to the computer, probably via a USB connection. Once it is connected, follow the on screen instructions.

Play Safe

It is worth spending some time getting used to using the equipment and making certain that you are confident in its use. Make some practice recordings of your own voice and save them onto the computer to make sure that everything is working and that you are confident about recording and transferring data.

For more technical information, consult the OCR website and the document *Digital Audio Technology: Guidance to Centres and Assessment Personnel*.

Controlled Assessment task security

It is the responsibility of the centre to ensure that candidates' work is stored securely and should be available for moderation. Any breach in security must be reported to OCR as soon as possible by submitting a written report (a blank report form is available on Interchange) from the Head of Centre detailing the circumstances, the candidates concerned and any action taken.

It is recomended that the work is stored until after the last submission date for Enquiries About Results (EARs) following the examination series in which entries for the units concerned are made.

Candidate absence at the time of assessment

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

Unexpected circumstances

If an unexpected problem (such as a fire alarm or other circumstances beyond the teacher's control) occurs while a Controlled Assessment task is taking place, the task may be resumed subsequently provided the teacher ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

4 Exemplar Tasks

The following tasks are available on the OCR Interchange and are valid for the lifetime of the specification.

Guidance on how to access these tasks from Interchange can be found in section 6 of this guide.

The tasks can be used with a minimum amount of adaptation or centres can choose to set their own tasks. The same OCR Controlled Assessment task must NOT be used as the practice material and then as actual live assessment material for the final task taking.

Centres must adapt their tasks every two years, by changing at least one of the suggestions given to candidates on the Speaking Information Form (Teachers).

Exemplar candidate recordings are also available on Interchange. Commentaries on the marks awarded for these recordings and further teacher guidance are available in the language-specific documents 'Additional Support Material for Controlled Assessment – Speaking' on the French/German/Spanish GCSE pages of the OCR website.

Topic Area 1: Home and local area

Life in the home; friends and relationships

Task 1 - Discussion

Candidate Information

You are discussing your life at home via internet phone with a student in a partner school in (TL country/community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will play the part of the other student.

The following points are suggestions of the information you can include:

1.   Details about a typical weekday (daily routine)
2.   Details about a typical weekend
3.   How/who you help at home
4.   Who in your family does which household chores (cooking, shopping, cleaning, washing the car)
5.   Plans for an evening at home with your family
6.   What's good/not so good about living at home
7.   Differences between your life at home and the other student's

Teacher Information

Individual points can be changed, e.g.

- Point 1 – details about a typical morning
- Point 2 – description of a typical Sunday
- Point 5 – plans for a family meal
- Point 7 – description of the home life of one of your friend's

Example of unexpected questions

1.   What do you think about helping out at home?
2.   Why is it important to help out at home?
3.   Do you prefer a weekday or the weekend? Why/why not?
4.   What would you do to change your life at home?

Task 2 – Interview

Candidate Information

You have just become a celebrity and are being interviewed by a radio presenter in (TL country/community). Below are some suggestions for points to include but 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 of the information you can include:

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

Teacher Information

Individual points can be changed, e.g.

- Point 2 – details about parents/friends

- Point 4 – what others say about you

- Point 6 – what you'll be doing at the weekend

- Point 7 – how being a celebrity has changed your life

Examples of unexpected questions

1. How did you celebrate your last birthday?
2. Who do you get on best with in your family? Why/why not?
3. What are you doing next weekend?
4. What would you like to be doing in 3 years time?

Local area, facilities and getting around

Task 1 - Presentation

Candidate Information

You are giving a presentation to a group of students from (TL country/community) about the differences between where you live and where they live in (TL country/community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

The following points are suggestions of the information you can include:

1.   A description of your town/village (modern/old/large/small/in the country/city/industrial/rural) compared to where the (TL country/community) students live
2.   Whether you like/dislike living there
3.   The people who live there (young/old/how many?)
4.   What there is to do/see for visitors
5.   What you are going to be seeing/doing soon
6.   The key differences between where you live and where the students from (TL country/community) live
7.   Whether you would prefer to live in (the TL country/community)

Teacher Information

Possible adaptations

This task can be adapted to a presentation about any topic that is of interest to an individual candidate. It could be sport, a leisure activity, a part-time job, additional learning, food and drink, recycling, etc.

Examples of unexpected questions

1.   Why do you like/dislike living there?
2.   What do you think of the transport facilities in (TL country/community)
3.   Why would you prefer to live in (the TL country/community)?
4.   What changes to your own town/city/village would make it more attractive to live in?

Task 2 – Role Play

Candidate Information

You are visiting (TL country/community). You go into a tourist information office to find out about the local area. Below are some suggestions for points to include but you will also have to answer unexpected questions that will be asked during the conversation.

The following points are suggestions of the information you can include:

1. Explain who you are and why you are here (to improve your TL/for the summer holidays/ staying with a partner)
2. Give information about previous visits to (TL country)
3. Give information about how long you are staying
4. Explain that you need a map of the town
5. Find out what there is to see in the local area
6. Find out what you can do in the local area
7. Ask for ideas of places where you can eat

Teacher Information

This task can be adapted to a role play in any suitable interactive context, e.g. making purchases, buying tickets for an event or making accommodation bookings.

It can be an authentic task in the target-language country/community or it can be a simulated task within the normal school/college environment.

Examples of unexpected questions

1. Is there anything else you need?
2. Do you get on well with the people you are staying with?
3. How did you get to know them?
4. What do you think of (TL country)? Why/why not?

Task 3 – Presentation

Candidate Information

You are giving a presentation about your family and friends to a group of students in (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the other student.

The following points are suggestions of the information you can include:

1.   Give an outline of your family (members; occupation; who is younger / older etc)
2.   Describe one family member in greater detail (personality; physique; likes and dislikes). Why do you (not) get on together?
3.   Describe your best friend. How long have you known each other? Why are friends important?
4.   Describe your daily routine.
5.   Say how you help at home. Which jobs do you dislike and why?
6.   Describe a recent activity or visit that involved you and your friends
7.   What hopes do you have for your future (where will you live; will you marry; will you have children etc)?

Teacher information

Possible adaptations

Examples of how this task can be adapted:

Individual points can be changed, e.g.

- Point 3 - do you get on well with your classmates? Why?
- Point 4 - describe your daily routine on schooldays
- Point 5 - what could you do at home to help?
- Point 7 - what are you going to do with your family this weekend?

Examples of unexpected questions

1.   Does your father / mother (etc) like his / her job? Why?
2.   Are you a good friend? What are the characteristics of a good friend?
3.   How is your routine different at the weekend?
4.   What would you change about your family? Why?

Task 4 - Role Play

Candidate information

You have a Saturday job in the Tourist Office. You have been asked to respond to some questions that a French / German / Spanish visitor has about your local area. Below are some suggestions for points to include but you will also have to answer unexpected questions which may be asked during the conversation.

Your teacher will take the part of the foreign visitor.

The following points are suggestions of the information you can include:

1. Say what there is to see, do and visit in your city / town / village
2. Say what other possible points of interest there are locally (e.g. the coast; mountains historic place etc)
3. Give your opinion of your local area
4. Mention public transport facilities. Are these good / plentiful / poor?
5. Say what sports facilities are available. Mention which sports you do and where you play / swim (etc).
6. What was your local area like fifty years ago? Is it better now or worse?
7. What would you like to change about your city / town / village / local area?

Teacher information

Possible adaptations

Examples of how this task can be adapted:

Individual points can be changed, e.g.

- Point 3 - do many people visit your town / village? What is good about it?
- Point 4 - is it easy to get to a / another major city? Which is the best way to get there? Why?
- Point 6 - Were your parents born here? How were things different when they were your age? Were there fewer leisure facilities? Was there a greater variety of local shops?
- Point 7 - what changes will there be in the next ten or twenty years?

Examples of unexpected questions

1. What restaurants are there in *X*?
2. What sort of shops do you have in *X*?
3. Do you like living in *X*? Why / why not?
4. Where would you prefer to live? Why?

Topic Area 2: Health and sport

Sport, outdoor pursuits and healthy lifestyle

Task 1 – Discussion

Whilst on an exchange at a partner school in (TL country/community), you and some friends meet a well-known football player, and he talks to you about sport and lifestyle. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the football player.

The following points are suggestions of the information you can include:

1.   The sports you enjoy doing
2.   When you do different sports
3.   Whether you have a healthy/unhealthy lifestyle
4.   What you do to keep fit and healthy
5.   The sports you enjoyed when you were younger
6.   Which sport you are most looking forward to watching in the summer
7.   Your most memorable sporting moment

Teacher Information

Possible adaptations

Individual points can be changed, e.g.

- Point 2 – where you do different sports
- Point 4 – what you eat to keep fit and healthy
- Point 5 – the sports your friends enjoy
- Point 7 – your least favourite sporting moment

Examples of unexpected questions

1.   Why do you think sport is important?
2.   Why do you think it's important to lead a healthy lifestyle?
3.   How could you change your lifestyle to become healthier?
4.   Which sport would you most like to do in the future and why?

Task 2 – Presentation

You are giving a presentation about an outdoor pursuits holiday you went on in the Lake District with your school to a group of students from (TL country/community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

The following points are suggestions of the information you can include:

1   The types of sport you like/dislike and why/why not?
2   The sports you took part in/didn't take part in
3   Details about the weather and how it affected what you were doing
4   Details about the type of food you ate, whether you enjoyed it and if it was healthy
5   Any other activities you took part in, when, where, and what you thought of them
6   The activity you most enjoyed
7   An outdoor activity that you'd like to try in the future and why

Teacher Information

Possible adaptations

This task can be adapted to a presentation about any topic that is of interest to an individual candidate. It could be where you live, a leisure activity, a part-time job, additional learning, food and drink, recycling, etc.

Examples of unexpected questions

1.   Is physical activity important? Why/why not?
2.   Do other members of your family enjoy sports/outdoor pursuits?
3.   What do you usually eat at home?
4.   Do you think it's important to eat healthily to keep fit?

Task 3 - Conversation

Candidate information

You are discussing your attitude to sports with a student from (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the other student.

The following points are suggestions of the information you can include:

1. Which sports do you do? (e.g. When? Where? How often?)
2. Does your school offer a good range of sports? (e.g. Which? When? Preferences?)
3. Are there any sports you would like to try? What prevents you from taking part now?
4. Is sport useful for anything apart from keeping fit?
5. Which sportsman or woman (of the past or present) do you admire? Why? What has he / she achieved?
6. Describe a sporting event you went to see / in which you took part. What was your opinion?
7. What sport will you engage in this week? Do you have a match / competition?

Teacher information

Possible adaptations

Examples of how this task can be adapted:

Individual points can be changed, e.g.

- Point 2 - which sports did you used to do when you were younger? Why did you stop?
- Point 5 - do you have a favourite football / rugby / ice hockey (etc) team? Give some details of it.
- Point 6 - which sporting event would you like to take part in / see? (e.g. The World Cup / Wimbledon / The Olympic Games etc?)
- Point 7 - do you represent your school at sport? When is your next match / competition?

Examples of unexpected questions

1. Do you prefer team or individual sports? Why?
2. Do you know of any sports stars / teams from (target language country / community)? Which?
3. Why is it important to keep fit?
4. Why is sport good for <u>you</u> personally?

Task 4 – Conversation

Candidate information

You are discussing your view of sports with a student in (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the other student.

The following points are suggestions of the information you can include:

1. What sports do you do? When? Where? Who else takes part?
2. Do you think you are sporty? How often do you play / swim etc?
3. What sports are available at your school? What do you think of these? Why?
4. Are you a fan of a particular sport and / or a particular team? Why (not)?
5. When did you last attend / take part in a sporting event? What was your opinion?
6. Do you prefer to take part in or to watch sports?
7. Which sport would you like to try in the future?

Teacher information

Possible adaptations

Examples of how this task can be adapted:

Individual points can be changed, e.g.

- Point 3 - which sports do you do in the summer / winter? Which (season) do you prefer?
- Point 4 - is your local football / rugby / ice hockey (etc) team good? What has it won?
- Point 5 - have you represented your school at sport? Which? When?
- Point 6 - is there a sports programme on television that you like? Why do you like it?

Examples of unexpected questions

1. Which is your favourite sport? Why?
2. Do you like skiing / water sports / horse riding / running (etc)? Why?
3. Does your father / mother (etc) take part in sport? Which?
4. Who is your favourite sportsman / sportswoman? Why?

Food and drink as aspects of culture and health

Task 1 – Interview

Candidate Information

During an exchange visit to (TL country/community), you and some friends are interviewed about healthy/unhealthy lifestyles for an article in your partner school's school magazine. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the interviewer.

The following points are suggestions of the information you can include:

1. The types of food you normally eat
2. The types of food you like/dislike
3. Your opinion about the food you've eaten in (TL country/community)
4. Food you've eaten in a restaurant in (TL country/community) during your visit
5. Food you haven't yet tried, but would like to next time
6. Differences between eating habits in U.K and (TL country/community)
7. What you would like to change about your eating habits

Teacher Information

Possible adaptations

Individual points can be changed, e.g.

- Point 3 – your opinion about your food choices
- Point 4 – food you've eaten with your partner's family in (TL country/community)
- Point 6 – differences between your eating habits and your friends' eating habits
- Point 7 – what you would like to change about your family's eating habits

Examples of unexpected questions

1. Why is healthy eating important?
2. Are there similarities in eating habits in the U.K and in (TL country/community)?
3. What is the attraction of junk food?
4. As well as eating healthily, how else can we keep healthy?

Task 2 – Role play

Candidate Information

You are on holiday in (TL country/community) with your family and want to eat in a restaurant someone has recommended to you. You go to the restaurant to book a table. Below are some suggestions for points to include but you will also have to answer unexpected questions that will be asked during the conversation.

The following points are suggestions of the information you can include:

1.   Explain where you are from and why you want to eat in this particular restaurant
2.   Explain why you can speak (TL language) and how well you speak it
3.   Find out whether the restaurant serves food typical of (TL country/community)
4.   Check whether there are any vegetarian options
5.   Find out whether the restaurant is non-smoking
6.   Check whether they have any tables free for your party one evening soon
7.   Book a table, stating where you'd like to sit and why.

Teacher Information

This task can be adapted to a role play in any suitable interactive context, e.g. making purchases, buying tickets for an event or making accommodation bookings.

It can be an authentic task in the target-language country/community or it can be a simulated task within the normal school/college environment.

Examples of unexpected questions

1.   Is there anything else you want to know?
2.   How long are you staying in the area?
3.   Have you been to any other restaurants during your stay? What did you think of it/ them?
4.   Do you like (TL country/community)? Why/why not?

Task 3 - Conversation

Candidate information

You are talking to a friend from (target language country / community) about food and keeping healthy. Below are some suggestions for points to include but you will also have to answer unexpected questions that may be asked during the conversation.

Your teacher will take the part of your friend.

The following points are suggestions of the information you can include:

1.   Say what you normally have for breakfast. Is breakfast important?
2.   Say who does most of the cooking at home. Do you help? How?
3.   Describe the traditional foods and drinks served on a special occasion in your culture (e.g. Christmas / Diwali / New Year etc)
4.   Say what you do to eat healthily. What sort of foods and drink do you avoid?
5.   Describe how to make a simple dish (e.g. omelette)
6.   Talk about a visit abroad: where you went, what you did, the foods and drink you tried and your opinion of them
7.   Say how you would like to celebrate your birthday and the food you would order / serve

Teacher information

Possible adaptations

Examples of how this task can be adapted:

Individual points can be changed, e.g.

- Point 2 - if you had to prepare dinner for your family tonight, what would they eat?
- Point 4 - explain what parents can do to encourage healthy eating
- Point 5 - say which simple meals you can prepare
- Point 7 - say where you would like to visit and which foods you would sample there

Examples of unexpected questions

1.   Is it important to learn to cook? Why?
2.   What do you think of fast food?
3.   What is your favourite food?
4.   Do you think the diet of (target language country / community) is healthy? Why (not)?

Task 4 - Role Play

Candidate information

You are with your family in a restaurant in (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions that may be asked during the conversation.

Your teacher will take the part of the waiter / waitress.

The following points are suggestions of the information you can include:

1. Ask for the menu and ask what the speciality of the restaurant is
2. Say that one family member is vegetarian, and then order three different starters for members of your group
3. Ask what is in a particular dish and then order three different main courses
4. Order some mineral water and a bottle of house wine (red / white?)
5. Attract the waiter / waitress' attention and make a complaint (e.g. something missing / dirty / cold etc)
6. Say where you went in the previous few days, what you did and what you ate. Give your opinion of the dishes
7. Say which country you would like to visit and which dishes and drinks you would like to try and why

Teacher information

Possible adaptations

Examples of how this task can be adapted:

Individual points can be changed, e.g.

- Point 1 - ask for the menu and ask what the waiter / waitress recommends
- Point 3 - ask what is in a particular dish and then reject this dish, stating that you don't like one of the ingredients
- Point 4 - ask if the restaurant has a particular drink and state that this is your favourite
- Point 5 - attract the waiter / waitress' attention and ask for the toilets

Examples of unexpected questions

1. Why did you choose this particular restaurant?
2. Where are you staying?
3. What is your favourite food?
4. What simple meals can you prepare?

Topic Area 3: Leisure and entertainment (includes online)

Socialising, special occasions and festivals

Task 1 – Role play

Candidate Information

You are visiting a Christmas market in (TL country/community) and want to buy a gift. Below are some suggestions for points to include but you will also have to answer unexpected questions that will be asked during the conversation.

The following points are suggestions of the information you can include:

1. Explain where you are from and that you'd like to buy a gift for a member of your family (something typical of (TL country/community).
2. Say whether you like/dislike the gift that is offered and why/why not.
3. Ask a question about another gift that is offered (how much it is, whether it's popular, typical of the area, fragile)
4. Say whether you intend buying the gift
5. Find out about another gift
6. Find out something about the Christmas market (how long it's on for, opening/ closing times/ when it started)
7. Find out something about how Christmas is celebrated in (TL country/community)

Teacher Information

This task can be adapted to a role play in any suitable interactive context, e.g. buying tickets for an event or making accommodation/ restaurant bookings.

It can be an authentic task in the target-language country/community or it can be a simulated task within the normal school/college environment.

Examples of unexpected questions

1. How much do you want to pay?
2. Who are you here with?
3. What else have you seen during your visit and what did you think about it?
4. Do you like (TL country/community)? Why/why not?

Task 2 – Discussion

Candidate Information

You are discussing birthdays with a member of your partner's family whilst on an exchange visit to (TL country/community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will play the part of the family member.

The following points are suggestions of the information you can include:

1. Details about when your birthday is and how old you are
2. Details about how you celebrated your last birthday
3. The gifts you received
4. What you did for your best friend's birthday
5. The gift you bought for him/her
6. What was so good/ not so good about your last birthday
7. How you hope to celebrate your next birthday

Teacher Information

Individual points can be changed, e.g.

- Point 2 – details of a celebration you prepared for your dad's/mum's birthday
- Point 4 – what you did for your brother's/sister's birthday
- Point 6 – what you would have liked to change about your last birthday
- Point 7 – what your best friend is doing for their next birthday

Example of unexpected questions

1. What did you think about the gifts you received?
2. Why is it important to celebrate birthdays/special occasions?
3. Do you prefer your birthday to be on a weekday or at the weekend? Why/why not?
4. How would you like to celebrate your 18th birthday and why?

Task 3 - Conversation

Candidate information

You are discussing with a student from (target language country / community) what you do in your free time with your friends. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the other student.

The following points are suggestions of the information you can include:

1. Say what you like to do with your friends outside school hours (e.g. where? who with?)
2. Say what you and your friends do on a typical Saturday (e.g. go into town? play sports?)
3. Describe an event you attended (e.g. concert / sports fixture / exhibition / show etc)
4. Talk about a club or group to which you belong (e.g. band / orchestra / youth club / special interest group etc). How long have you been involved?
5. Say if you prefer indoor or outdoor activities. Which? Why?
6. Say who you particularly enjoy spending time with and why
7. Say what special treat you would provide / organise for your friends if you won some money

Teacher information

Possible adaptations

Examples of how this task can be adapted:

Individual points can be changed, e.g.

- Point 1 - do you visit relatives often? Who? Where? How do you travel?
- Point 2 - what you do with your friends during the holidays
- Point 4 - would you like to form a band? Who would be part of it? When / where would you meet?
- Point 7 - what event you would like to attend. When? Who with?

Examples of unexpected questions

1. Do you have a job? Does this make it difficult to see your friends?
2. When does your band practice / your team train (etc)?
3. When the weather is very cold, what do you do in your free time?
4. What did you do last weekend?

Task 1 - Presentation

Candidate Information

You are giving a presentation to a group of media students from (TL country/community) about films. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

The following points are suggestions of the information you can include:

1. The types of film you like and why
2. The types of film your friends like and why
3. Your favourite actor/actress and a description of him/her
4. The last film you saw
5. Your opinion on whether it's better to watch films at the cinema or on DVD and why/why not
6. Any films you have seen in (TL) and what you thought of them
7. Whether you'd like to make a film (what type and starring who?)

Teacher Information

Possible adaptations

This task can be adapted to a presentation about any topic that is of interest to an individual candidate. It could be sport, a leisure activity, a part-time job, additional learning, food and drink, recycling, etc.

Examples of unexpected questions

1. Which film(s) do you plan to see next and when?
2. What do other people in your family think about the films you like?
3. Do you often go to the cinema?
4. What changes might you make to your local cinema and why?

Task 2 - Interview

Candidate Information

Whilst on an exchange visit in (TL country/community), you and some friends have been asked to take part in an interview on the radio about music. Below are some suggestions for points to include but 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 of the information you can include:

1.   The types of music you like/dislike
2.   The types of music your parents listen to
3.   What you think about studying music at school
4.   Whether you've listened to music from (TL country/community) and what you thought of it
5.   Whether you play an instrument/ are in a group
6.   Your opinion of music for different purposes (advertisements/musicals/opera)
7.   An activity you've done recently that involved music

Teacher Information

Individual points can be changed, e.g.

•   Point 2 – types of music your best friend listens to

•   Point 3 – what your friends think about studying music at school

•   Point 6 – what type of music you usually listen to at the weekend

•   Point 7 – an activity you are going to be doing soon that involves music

Examples of unexpected questions

1.   How important is music?
2.   Where, when and how do you listen to music?
3.   Does your family like you listening to music? Why/why not?
4.   Do you listen to music when doing your homework? How does it help/not help you?

Task 3 - Presentation

Candidate information

You are giving a presentation about your favourite leisure pursuits at home to a group of students in (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of one of the other students.

The following points are suggestions of the information you can include:

1.   The sort of television programmes you like (e.g. music / soaps / reality shows / game shows etc)
2.   Describe your favourite programme. What makes it special?
3.   A programme or film you saw recently (on television or at the cinema). Why did you (not) like it?
4.   The amount of time you spend watching television. In your opinion, is it a lot?
5.   What entertainment your computer offers you (e.g. music / chat rooms / games etc)
6.   How else you spend your free time (e.g. reading; video games; sports etc)
7.   What you would like to do in your spare time (that you are not doing currently)

Teacher information

Possible adaptations

Examples of how this task can be adapted:

Individual points can be changed, e.g.

- Point 1 - the sort of programmes your parents watch. Do these interest you?
- Point 2 - describe your favourite character / actor / presenter
- Point 5 - watching programmes on the internet - how easy is it? Do you?
- Point 6 - what you do as a family in your spare time

Examples of unexpected questions

1.   What do you do on a Saturday evening?
2.   Do you watch Match of the Day / Hollyoaks / *X*? Why (not)?
3.   What will you do this evening?
4.   Do you prefer to watch TV or do something else? What? Why?

Task 4 - Presentation

Candidate information

You are giving a presentation about the role of the internet in your life to a group of students in (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of one of the other students.

The following points are suggestions of the information you can include:

1.   The importance of the internet in staying in touch with your friends
2.   Entertainment on the net - do you watch films or catch up with TV programmes you missed?
3.   Music on the net - do you download tracks or prefer to buy CDs? Why?
4.   Web sites - which do you regularly use and what for?
5.   Describe what you used your computer for last weekend
6.   The potential risks when on-line
7.   In the future, do you think you will use your computer less or more? What for?

Teacher information

Possible adaptations

Examples of how this task can be adapted:
Individual points can be changed, e.g.

- Point 2 - what sort of on-line entertainment does your family access?
- Point 4 - which is your favourite web site and why?
- Point 5 - how did people keep in touch before computers? Was this better?
- Point 7 - how will the role of the computer in our lives develop in the future?

Examples of unexpected questions

1.   Does your family keep in touch via the internet?
2.   Does your family shop on-line?
3.   The amount of time you spend on-line - is it excessive? Why (not)?
4.   Does the internet improve communication between people?

Topic Area 4: Travel and the wider world

Holidays and exchanges

Task 1 - Discussion

You have won a holiday to (TL country/community) and can choose between 2 types of holiday, a week skiing or a city break. You discuss it via internet phone with a student in your partner school. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the student.

The following points are suggestions of the information you can include:

1.   The types of holiday you usually have with your family
2.   When you usually go on holiday
3.   How many holidays you usually have per year
4.   What you do on holiday
5.   Description of your last holiday
6.   Where you would like to go on your next holiday and why
7.   Your most memorable holiday moment

Teacher Information

Possible adaptations

Individual points can be changed, e.g.

*   Point 2 – whether you usually go on holiday in the summer or in the winter
*   Point 4 – what you eat/drink on holiday
*   Point 5 – description of the weather on your last holiday
*   Point 6 – where you are going on your next holiday and what you think about this

Examples of unexpected questions

1.   Why do you think holidays are important?
2.   Do you think there is such a thing as having too many holidays? Why/why not?
3.   Where would your friends go if they'd won a holiday?
4.   Would you prefer to stay at home or go away on holiday? Why/why not?

Task 2 - Presentation

You are giving a presentation about a school skiing trip to a group of students from (TL country/community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

The following points are suggestions of the information you can include:

1. The accommodation (where you stayed, who with, what the hotel/youth hostel/chalet was like)
2. Details about the first day (who you met, what you did, how it was)
3. What you did during the evenings
4. Details about the weather and how it affected what you were doing
5. Details about the types of food you ate, whether you enjoyed it and why/why not
6. Any other activities you took part in, when, where, and what you thought of them
7. The part of the holiday you most enjoyed

Teacher Information

Possible adaptations

This task can be adapted to a presentation about any topic that is of interest to an individual candidate. It could be where you live, a leisure activity, a part-time job, additional learning, food and drink, recycling, etc.

Examples of unexpected questions

1. Would other members of your family enjoy a skiing holiday? Why/why not?
2. What souvenirs/gifts did you buy to take home?
3. Would you go on this type of holiday again? Why/why not?
4. What would you have changed about the holiday?

Task 3 - Conversation

Candidate information

You are discussing holidays with a student from (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of the other student.

The following points are suggestions of the information you can include:

1.   Where you usually go on holiday. Who with? For how long?
2.   What you like to do during your holiday. Go away / stay at home? Be active / relax?
3.   What your family normally does at Christmas. Stay at home / travel to see relatives?
4.   A holiday you spent abroad. Where? When? Your opinion? Why?
5.   Advantages (and disadvantages?) of holidays with your family.
6.   Where you are going on holiday this year. A short trip / two weeks?
7.   Where you would spend your dream holiday. What would you do? Who would you go with?

Teacher information

Possible adaptations

Examples of how this task can be adapted:
Individual points can be changed, e.g.

- Point 3 - what other members of your family normally do on holiday
- Point 4 - what you did during the Easter / half-term holiday
- Point 5 - describe a school trip or exchange that you have done. Your opinion?
- Point 7 - the sort of holiday you would prefer. Beach / skiing / city-break / other? Why?

Examples of unexpected questions

1.   What was the best holiday you have ever had?
2.   Who do you prefer to go on holiday with? (e.g. family / friends?)
3.   Do you think holidays are important? Why (not)?
4.   Do you like camping? Why (not)?

Environmental, cultural and social issues

Task 1 - Role play

Candidate Information

You are in (TL country/community) and want to buy a new mobile phone as a gift for your partner. Below are some suggestions for points to include but you will also have to answer unexpected questions that will be asked during the conversation.

The following points are suggestions of the information you can include:

1. Explain where you are from and that you want a mobile phone as a gift for a friend who lives in (TL country/community)
2. Say whether you like/dislike the phone that is offered and why/why not.
3. Ask a question about another phone that is offered (how much it is, whether it's popular, easy to use)
4. Say whether you intend buying the phone
5. Explain how often, when you use your mobile phone
6. Find out something about mobile phone companies in (TL country/community) (how many there are, the major ones, differences between contracts and pay as you go)
7. Describe your own mobile phone (make, model, colour, functions, cost)

Teacher Information

This task can be adapted to a role play in any suitable interactive context, e.g. buying tickets for an event or making accommodation/ restaurant bookings.

It can be an authentic task in the target-language country/community or it can be a simulated task within the normal school/college environment.

Examples of unexpected questions

1. How much do you want to pay?
2. What will the phone mostly be used for?
3. How long are you staying in (TL country/community)?
4. How would you like mobile phones to change? What functions/capabilities would you like to see?

Task 2 - Interview

Candidate Information

Whilst on an exchange visit in (TL country/community), you and your partner have been asked to take part in a market research survey about the environment. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic during the interview.

Your teacher will take the part of the market researcher.

The following points are suggestions of the information you can include:

1. What you do with your glass bottles
2. What you or your family use to pack shopping in and why
3. Explain how you help the environment
4. The types of transport you use
5. Differences between recycling in UK and in (TL country/community)
6. Which sources of energy you use in your house and why
7. The type of transport system you would prefer to use and why

Teacher Information

Individual points can be changed, e.g.

- Point 2 – what your friend's family use to pack their shopping in

- Point 3 – what your friends do to help the environment

- Point 4 – the types of transport your family or friends use

- Point 5 – What's good/not so good about recycling in the UK and (TL country/community)

Examples of unexpected questions

1. How important is the environment?
2. What might happen in the future if we don't protect the environment?
3. How could you make more of a difference to environmental protection?
4. What alternative sources of energy do you think we will be using in the future and why?

Task 3 - Presentation

Candidate information

You are giving a presentation via webcam about environmental concerns to a group of students in (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of one of the other students.

The following points are suggestions of the information you can include:

1. Where you live and what problems there are locally (e.g. traffic congestion / industrial pollution / scarcity of water / flooding etc)
2. Why these are matters of concern (e.g. air quality / dwindling resources / global warming etc)
3. Being a responsible citizen. What we can all do to improve the situation
4. The changes you and your family have made. What you used to do compared to now (e.g. recycling / using public transport / insulating your home / turning off appliances etc)
5. Alternative energies. What these are and how we can use them (e.g. solar panels / wind farms / hybrid vehicles etc)
6. "Green tourism". What this is. Its importance (or not) to you
7. What you intend to do in the future to take better care of the planet

Teacher information

Possible adaptations

Examples of how this task can be adapted:
Individual points can be changed, e.g.

*   Point 1 - what problems there have been nationally in the last year
*   Point 2 - focus on a specific problem and explain its impact locally / for you personally
*   Point 5 - how modern technology can help us reduce our carbon footprint (e.g. working from home rather than travelling to work / keeping electronic rather than paper copies of documents etc)
*   Point 7 - what governments and local communities should do to improve the environment

Examples of unexpected questions

1. Does your school make an effort to protect the environment?
2. What more could you / your school / your community do?
3. Can we look after the environment without it being more expensive?
4. Which environmental problem do you think is the greatest? Why?

Task 4 - Presentation

Candidate information

You are giving a presentation via webcam about problems in your local area to a group of students in (target language country / community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will take the part of one of the other students.

The following points are suggestions of the information you can include:

1.   Where you live and what sort of place it is (e.g. small village / industrial city / seaside town etc)
2.   The problems you have locally (e.g. difficulty in parking / rubbish in the streets / graffiti / drugs / air pollution / no facilities for young people etc)
3.   Your suggestions for improvements locally
4.   How we can improve the environment in general (e.g. recycling / using public transport / using less water etc)
5.   What you and your family did last weekend that was environmentally friendly
6.   Your opinion of the efforts you make to be environmentally friendly. Could you and your family do more?
7.   What you will do in the future to help the environment (e.g. get a bike / switch off your computer when you are not using it / take shopping bags to the supermarket etc)

Teacher information

Possible adaptations

Examples of how this task can be adapted:
Individual points can be changed, e.g.

- Point 2 - what problems there are at your school (bullying / litter / smoking etc)
- Point 4 - what you and your school can do to improve the situation
- Point 6 - your opinion of the efforts made in your school to solve problems there
- Point 7 - what you and your friends should do to improve the school environment

Examples of unexpected questions

1.   Which local problem bothers you most? Why?
2.   Which problem at school bothers you most? Why?
3.   Are there any school rules which help the environment?
4.   In your family, who is most concerned about the environment? What does he / she do to help?

Topic Area 5: Education and work

School life in the UK and in the target language country or community

Task 1 - Interview

Candidate Information

During an exchange visit in (TL country/community), you and some friends have been asked to take part in an interview about school life in the UK and in (TL country/community) for an article in the school magazine. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic during the interview.

Your teacher will take the part of the interviewer.

The following points are suggestions of the information you can include:

1.   What you like/dislike about school in UK and why/why not?
2.   The type of school you go to (comprehensive/large/small/modern/old)
3.   The subjects you study
4.   What you do during the breaks
5.   Differences between school in UK and (TL country/community)
6.   What's good/not so good about school in UK
7.   What would you change about your school

Teacher Information

Individual points can be changed, e.g.

- Point 1 – what your best friend likes/dislikes about school

- Point 3 – your favourite/least favourite subjects

- Point 6 – How the school has changed over the last 5 years

- Point 7 – How your school could be improved

Examples of unexpected questions

1.   How important is school?
2.   Would you prefer to go to school in (TL country/community)? Why/why not?
3.   What do you think about homework?
4.   Will you be going into the Sixth Form next year? Why/why not?

Task 2 - Presentation

Candidate Information

You are giving a presentation to a group of students from (TL country/community) about a day in their school in (TL country/community) during an exchange visit there. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

The following points are suggestions of the information you can include:

1. Routine before school (when you got up/ details of breakfast)
2. The journey to school (when you left/how you got there/what it cost/ who was with you)
3. The type of school
4. The lessons you went to
5. Details about the breaks (how long/what you did/who you met)
6. Something about the teachers
7. What was good/not so good about the school day and why

Teacher Information

Possible adaptations

This task can be adapted to a presentation about any topic that is of interest to an individual candidate. It could be sport, a leisure activity, a part-time job, additional learning, food and drink, recycling, etc.

Examples of unexpected questions

1. Which school system do you prefer and why?
2. What does your partner in (TL country/community) think about school?
3. Which part of the day did you enjoy the most and why?
4. How do you see school life changing in the future?

Work experience, future study and jobs, working abroad

Task 1 - Role play

Candidate Information

You are in (TL country/community) for the summer and looking for a part time job. You see an advert in the window of a café and go in to speak to the manager. Below are some suggestions for points to include but you will also have to answer unexpected questions that will be asked during the conversation.

The following points are suggestions of the information you can include:

1.   Explain where you are from and ask about the job advertised in the café window
2.   Give some personal information (age/hobbies/personal qualities)
3.   Explain where you learnt (TL) and why you want the job
4.   Explain how long you are staying and the hours you can work
5.   Give details of the work experience you have (where you worked/when/for how long)
6.   Find out about the hours and the pay
7.   Give details of your plans for after the summer holidays

Teacher Information

This task can be adapted to a role play in any suitable interactive context, e.g. buying tickets for an event or making accommodation/ restaurant bookings.

It can be an authentic task in the target-language country/community or it can be a simulated task within the normal school/college environment.

Examples of unexpected questions

1.   How are you going to get to work?
2.   How do you get on with the members of your family and your friends?
3.   What have you seen/done so far during your visit?
4.   What do you like/dislike about (TL country/community)?

Task 2 - Discussion

Candidate Information

You are discussing the work experience you are currently doing via internet phone with a student in a partner school in (TL country/community). Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Your teacher will play the part of the student.

The following points are suggestions of the information you can include:

1.   Where you are working
2.   How you get there (by bus/car/ bike/on foot/ with a friend/colleague)
3.   What you have to wear
4.   A typical day (things you do/what you do in breaks)
5.   What your colleagues are like
6.   What is good/not so good about it
7.   Whether it's the sort of job you want to do in the future

Teacher Information

Individual points can be changed, e.g.

- Point 2 – the hours you work
- Point 4 – the rules you have to abide by
- Point 5 – what your best friend is doing for his/her work experience
- Point 6 – what you would change about it and why

Example of unexpected questions

1.   Why do you have to do work experience?
2.   How did you find the job?
3.   Is the work experience better than school? Why/why not?
4.   Have you ever done any paid work before? What/where/for how long? What were the wages like?

Task 3 - Role Play

Candidate information

Whilst on holiday in (target language country / community), you have applied for a summer job in a hotel. You are being interviewed by the manager. Below are some suggestions for points to include but you will also have to answer unexpected questions that may be asked during the conversation.

Your teacher will take the part of the hotel manager.

The following points are suggestions of the information you can include:

1.   Greet your interviewer and introduce yourself (e.g. name; age; where you live and study)
2.   Say you are interested in working in this hotel and why
3.   Say what sort of work you would like to do (e.g. receptionist / in the kitchen / waiter/waitress / organising activities for children or adults etc)
4.   Mention a part-time job you have at the moment (e.g. working in a shop / waiter/waitress / baby-sitting etc). What hours do you work?
5.   Give details of your work experience placement in England (e.g. how you travelled to work; your working hours; what you had to do; your opinion of the work etc)
6.   Say what you would like to do in your future career
7.   Say where you will live if you get a job at the hotel

Teacher Information

Possible adaptations

This task can be adapted to a role-play in any suitable interactive context, e.g. applying to work with a family or at the tourist office; applying to teach English or seeking a language study course.

Examples of unexpected questions

1.   When can you start work?
2.   What were your colleagues like where you did your work experience?
3.   Have you visited other countries?
4.   Would you like to live and work abroad when you leave school?

5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

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

Understand the criteria

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.

Mark globally and positively

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.

Be consistent

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.

Use the full range of marks available

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

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.

- Alternatively, you could listen to exemplar candidate recordings in French, German or Spanish, available on Interchange ('Controlled Assessment Materials' page). Written commentaries to accompany these recordings are in the 'Additional Support Material for Controlled Assessment – Speaking' documents available for each language on the OCR website.

5.3 Interpretation of the Controlled Assessment marking criteria

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.

Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

Grade C

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

Using the criteria

Task(s) should be assessed by the teacher according to the assessment criteria for speaking using a 'best fit' approach. For each of the assessment criteria, select the description that most closely describes the level of the work being assessed.

Marking should be positive, rewarding achievement and the production of successful language throughout the test rather than penalising failure or omissions. The award of marks **must be** directly related to the assessment criteria.

Listen carefully to the candidate. In each of the **three categories (Communication, Quality of Language, and Pronunciation and Intonation)** try to locate the candidate in a band, initially, and then allocate a mark within that band. Do this only once the test is complete, so that your mark can be global, it is usually best to mark immediately at the end of the test whilst the performance is still fresh in your mind.

To select the most appropriate mark within the band, use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the higher mark should be awarded
- Where the candidate's work *just* meets the statement, the lower mark should be awarded.

Teachers should use the full range of marks available and must award the top mark in any band for work which fully meets the description. This is work which is 'the best that could be expected from students working at this level'.

One mark per assessment category is required. The final mark for each task is out of a total of 30. (The marks for each task are provided separately to OCR, but will eventually be added together to give a total mark for the unit out of 60.

ASSESSMENT CRITERIA: SPEAKING

Task One	Communication	15 marks
	Quality of Language	10 marks
	Pronunciation and Intonation	5 marks
	Total	**30 marks**

Task Two	Communication	15 marks
	Quality of Language	10 marks
	Pronunciation and Intonation	5 marks
	Total	**30 marks**

UNIT TOTAL   **60 marks**

Communication 15 marks	
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

Quality of Language 10 marks	
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

Pronunciation and Intonation 5 marks	
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	**fully**, **develop**, **justify**, individual ideas and points of view, **spontaneously**
12-13	usually, **extra**, routinely, sometimes develops/explains own ideas, **confidently**
10-11	**enough**, competently, sometimes, more than straightforward, often
8-9	tackles, **communicates**, readily, some, occasional
6-7	**unevenly**, tries, **some** opinions, **some** attempt, hesitant at times
4-5	**simple**, short, **occasionally**, attempts to link, hesitation
2-3	**a few**, simple, sometimes irrelevant/repetitive, hesitant
1	isolated, **brief**, monosyllabic, single words, slow, hesitant
0	**nothing** 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, **wide** variety, **very fluent**, **coherent**, consistent, ambitious, odd minor error
7-8	**good range**, more complex, some mistakes, most of the time, overall control
5-6	**a range**, straightforward, can, sufficiently accurate, clear, reasonably coherent
3-4	some awareness, overall inconsistent, **straightforward**, everyday, sufficiently accurate
1-2	**a few** accurate phrases, very simple
0	**nothing** 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.

Pronunciation and Intonation 5 marks

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

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

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

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

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

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)
  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 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.

6 Guidance on downloading Controlled Assessment tasks from Interchange

Before you start

Controlled Assessment materials are available to download from OCR Interchange from June 2009.

In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at
http://www.ocr.org.uk/interchange

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor / teacher' Interchange role to access Controlled Assessment materials. Your Interchange Centre Administrator can assign this for you.

Step 1 - Log into Interchange

Click on the following link https://interchange.ocr.org.uk

Enter your log in details

Step 2 - Navigate to Controlled Assessment materials area

Click on 'Coursework and tests'

Click on 'Controlled Assessment materials'

** If you are unable to see either of these menu items then it is likely that you do not have the 'Tutor / teacher' role assigned to you.

Step 3 - Search for materials

You can search for materials by unit code. Enter the unit code and click on the 'search' button.

Or, you can search for materials by subject information by selecting from the 'drop down' options.

All available documents will be displayed below the search.

Step 4 - Open materials

Click on the document link, the document will open in your browser

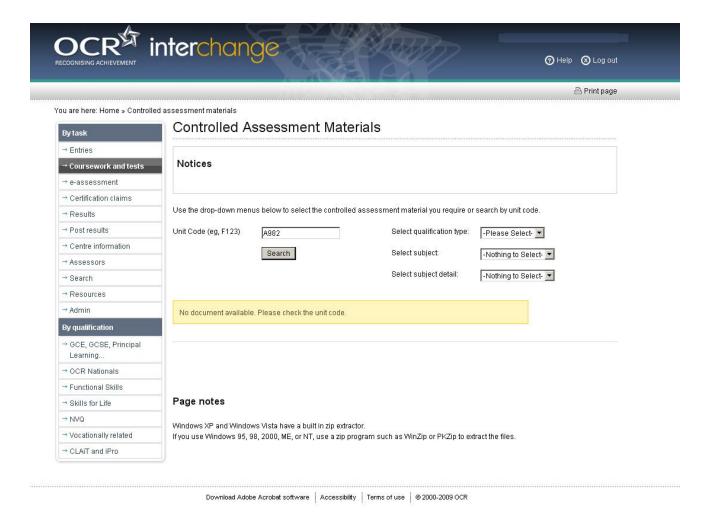Click on 'Save As' to save to a location of your choice.

Step 5 - Troubleshooting

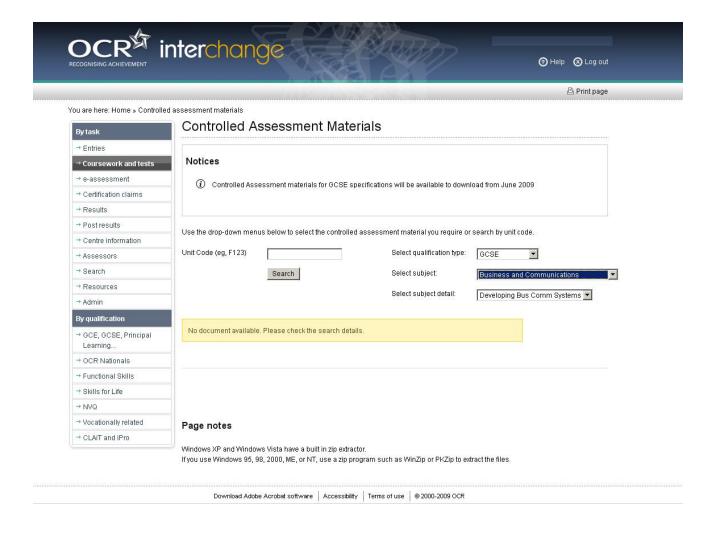If you search for an invalid unit code, the following error message will be displayed.

If you search for a valid unit code but there is no document currently available, the following message will be displayed.

If you search via the 'drop down' menus but there is no document currently available, the following message will be displayed.

7 Guidance for the production of electronic Controlled Assessment

The Controlled Assessment Speaking comprises two tasks. For each candidate, the two tasks together form a Controlled Assessment portfolio, stored electronically.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code, so that the portfolio is clearly identified as the work of one candidate.

The evidence for each task recorded should be contained within a separate file within the top-level folder.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree to store Controlled Assessment and summary forms.

Data formats for evidence

Evidence submitted will be digital audio or video files.

In order to minimise software and hardware compatibility issues it will be necessary to save students' work using an appropriate file format. To ensure compatibility, all files submitted must be in the formats listed below.

The formats must be appropriate for reviewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable player is available are acceptable. Where this is not available, the file format is not acceptable.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats
Audio or sound formats
MPEG Audio Layer 3 (*.mp3)
Windows Media Audio (*wma)
Movie formats for digital video evidence
MPEG (*.mpg)
QuickTime Movie (*.mov)
Macromedia Shockwave (*.aam)
Macromedia Shockwave (*.dcr)
Flash (*.swf)
Windows Media File (*.wmf)
MPEG Video Layer 4 (*.mp4)

8 Controlled Assessment Instructions and Forms

Full instructions on recording and submission of speaking tasks are detailed in the document CWI747 *Instructions for Recording and Submission of Digitally Recorded Speaking Tests.*

The attached forms are required for the conduct and submission of Controlled Assessment Speaking. The forms are available for download from the OCR website (interactive versions are available) and are also sent to Centres at the start of the June series.

GCW937 Speaking Notes Form (Candidates)
GCW932 Speaking Information Form (Teachers)

OCR RECOGNISING ACHIEVEMENT

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

		Centre Number	
Candidate Name		**Candidate Number**	

Controlled Assessment Task 1: Component 01 (Repository) ☐   **OR**

Component 02 (Postal) ☐

(please tick one box)

Task Purpose:

Task Title:

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

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

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

Task Purpose:

Task Title:

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
/15	/10	/5	**/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 …………………………………

Print Name ……………………………………………………………

OCR RECOGNISING ACHIEVEMENT

GCSE

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

Controlled Assessment
Speaking Information Form (Teachers)

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

Teaching Group:		Preparation Start Date:	
Teacher:			

Topic Area	
Purpose*	

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

Task Title:

Suggestions:

　　1.

　　2.

　　3.

　　4.

　　5.

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

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

CONTROLLED ASSESSMENT
Speaking Notes Form (Candidates)

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

		Centre Number	
Candidate Name		Candidate Number	

Topic Area	
Purpose*	

* 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:

Notes:

-
-
-
-
-

Candidate Signature: _____   Date: _____

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