

**GCSE
TEACHER INSTRUCTIONS**

Speaking

A802 – Dutch

A812 – Gujarati

A822 – Persian

A832 – Portuguese

A842 – Turkish

7 March – 15 May 2012

**To be opened four working days before the first day of the
speaking tests at the Centre**

To be completed between 7 March and 15 May 2012



INSTRUCTIONS TO TEACHERS

- Materials must **not** be removed from the Centre.
- Four working days before the first day of the Speaking tests at the Centre, the Examinations Office should make available the confidential Teacher Instructions to the Head of Languages or appropriate specialist teacher.
- Teachers must ensure that they have sufficient time to familiarise themselves with the procedures.
- Teachers must take great care to ensure that the confidential information in these Instructions does not reach any candidates directly or indirectly.
- This document consists of **16** pages. Any blank pages are indicated.

Random Order Sheet

| Candidate | Topics |
|-----------|--|
| 1 / 2 | <ol style="list-style-type: none"> 1. Work experience, future study and jobs, working abroad 2. Holidays and exchanges 3. TV, films and music |
| 3 / 4 | <ol style="list-style-type: none"> 1. Food and drink as aspects of culture and health 2. Local area, facilities and getting around 3. School life in the UK and in the target language country or community |
| 5 / 6 | <ol style="list-style-type: none"> 1. Environmental, cultural and social issues 2. Socialising, special occasions and festivals 3. Sport, outdoor pursuits and healthy lifestyle |
| 7 / 8 | <ol style="list-style-type: none"> 1. Life in the home; friends and relationships 2. Food and drink as aspects of culture and health 3. Socialising, special occasions and festivals |
| 9 / 10 | <ol style="list-style-type: none"> 1. Environmental, cultural and social issues 2. School life in the UK and in the target language country or community 3. Sport, outdoor pursuits and healthy lifestyle |

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION FOR DUTCH, GUJARATI, PERSIAN, PORTUGUESE AND TURKISH AND ANY COMMENTS IN THE EXAMINER'S CENTRE REPORT FOR LAST YEAR'S SPEAKING TESTS.

Security of the Teacher Instructions and Confidential Material

Please note that you must examine your candidates in accordance with the Random Order Sheet on page 2 of this booklet.

The Teacher Instructions and confidential material booklet is confidential until the end of the period specified on the OCR timetable. It must be securely locked away in the usual place for the storage of confidential examination materials in the Centre when not being used by the teacher for preparation or testing. At the end of each Speaking Test session all items must be accounted for. Materials must not be removed from the Centre.

Quiet Conditions

These are essential. The examination room should be free from any noise or disturbance from outside the building (e.g. lawnmowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that the Speaking Test is in progress.

Separate Preparation Room

This is essential. It should be near the examination room and should not be part of a corridor. Other students should not have access to the area and it should be equipped with a table where candidates can prepare their tasks.

Invigilation

OCR recommends that an invigilator supervises the candidates while they are preparing for the test.

There should be no immediate contact between candidates preparing and those who have finished the Speaking Test.

Preparation Time

At the start of the preparation time, the student gives a copy of the Speaking Tests Notes Form to the teacher. This form must be retained in the Centre until 1 November following the test.

Students have 10 minutes to prepare before the test begins and may use a bilingual dictionary to help their preparation. This is an opportunity for students to do a final review of the topic they have prepared for Part 1 Presentation and Discussion.

Support Materials

The candidate is allowed:

- to review or make written notes during the preparation time (up to a maximum of 40 words, set out as 5 bullet points, each with 8 words maximum) – and write these on the OCR Speaking Test Notes Form
- to use a bilingual (i.e. English/target language) dictionary during the preparation time.

Conduct of the Speaking Test

The Speaking Test is a single tier exam and consists of two parts (see Elements of the Speaking Test on page 6).

The Speaking Test will last up to 10 minutes. Teachers should be aware that only 10 minutes of recording will be assessed.

The first candidate should be given a maximum of 10 minutes to prepare and then each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

For the Presentation, teachers are reminded that students must be allowed the opportunity to present their chosen topic for 1 minute and should not be interrupted with questions.

The discussion of the presentation topic and the general conversation should be led by the teacher asking appropriate open-ended questions which allow the student to show what they can do. These questions should encourage the student to use a variety of sentence structures, vocabulary and tenses in order to access the full range of marks available for quality and range of language. The student should be able to express opinions, both their own and those of other people and justify their ideas and points of view.

See Appendix A for possible questions.

Recording the Speaking Tests

The Centre **must** record all candidates and send all the recordings and the completed mark sheets to the external OCR Examiner.

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 the teacher should be audible. Where a microphone is used it should be placed facing the candidate, approximately 60 cm from his/her face.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the recording.

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

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

Completion of Mark Sheets

The teacher must complete an individual mark sheet for **each** candidate with:

- Candidate name and number
- Centre number
- Name of teacher
- Date of test
- Title of topic for General Conversation

Submission of Speaking Tests

When the tests are complete, you must send the following to the OCR Examiner:

- All attendance registers
- All individual mark sheets
- The clearly labelled recordings of all candidates' tests

All tests must be transferred onto CD(s) for submission to the examiner. Please ensure that you have fully completed the copying process. It is advisable to play the CD(s) on a different machine before submission.

It is essential that recordings are packed securely to ensure safe delivery when sent through the post.

The Examinations Officer at your Centre will receive the name and address of the OCR Examiner. If you have carried out the Speaking Tests before this arrives, please keep the recordings secure in the confidential examination materials' storage area in the Centre.

All materials must be received by the OCR Assessor no later than 15th May.

Absent Candidates

If any candidate is absent on the day(s) set aside by the Centre for the Speaking Tests, they may be tested at another time **within the specified period**. The following items must be despatched immediately after the Speaking Test:

- The candidate's recording
- The candidate's individual mark sheet.

If a candidate remains ill beyond the specified period, they must be tested later and the recording of the test must be sent with the documents listed above to OCR along with a request for special consideration.

Elements of the Speaking Test

It is essential that candidates complete all parts of the Speaking Test as set out below.

Note: Candidates cannot be compensated for any part that is omitted.

Part 1: Topic Presentation (1 minute) and Discussion (4 minutes)

Maximum time for Part 1: 5 minutes

Candidates are expected to introduce their topic **for no longer than 1 minute** and the teacher develops the discussion using differentiated questions according to the candidate's ability.

Part 2: General Conversation

Maximum time for Part 2: 5 minutes

The teacher offers the candidate a choice of 3 topics from the list printed on the Random Order Sheet.

Candidates choose to discuss 1 topic.

The teacher must ask open-ended questions that require the candidate to express opinions and justify individual ideas and points of view.

Assessment Criteria

| | | | |
|--------|-----------------------------------|------------------------------|----------|
| Part 1 | Topic Presentation and Discussion | Content and communication | 10 marks |
| | | Quality and range | 10 marks |
| | | Pronunciation and intonation | 5 marks |
| Part 2 | General Conversation | Content and communication | 10 marks |
| | | Quality and range | 10 marks |
| | | Pronunciation and intonation | 5 marks |

Total 50 marks

Appendix A: Ideas and Suggestions for Topic-Based Questions

These topic based questions may be helpful in discussing the student's Presentation and for the General Conversation section of the Speaking Test.

Advice for using the topic-based questions:

- The suggestions are areas to be explored in the course of a natural conversation between the teacher and the student.
- **The conversation must not be a recitation of these lists of questions.**
- Each set of questions contains ideas for topic-based conversations.
- The questions are not in any mandatory sequence.
- The questions must be re-phrased or changed as appropriate for each student.
- These lists do not preclude other appropriate questions, which the teacher may choose to introduce on a particular topic.

Candidates must be offered opportunities to express a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features. The suggestions start with very "open" questions, which should encourage students to expand on their responses. The more specific questions (in italics) are suitable as lead-in questions to the more "open" questions for less confident students. For instance, a topic could be introduced with two or three "closed" questions, which require a short response, leading to more "open" questioning which allows students to show initiative and fully develop the topic.

Topic Area 1 Home and local area

Life in the home; friends and relationships

Tell me about your house / home / flat.

(How many rooms are there? Tell me about the ...)

Describe your bedroom / garden / living room. (Colours / size / plants / furniture)

(Do you have a garden? What is in your bedroom?)

What do you do (to help) at home? And yesterday? And next weekend?

(Do you do the hoovering / the washing up / help grandparents?)

Describe your daily routine at home. (Morning / evening / weekend)

(What time do you get up / get home / have lunch?)

What do you like / dislike about your home / bedroom? Why?

(What colour are the walls? Do you like them? Why (not)?)

Who does the cooking at home? Opinions about food / meals / kitchen.

(Does your mother / father cook the dinner? What do you like cooking?)

What would you change about your home / bedroom? Why?

(Do you like your bedroom? Why (not)?)

Tell me about your family / best friend / brother / grandmother.

(How many sisters do you have? Tell me about your sister.)

Describe your mother / father / sister / brother. (Occupation / temperament / hair / size)

(Do you have a brother / sister? What does your father / brother do?)

Describe your pet. Type / size / colour.

(Do you have a pet? How long have you had your ... ? How do you look after your ... ?)

What do you like to do with your friends? Last weekend? Next weekend?

(Do you go to the cinema / go to worship / play football with your friends?)

What kind of person are you? Temperament / (dis)likes.

(Are you intelligent / friendly / obedient / sporty / hard-working?)

What do you (not) like about your friends / classmates? Why?

(Who is your best friend? Describe him / her. Character / (dis)likes.)

Do you get on well with your family / classmates / boys / girls? Opinions.

(Do you like your brother? Is your mum / dad nice / strict? In what way?)

What would you change in your (family) life? How would that be better?

(What do you do: weekend / evening? What else would you like to do?)

Local area, facilities and getting around

Tell me about your home town / village / region. Industrial? Touristy?

(Where do you live? Do you like living in ... ?)

What is there in the area for young people (to do)?

(Is there a cinema? Are there lots of clubs nearby?)

What is there in the area for tourists (to do)?

(Have you visited ... castle / museum / park? Tell me about it.)

What is the area like for shopping? Did you go shopping last weekend?

(Do you go shopping in ... ? Where else? When? Who with?)

What do you think about your town / village / region? Why?

(What do you not like about ... ? transport / entertainment?)

What are the (dis)advantages of living in the town or the country?

(Do you like living in ... ? Why? Would you rather live elsewhere?)

If you had the choice, where would you like to live? Abroad? Why?

(Would you like to live in ... ? What is the weather like here / there?)

How do you normally travel to school / into town etc? What would you prefer? Why?

(Do you like travelling by car / bus etc.? What are the (dis)advantages?)

Topic Area 2 Health and sport

Sport, outdoor pursuits and healthy lifestyle

Do you play sport?

(What sort? When? Who with? How often?)

Do you play for a team / in a club? Why do you enjoy it?

Describe a game / match you recently took part in.

What do you normally do to keep fit?

(In school? At the weekend? Any exercise? Walking?)

What did you do last week(end) to keep fit?

Tell me about your normal weekend lifestyle.

(Do you exercise / walk / play sport on Saturdays / Sundays? Why (not)?)

What about friends / family members? Are they sporty / fit / healthy? Why?

Is being healthy an important issue for you? Why (not)?

(Do you eat healthily? other habits e.g. sleeping / smoking etc.)

What will / should you do to be fitter? How could you improve your lifestyle?

Food and drink as aspects of culture and health

What do you like / dislike eating / drinking? Why?

(What is your favourite meal / drink? How often do you eat / drink it?)

What do you normally eat (for breakfast / lunch / evening meal)?

Do you eat healthily? What constitutes a healthy diet (in your opinion)?

(How often do you eat vegetables / fruit / chocolate etc?)

Did you eat healthily last weekend?

Do you enjoy eating takeaways / fast food? Why?

(What do you think is good / bad about takeaways?)

How could you improve your diet?

Are you for or against vegetarian food? Why?

Tell me about a recent (family) meal you had. When? Special occasion? Who with?

Describe a recent visit to a restaurant – good experience? Why (not)?

What do you think about the food / drink in ... (country)? What have you tried / tasted?

Do you prefer English or (other) food / dishes? Why?

Topic Area 3 Leisure and entertainment

Socialising, special occasions and festivals (includes online)

Tell me about your hobbies. What do you do at the weekend / in the evenings?

(Do you play sport? Do you like music? What sort? When? Who with?)

What do you like to do with your friends? Last weekend? Next weekend?

(Do you go to the cinema / go to worship / play football with your friends?)

What do you do in your free time? Last weekend? And next weekend?

(Do you go shopping / watch football / go to worship at the weekend?)

Describe what you like to do in your leisure time / evening / weekend routine.

(What time do you get home / get up on Saturday? What do you do then?)

What do you (not) like about the weekend? Why?

(What do you do on Saturday / Sunday am / pm / evening? Tell me about that.)

Who do you spend free time with? Opinions about friends / family.

(Do you watch TV with your family? Do you go out with your friends?)

What would you do if you didn't have to go to school or work? Why?

(How do you spend your money? Clothes / fashion / music / sport?)

Tell me about a special occasion you were involved with recently.

(What? Where? Who with? Opinions?)

How did you celebrate your last birthday? With whom? Presents?

(What would you like to do differently for your next / 18th birthday?)

Do you have a favourite festival in the year? What? Why?

TV, films and music

Do you like television / films / going to concerts? Tell me about that.

What is your favourite TV programme / film / music / group? – Why?

(When do you watch it? How often? Who with? Where? etc.)

What sort of TV programmes / music / films do you like / dislike? Why?

(Do you like watching documentaries / the news / soap operas etc.?)

How much television do you watch in the evenings / at weekends / in the holidays?

Tell me about a programme / film you watched recently.

(What was it about? Who did you watch it with? What did you think of it?)

Do you have a favourite singer / film star / TV star?

(What is he / she like? Description / personality etc.)

Do you buy CDs / DVDs etc. or do you download music / films from the web?

What (film / programme / music) would you recommend (to a visitor)?

Topic Area 4 Travel and the wider world

Holidays and exchanges

Tell me about your summer holidays. Last year? This summer?

(Where are you going this year (did you go last year) for your holidays?)

Describe your holidays (weather / transport / accommodation / activities).

(Where do you like to go on holiday? Do you stay in a caravan? Who with?)

If you had lots of money, where would you go on holiday? Who with?

(What do you like to do on holiday? Who with? If weather is bad?)

Describe the Christmas / Eid / Diwali holidays. Celebrations / parties / visits / meals.

What do you (dis)like about holidays? Why? Do you go away / stay at home?

(What do you do at home in the holidays? Do you like it? Why (not)?)

Do you prefer holidays with family or with friends? What differences?

(Do you go on holiday with your family? Do you like that? Why (not)?)

(Dis)advantages of different sorts of holidays. Cost / travel / accommodation.

(Do you like going to ... on holiday? Why (not)?)

Have you taken part in an exchange / trip abroad? Tell me about it.

What are the (dis)advantages of exchanges?

Environmental, cultural and social issues

Are you “environmentally friendly”? What do you do to help the environment?

(Do you recycle bottles / paper etc?; save water / energy? How?)

Is the environment important to you? Why?

What have you done lately to help the environment?

What (more) could / should you do?

(Do you travel by car / plane? How often do you cycle / walk?)

In your opinion, what is the worst / biggest environmental problem at the moment?

Why? How could it be improved / solved?

(What do you think about global warming / greenhouse effect / pollution?)

What are the most important social issues for young people these days?

(What do you think about smoking / drinking / violence / crime?)

Is there a problem with drinking / drugs / violence in your local area?

How could it be improved?

Why do you think some people take drugs / get involved with crime?

Tell me about your favourite cultural holiday / celebration.

What do you (did you) do to celebrate? And next year? Or ideal?

Topic Area 5 Education and work

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

Tell me about your school / college.

(How many pupils / teachers at your school?)

Describe your classroom / school buildings / grounds.

(Do you have a big classroom? What is in your classroom?)

What is your favourite lesson? Why? And least favourite? Why?

(Do you like maths? What lesson will you have next / tomorrow / after this?)

Describe your daily routine at school / break / morning / afternoon routine.

(What time do / did you arrive at school / have lunch / go home?)

What do you like / dislike about school / lessons / sports? Why?

(What do you do at break / lunchtime? Who with?)

What do you think of school rules? Opinions about uniform / homework.

(Are the teachers strict? What do you think about homework?)

What would you change about your school? How would that be better?

(Do you like your school (uniform)? Why (not)?)

Work experience, future study and jobs, working abroad

Tell me about your work experience. How long? What sort of business?

(Did you like working at ... ? Why (not)? Tell me about it.)

Do you work at the weekend / in the evenings? Opinions about this work.

(Do you work in a supermarket? Where / when? do you work on Saturdays?)

What do you want to do after you leave school? College / university / work / study?

(Are you going to college in September? What will you study?)

Describe your routine while on work experience. Am / pm. Transport / meals.

(What time did you arrive at work? Morning / lunchtime / afternoon?)

What sort of job / profession would you like in the future? Why?

(After college? Do you want to work in a shop / office / garage? Why?)

What does your father / brother / sister do? Would you like to do that job?

(What work does your mother / father do? Do you want to be an ... ?)

(Dis)advantages of different jobs / careers / study or work opportunities.

(What money do you earn / receive? How do you spend it?)

If you had the choice, where would you like to work? Abroad? Why?

(Dis)advantages of working in UK / abroad.

Modern Foreign Languages

**OCR GCSE units A802, A812, A822, A832, A842
Speaking Mark Sheet**

Shaded sections should be completed by the Teacher conducting the test

| | | | | | | | | | | |
|--------------|--------------------------|-----------------|--------------------------|----------------|--------------------------|-------------------|--------------------------|----------------|--------------------------|---------------|
| Dutch | <input type="checkbox"/> | Gujarati | <input type="checkbox"/> | Persian | <input type="checkbox"/> | Portuguese | <input type="checkbox"/> | Turkish | <input type="checkbox"/> | Tick language |
|--------------|--------------------------|-----------------|--------------------------|----------------|--------------------------|-------------------|--------------------------|----------------|--------------------------|---------------|

| | | | |
|------------------------|--|-------------------------|--|
| Centre Number | | | |
| Candidate Name | | Candidate Number | |
| Name of teacher | | Date of test | |

Marks to be completed by the OCR Examiner

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Part 1: Presentation and Discussion (Max 5 Mins) | | Topic: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Content and communication | Quality and range | Pronunciation and intonation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Part 2: General Conversation (Max 5 Mins) | | Topic: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 9 | 10 | Points of View | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | Opinion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | Justifications | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | Vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | Structures | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | Tenses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Part 1 | | Total | OCR Examiner | |
| Content and Communication | /10 | | | |
| Quality and Range | /10 | | | |
| Pronunciation and Intonation | /5 | Max 50 | Date | |
| Part 2 | | | | |
| Content and Communication | /10 | | | |
| Quality and Range | /10 | Checker | | |
| Pronunciation and Intonation | /5 | | | TL/PE |

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