

# Controlled Assessment for Speaking

## **GCSE Spanish**

OCR GCSE in Spanish: J732

Unit: A722

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

# GCSE Spanish

## A722: Speaking

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OCR has produced these support materials to provide additional advice and guidance for teachers preparing candidates for the Controlled Assessment for speaking.

The material covers the long term planning from the perspective of an imaginary Centre for the purpose of demonstrating the processes undertaken. In addition, there is information to highlight the process of task planning from the initial teaching and learning stage through to the final task taking stage and the moderation process. The content can be used for training purposes in MFL departments and can also be adapted to be used with candidates, as teachers deem appropriate.

The material has been produced using scripts from the June 2010 series to illustrate each of the stages of the administration and assessment processes for the effective conduct of Controlled Assessment tasks.

The candidate recordings can be found on the OCR Interchange under:

Coursework and Tests / Support Material / Controlled Assessment Materials.

Type in the relevant unit code (A722) and click on the file: A722 – Exemplar Speaking Files.

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## **SECTION A**

### **Candidate A**

#### **Topic Area 2: Health and sport**

### **1 Long Term Planning**

#### **Topic Area 2: Health and sport**

##### **Summary**

The OCR Topic Area no. 2, Health and Sport, sub-section Sport, Outdoor Pursuits and Healthy Lifestyle, was undertaken in the second term of Year 10.

##### **Planning**

A teaching programme of approximately six weeks allowed for the Speaking Controlled Assessment task to be taken just before the half-term break by the majority of the students. The tests of two students who were absent were rescheduled for soon after the break.

## 2 Teaching and Learning

Unit 2A of the course book (GCSE Spanish for OCR) focuses on 'Sports; outdoor pursuits and healthy lifestyle'. In addition to the work covered in this, or any other course book and the additional resources which complement it, any of the following activities could be introduced to further practice useful language in the build-up to the Controlled Assessment Speaking task.

Some suggested teaching / homework activities	Suggested resources	Points to note
<p>Conduct a survey of students' preferred sports and activities</p>	<p>Questions drawn up by students in pairs or groups (higher ability) List of teacher's pre-prepared simple questions and grid (for ✓ or × answers) for lower ability</p> <p>Key, sample responses practised with those needing such help</p> <p><a href="http://www.yahoo.es">www.yahoo.es</a> then choose 'deportes' link for names of sports, fixtures, players and news</p> <p><a href="http://salud.univision.com/es/estado-fisico-y-ejercicios/consejos-practicos-como-hacer-actividad-en-familia">http://salud.univision.com/es/estado-fisico-y-ejercicios/consejos-practicos-como-hacer-actividad-en-familia</a> for article &amp; advice on exercising together as a family</p>	<p>Detail added according to abilities of students (frequency; when; where; how long have been doing; who with; reasons for liking / disliking etc)</p> <p>In addition to the use of first and second person verb forms and pronouns (e.g. ¿Juegas al ...?; ¿Te gusta el ...? Sí, me gusta ....), an activity requiring reporting on another student's preferences could be used to practice third person forms (e.g. Chris hace el piragüismo los sábados. Le gusta porque ...)</p>
<p>Conduct an interview with a famous person / sports person</p>	<p><a href="http://www.yahoo.es">www.yahoo.es</a> then search by name</p> <p><a href="http://salud.univision.com/es/%C3%A1lbum-de-fotos/los-m%C3%A1s-deportistas-de-hollywood">http://salud.univision.com/es/%C3%A1lbum-de-fotos/los-m%C3%A1s-deportistas-de-hollywood</a> for Hollywood stars' favourite sports and links to other articles on health issues and sport</p> <p><a href="http://www.youtube.com/watch?v=4Ex3k3yKjYk&amp;feature=related">http://www.youtube.com/watch?v=4Ex3k3yKjYk&amp;feature=related</a> and <a href="http://www.youtube.com/watch?v=yup8ifNVcKI&amp;feature=related">http://www.youtube.com/watch?v=yup8ifNVcKI&amp;feature=related</a> for brief alternative approach to revising verb endings</p>	<p>Depth and details dependent on ability of students. Angle could be that of normal training period (daily routine and reflexive verb exploitation); a special event / match etc (past tense usage, adjectives, comparisons); biography to present day (past tenses, opportunity for practising wide range of vocabulary and structures already learnt) or more general, broader spectrum but at less complex level, bringing in details of family, favourite food etc for lower ability (consolidating recently learnt structures and vocabulary as well as prior learning)</p> <p>Written activity could follow in form of famous person's blog</p>

<p>Report on a sporting fixture, perhaps from journalist's viewpoint</p>	<p>Mock-up of news / sports broadcast brief report on match / event in audio or audio-visual format as stimulus for students to prepare own</p> <p><a href="http://www.youtube.com/watch?v=iFUAWMMdE7c&amp;feature=related">http://www.youtube.com/watch?v=iFUAWMMdE7c&amp;feature=related</a> for guitar-playing teacher revising some irregular preterite tense forms</p>	<p>Brief synopsis of a sports event (those who took part; score / outcome; star performances; opinions of event and justifications; next fixture / event)</p> <p>Students could record their reports for playback to class</p> <p>Once format established, use of frame could be used at regular intervals / occasionally to provide brief cover of sport popular with class e.g. local derby match / school competition</p> <p>Written version could follow</p>
<p>Health quiz in game-show format</p>	<p>Whiteboard plus visuals of foodstuffs; drinks and extras (e.g. cigarettes, activities)</p> <p><a href="http://www.muyinteresante.es">http://www.muyinteresante.es</a> then choose 'salud' link for articles on health issues and also the comments posted by readers which generally take the form of opinions</p>	<p>Students divided into teams Students decide whether an item / activity is healthy or not</p> <p>Appropriate reasons earn extra points</p> <p>Expression of positive and negative opinions – extra points earned for using expressions beyond the straightforward (e.g. (no) me gusta / es bueno / malo etc)</p>

At appropriate points in the teaching and learning process, students worked in pairs or small groups, recording their exchanges using small, handheld recorders. Speaking practice took the form of an interview and short conversations. Even relatively short exchanges were recorded in order to accustom students to being recorded and to encourage them to analyse areas for potential improvement in terms of pronunciation and delivery (pace, pausing such that meaningful strings are uninterrupted etc).

### 3 Task Setting

#### Topic Area 2: Health and sport

The students were aware of the general topic area for their forthcoming Speaking task since the teacher had explained at the beginning of the academic year how the Controlled Assessments for Speaking and Writing would be incorporated into their normal timetable. They had undertaken a written Controlled Assessment in the previous term on the topic studied then, Local Area, so they were expecting to prepare a Speaking task on Sport and Health. The teacher chose an OCR exemplar task from the Guide to Controlled Assessment (Speaking), printed on page 26.

With reference to the Speaking Information Form [GCW 933] which she had prepared, the teacher advised students that the work they had done in class and for homework would assist them in responding to the cues outlining the task but, with higher-ability students, she explained that they should not feel that they had to cover every point if they felt that their interests and ability led them to explore some points in greater depth. With students whose targeted grade was in the range B – D, the teacher advised them to try to prepare something in response to each of the cues in order to demonstrate their ability and give themselves the opportunity to show a range of language.

Students whose targeted grade was below D were encouraged to respond to each cue within the scope of the work they had studied and the teacher advised them that they would be equipped to respond well to at least four or five of the seven cues. In addition, she advised these students to pay particular attention to the questions in brackets, where they appeared, and to ensure that they tried to include some information in response to these sub-cues.

She informed all students that the format for the assessment would be a Presentation followed by a Discussion and reminded them that she would ask them some questions which they had not specifically prepared but which would be based on ideas that they were familiar with and would be able to recognise and respond to, given that they had been covered at some stage in this topic or another.



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

Controlled Assessment

Speaking Information Form (Teachers)

French (J730):

German (J731):

Spanish (J732):

Teaching Group:	Year 10 EH	Preparation Start Date:	16/02/2010
Teacher: E. Harnham			

Topic Area	No. 2 Health and Sport
Purpose*	Presentation and Discussion

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

**Task Title:** Whilst on an exchange at a partner school in Spain, you are asked to give a presentation about sports and lifestyle. You may include the points listed below. You will also need to answer unprepared questions on this topic.

**Suggestions:**

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 next week? Do you have a match / competition?

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

## 4 Task Preparation

At the beginning of the first lesson slot scheduled for the Task Preparation, students arrived with their course book, exercise book, a bilingual dictionary and some also had a published language guide. There was lined paper on their desks and seating had been arranged to allow each student enough working space and to prevent copying between students. The teacher issued each student with a plastic wallet and instructed everyone to write their name and set on the label in the top right-hand corner. She then issued the **Speaking Information Form** and read it through to the class. She had decided to do this in order to settle her students.

Almost all of the students wrote out their ideas in full. They had been advised to write on alternate lines so that, should they later find a mistake or want to expand on a point, they would be able to make neat changes without feeling the need to rewrite the whole piece. Towards the end of the 55-minute period, the teacher instructed the students to place all the work they had produced in the plastic wallet along with the Speaking Information Form and to tidy everything else away. She collected the wallets and stored them securely until the next preparation period, two days later.

At the start of the second preparation period, the teacher reissued the students' work in their plastic wallets and also gave them each a copy of the Speaking Notes Form [GCW 937]. She reminded them of the need towards the end of this session to prepare the notes that they could take into the Speaking test itself; that they could write eight words for each of the bullet points and that they might want to write the first few words of parts they had prepared in response to the cues, or they might write the key words for that response or the main verbs. In class time she had often asked them to summarise the key points that they felt would be useful to them to remind them of a piece of work and the class had worked to produce notes as an aide-mémoire.

Students were aware that, once they had completed their preparation and had written their notes on the Speaking Notes Form, they could practice their delivery quietly in a way that would not disturb other students.

At the end, the teacher once again took in all materials that had been produced during the Task Preparation stage, the Speaking Information Form and the Speaking Notes Form and stored them securely.

Immediately before the Speaking test itself, each student was handed his / her plastic wallet and was allowed a further ten minutes in which to consult their notes in order to refresh their memory.

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

CONTROLLED ASSESSMENT  
Speaking Notes Form (Candidates)

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

		Centre Number	12345
Candidate Name	Jane Smith	Candidate Number	0057

Topic Area	No 2 Health and Sport
Purpose*	Presentation and Discussion

\* 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:

1. juego al fútbol - corro en la madrugada  
- opinions
2. Colegio - muchos clases de deportes - Variedad
3. me gustaría hacer esgrima - emocionante  
- divertido
4. Ejercicio importante - mentalidad - confianza  
favorito deportista ha ganado
5. Mi campeón - hace cinco meses fui -  
ruidoso - estadio

Candidate Signature: Jane Smith

Date: 18 February 2010

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

GCW937 Revised September 2009

SNF/A702/A712/A722

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## 5 Task Taking

Prior to the day when the students were scheduled to take their Speaking tasks, the teacher had set up a system of electronic folders in a secure area of the school's computer server. Within the area for Modern Foreign Languages, a folder had been labelled 'GCSE Speaking Tasks' and, within this folder, there were subfolders for each language taken at GCSE and then subfolders for each teaching group and again a subdivision for each student.

She had also drawn up a timetable for the students detailing when they should arrive to take their test. Tests were scheduled at ten-minute intervals.

The MFL department had arranged to use a teaching room and a nearby office where no languages materials would be on show. The tests were conducted in the office whilst the teaching room was used for the final preparation time for each candidate, supervised by an invigilator. The Cover Supervisor arranged for the teacher's classes to be supervised for the day when the tests would be taken.

Each student arrived at the teaching room at their allotted time. There, the invigilator issued them with their plastic wallet and they were allowed ten minutes in which to use their materials to refresh their memory. At the end of the ten minutes, students retained their Speaking Notes Form and Speaking Information Form, returned the wallet to the invigilator and progressed to the office to take the test with their teacher.

At the start of each test, the teacher stated the following:

- Centre number
- Candidate's number and name

The teacher briefly introduced the task to the student and then allowed the student to deliver his or her Presentation. During the Discussion, the teacher asked relevant questions appropriate to the student's ability and subject matter which the student could be expected to be able to answer but which he or she had not specifically prepared beforehand. As each student left, the teacher collected the two forms, the Speaking Notes Form and the Speaking Information Form, so that they could be stored securely within the MFL Department.

The teacher recorded the tests using a digital recorder and, at the end of each one, checked that it had been successfully recorded. She gave each recording the file name, 'T2 - PD [+ candidates']

name]' (Topic 2 - Presentation & Discussion) and immediately filed it in the folder set up previously.

The file path for one student was:

- GCSE Speaking Tasks
  - Spanish
    - 10 EH [Teaching set]
      - Jane Smith

Once all the students had taken their tests, the teacher copied the recordings to CD and finalised the disk so that it could be played on other equipment. She labelled the disk and the CD case insert carefully with every student's details. She then stored this CD in a lockable filing cabinet in the Head of Department's office. She later used this CD to mark her candidates' tests.

## 6 Application of Assessment Criteria

The commentary on the assessment of the tasks has been provided by the Principal Moderator for GCSE Spanish Controlled Assessment – Speaking in order to help teachers to understand how the Assessment Criteria should be applied.

The content of the transcripts is designed to provide a phonetic representation of the whole assessment. Therefore, spelling errors and grammar mistakes may be apparent in order to provide a true record of the assessment.

The tasks were marked internally by the Centre according to the Assessment Criteria with a total mark of 30 awarded for:

- Communication (15 marks)
- Quality of Language (10 marks)
- Pronunciation and Intonation (5 marks)

The teacher preferred to mark the Speaking tasks after they had been taken rather than simultaneously as she felt that she could not otherwise concentrate on eliciting the best performance from her candidates. Therefore she applied the Assessment Criteria at a later date. As she had attended an OCR INSET session, she felt able to advise her colleagues on the application of the criteria.

## Candidate A

### Communication

The candidate was allowed to speak freely in order to deliver her Presentation but faltered twice. The teacher correctly advised her to refer to her Speaking Notes Form on the first occasion and, on the second, assisted the candidate by supplying a question in an effort to help her to focus and continue. The candidate went on to speak at length, providing a good deal of information. In the Discussion phase of the test, the candidate was less able to expand on her ideas but she demonstrated understanding of the questions put to her and could respond in a limited way. Points of view and some justifications were included. The marks awarded must reflect the difference in performance in the two parts of the test. The first part of the test broadly meets the criteria contained in the mark band 10 – 11 but the Discussion part falls more in the area of 7 / 8.

**Mark: 9**

### Quality of Language

The candidate's verb use was largely accurate although some verb forms were omitted in the Discussion phase. She spoke fluently apart from at the very beginning when nerves probably played a part and her ideas and expressions flowed well. The language used was appropriate and allowed her to link and modify her ideas. There were mistakes but these were not major and did not undermine her message.

**Mark: 7**

### Pronunciation and Intonation

The pronunciation was mostly accurate although there were some errors, for example in *enérgico* ([j] sound as in some pronunciations of *yo*).

**Mark: 4**

**Total Marks: 20**

## Candidate A: Transcript of Assessment

Topic Area no. 2	Health and Sport
Purpose	Presentation and Discussion
Timing:	6' 02" [from start of candidate's response]

[C] En mi ratos libres, juego al fútbol con mi pequeño hermano en mi casa en X. Me gusta el fútbol porque es muy divertido. Cuando estoy en Y estudia en mi colegio. Corro ..... en la madrugada ...

[T] Puedes usar tu ....

[C] Sí. Madrugada .... todos los días con mi amiga antes ir al colegio. Me gusta correr porque es muy enérgico ... especialmente antes mi clases. En mi colegio hay muchos depor ... muchos clases de deportes hacer. Durante la semana mi ... ha ....

[T] Durante la semana, ¿qué practicas?

[C] Durante la semana tengo dos clases de deportes para mi clase. Pero, sin embargo .. sin embargo antes y después colegio hay otras clases de deportes hacer: de tenis; voleibol y incluso bale y baile En mi opinion, hay mucho variedad. En el futyuro me gustaría hacer esgrima porque parece muy emocionante y, por lo visto, .. hay muy divertido ... con tus amigos. Mi favorito deportista es Fernando Torres. Juega al fútbol para Liverpool. Y es muy guapo y.. pero, con más importancia, es español. Juega al fútbol muy bien y ha ganada muchos trofeos para su equipo. Es mi campeón. Ejercicio es más importante para estar sana. Pero también es importante para tu mentalidad y confianza. Creo que dos o tres horas de deportes o ejercicio todos los días es ... como tenis o yoga es ideal ... para estar sana. Hace cinco meses fui a Liverpool con mi padre y mi pequeño hermano ver al fútbol con Liverpool en contra de Wolves. Liverpool ganaron cuatro dos y mi campeón, Fernando Torres, estaba allí. Fue muy emocionan ...no, fue muy ruidoso en el estadio pero fue muy emocionante también. El fin de semana lado me gustaría jugar al fútbol con mi pequeño hermano en el parque pero degraciadamente me duele mi tobillo.

[T] ¿Dónde practicas los deportes en el colegio?

[C] Tengo en mi colegio una polideportivo y mi clase prácticas deportes allí.

[T] ¿Qué deportes practicaste la semana pasada?



[C] ¿En mi colegio?

[T] O fuera.

[C] Netball, ... tenis y ... algunas veces ... en la piscina ....

[T] ¿La natación?

[C] La natación.

[T] ¿Por qué te gusta correr? Yo odio correr

[C] Porque es muy enérgico y .... me gusta la energía especialmente antes de mi clases y colegio.

[T] Aparte del ... ¿Hay un deporte que no te gusta?

[C] Sí. ... Lacrosse, ... que es no deportes de España. Sí, sí, ... pero sí, no me gusta porque es muy difícil.

[T] ¿Crees que te gustaría practicar un deporte peligroso?

[C] .....

[T] Como, ¿un deporte extremo?

[C] Sí. Boxeo.

[T] ¿El boxeo? ¿Por qué?

[C] Es peligroso, sí, pero muy emocionante especialmente con mis amigas.

[T] ¡Oh! ¿No es un deporte para chicos?

[C] Sí, sí también.

[T] Y la semana próxima, ¿qué deportes practicarás?

[C] ¿En mi colegio?

[T] En tu colegio.

[C] ... Rounders ... sí, .... en el grupos. Sí, de ... de once chicas.

[T] Muy bien, pues ya hemos terminado.

## **Section B**

### **Candidate B**

#### **Topic Area 4: Travel and the Wider World**

## **1 Long Term Planning**

### **Topic Area 4: Travel and the Wider World**

#### **Summary**

The OCR Topic Area no. 4, Travel and the Wider World, was studied in the autumn term of Year 11.

#### **Planning**

The teaching programme of six weeks meant that the Speaking Controlled Assessment task could be completed before the half-term break.

The teacher used the course book in the Centre (GCSE Spanish for OCR) to cover the normal vocabulary and structures linked to this topic and also practised them using supplementary Reading Comprehension and Listening Comprehension at appropriate moments in the teaching cycle.

Note: Where suggestions are given for possible activities and reference is made to web-based materials, these are clearly only a sample of those available and more are constantly being uploaded. For example, there are many more alternative-approaches-to-grammar items featured on youtube.com which can introduce an element of humour to a class.

## 2 Teaching and Learning

Unit 4A of the text book focuses on 'Holidays and Exchanges'. In addition to the work covered in this, various activities were introduced to further practice useful language in the build-up to the Controlled Assessment Speaking task. For example, in order to explore a wider range of language, very able students were directed to the website, <http://es.viajes.yahoo.com/> and to two diary postings in Spanish, the first on a trip to San Francisco:

[http://es.viajes.yahoo.com/viajes-journal-1288468-san\\_francisco;\\_ylt=ArryteVPYRbJ5gxduMW2oWPG\\_Yd4?journalnum=1](http://es.viajes.yahoo.com/viajes-journal-1288468-san_francisco;_ylt=ArryteVPYRbJ5gxduMW2oWPG_Yd4?journalnum=1)

the second on a holiday in Stockholm:

[http://es.viajes.yahoo.com/viajes-journal-1133913-mi\\_viaje\\_a\\_estocolmo;\\_ylt=ArryteVPYRbJ5gxduMW2oWPG\\_Yd4?journalnum=1](http://es.viajes.yahoo.com/viajes-journal-1133913-mi_viaje_a_estocolmo;_ylt=ArryteVPYRbJ5gxduMW2oWPG_Yd4?journalnum=1)

The teacher had to point out some spelling and accent errors and assist her students with more colloquial expressions in the text but students enjoyed the freer exercise and selected some expressions for their own work. With less-able students she explored a range of holiday destinations and appropriate activities for each destination in a matching exercise. The students were then set the task of selecting a destination and making a few simple diary entries, incorporating the phrases from the matching exercise and other common, useful preterite verb forms (e.g. fui, visité; viajé; llegué; vi; comí; bebí; saqué; compré; salí etc). These were then shared in class as a narrative of different types of holiday (skiing; beach; city break; luxury cruise etc) and the opportunity taken to pool some language and extend and elaborate on sentences.

### 3 Task Setting

#### Topic Area 4: Travel and the Wider World

#### Purpose: Presentation and Discussion on Holidays

Following discussion of the proposed format ('Purpose') of the task with her students, the teacher drew up the **Speaking Information Form** [GCW 933]. She had advised her students that, as they had acquitted themselves well in their first Speaking task, the format of which was a Presentation and Discussion, it would be best to adopt a different format on this occasion since it would not be possible to submit two Speaking tasks of the same type. Therefore, a conversation-approach was decided upon.

As with the first Speaking task, the teacher advised her students of the value of the work they had done in class and for homework in preparing them for the task. She again gave advice tailored for different ability levels in terms of individual approaches to the cues on the Information Form and reminded them that, besides the items they would specifically prepare, she would also ask them some additional questions which would be based on ideas that they were familiar with and would be able to recognise and respond to, given that they had been covered at some stage in this topic or another.

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

Controlled Assessment

Speaking Information Form (Teachers)

French (J730):

German (J731):

Spanish (J732):

Teaching Group:	Year 11 EH	Preparation Start Date:	19/10/2010
Teacher:	E. Harnham		

Topic Area	No. 4 Travel and the Wider World
Purpose*	Conversation

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

**Task Title:** You are speaking to a Spanish friend about holidays. You may include the points listed below.  
You will also need to answer unprepared questions on this topic.

**Suggestions:**

1. What sort of holiday do you prefer? Why?  
Activities? Accommodation? How long for?
2. Where did you go last year? What did you do?
3. Where would you suggest as a holiday destination? Why?  
(Location? / Food? / Weather? / People? / Transport?)
4. Where will you go for your next holiday? Why this destination?
5. How do you relax on holiday? Do you seek to learn something on holiday?
6. What sort of holiday does your best friend prefer?

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

GCW933 Revised January 2010

SIF/A702/A712/A722

Oxford Cambridge and RSA Examinations

## 4 Task Preparation

The Task Preparation was again scheduled for two 55-minute lesson slots. Students brought their course book, exercise book, a bilingual dictionary and some a published language guide. Lined paper had been distributed and seating had been suitably arranged. The teacher issued each student with a plastic wallet and everyone wrote their name and set on the label. The teacher again began by reading through the Speaking Information Form to her class. At this stage, one student asked a question regarding the suitability of including reference to a certain context in his task. As this question was of a general nature and not requesting advice on specific language items or the accuracy of such items, the teacher could respond to the question and advise that if the student's development of his task led him in that direction, then inclusion of such reference would indeed be appropriate.

At the end of the first 55-minute period, the teacher instructed the students to place all the work they had produced in the plastic wallet along with the Speaking Information Form. She collected the wallets and stored them securely until the next preparation period, two days later.

At the start of the second preparation period, the teacher reissued the students' work in their plastic wallets and also gave them each a copy of the Speaking Notes Form [GCW 937]. She reminded them of the need towards the end of this session to write on this form the notes that they could take into the Speaking test itself as an aide-mémoire. As before, she advised them of possible different approaches to selecting the items they might write.

Students were aware that, once they had completed their preparation and had written their notes on the Speaking Notes Form, they could practice their delivery quietly in a way that would not disturb other students.

At the end, the teacher once again took in all materials that had been produced during the Task Preparation stage, the Speaking Information Form and the Speaking Notes Form and stored them securely.

Immediately before the Speaking test itself, each student was handed his / her plastic wallet and was allowed a further ten minutes in which to consult their notes in order to refresh their memory.



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

CONTROLLED ASSESSMENT  
 Speaking Notes Form (Candidates)

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

		Centre Number	12345
Candidate Name	Mark Stephens	Candidate Number	0058

Topic Area	No 4 Travel and the Wider World
Purpose*	Conversation

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

Your notes below should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – you can include conjugated verbs.

Task Title:

Notes:

1. lo ideal son - me alojo - nos quedamos
2. fui con familia - descansé - nadé -  
lo pase bien
3. recomiendo - el clima - hay fiestas -  
mejor transporte - rápido
4. Berlín con colegio - quiero aprender -  
conocer su cultura
5. relajarse - salir a caminar -  
fue - sacó fotos - comió.

Candidate Signature: M. Stephens

Date: 21/10/10

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

GCW937 Revised September 2009

SNF/A702/A712/A722

Oxford Cambridge and RSA Examinations



## 5 Task Taking

The students' tests were again scheduled at ten-minute intervals and a timetable was issued in advance.

The same arrangements regarding accommodation were made as for Task A, in Year 10 [please see earlier in this document].

At the start of each test, the teacher stated the following:

- Centre number
- Candidate's number and name

The teacher briefly introduced the task to the student and then asked the first question. At appropriate points, the teacher asked relevant, unprepared questions in keeping with the student's ability.

The teacher recorded the tests using a digital recorder and, at the end of each one, checked that it had been successfully recorded. She gave each recording the file name, 'T4 – C [+ candidates' name]' (Topic 4 - Conversation) and immediately filed it in the electronic folder, 'GCSE Speaking Tasks', set up previously. Her colleague did the same and the file path for one student in his teaching group was:

- GCSE Speaking Tasks
  - Spanish
    - 11 NP [Teaching set]
    - Mark Stephens

Once all the students had taken their tests, the teacher copied the recordings to CD and finalised the disk so that it could be played on other equipment. She labelled the disk and the CD case insert carefully with every student's details. She then stored this CD in a lockable filing cabinet in the Head of Department's office. She later used this CD to mark her candidates' tests.

## 6 Application of Assessment Criteria

The commentary on the assessment of the tasks has been provided by the Principal Moderator for GCSE Spanish Controlled Assessment – Speaking in order to help teachers to understand how the Assessment Criteria should be applied.

The content of the transcripts is designed to provide a phonetic representation of the whole assessment. Therefore, spelling errors and grammar mistakes may be apparent in order to provide a true record of the assessment.

The tasks were marked internally by the Centre according to the Assessment Criteria with a total mark of 30 awarded for:

- Communication (15 marks)
- Quality of Language (10 marks)
- Pronunciation and Intonation (5 marks)

## Candidate B

### Communication

The candidate conveyed information confidently without the need for repeated stimulus and routinely expressed opinions and provided justifications. The conversation flowed well and the candidate generally offered a good amount of information. Although the candidate's interventions were relatively short, there were many of them and they did not all follow the structure of the teacher's question, demonstrating an ability to develop and express his own ideas.

**Mark: 12**

### Quality of Language

The candidate's verb use was almost totally accurate. He was fluent. The language used was appropriate and varied but was a little under-developed, perhaps as a result of there being so many questions rather than evidence of the candidate speaking more independently at length.

**Mark: 8**

### Pronunciation and Intonation

The pronunciation was generally accurate although there were some instances of influence from English and an authentic intonation pattern was almost wholly absent.

**Mark: 3**

**Total Marks: 23**

**Candidate B: Transcript of Assessment**

Topic Area no. 4 Travel and the Wider World

Purpose Conversation

Timing: 5' 04"

[T] ¿Qué tipo de vacaciones te gusta?

[C] Creo que lo ideal son las vacaciones de familia porque ...me gusta estar con mi familia.

[T] Y, ¿dónde has estado recientemente de vacaciones?

[C] Recientemente he estado en X con mi familia porque quise visitar mis abuelos.

[T] Y, ¿dónde te quedas normalmente cuando vas a X?

[C] Cuando voy de vacaciones, generalmente yo me alojo en la casa de mis abuelos.

[T] Y, ¿por cuánto tiempo vas de vacaciones normalmente?

[C] Normalmente nos quedamos un por mes y medio.

[T] Y, ¿adónde fuiste el verano pasado?

[C] El verano pasado fui a X con mi familia para visitar mis abuelos.

[T] Y, ¿qué hiciste allí?

[C] El verano pasado descansé y nadé en el mar.

[T] ¿Lo pasaste bien o lo pasaste mal?

[C] Lo pase bien porque hice muchas actividades divertidas como jugar al fútbol.

[T] Y, ¿qué buenas o malas experiencias tuviste?

[C] Fue una experiencia buena porque aprendí la cultura del país.

[T] ¿Qué lugar me recomendarías para ir de vacaciones en el futuro?

- [C] Recomiendo *X* en el sudeste Esia porque el clima es siempre bueno.
- [T] Y, ¿qué tiempo hace allí?
- [C] Normalmente en *X* el clima es bueno, hace sol, buen tiempo y nunca hace frío.
- [T] Y, ¿qué hay para hacer y visitar allí?
- [C] Hay fiestas en las calles en octubre y es muy interesante.
- [T] Descríbeme el tipo de comida de este lugar.
- [C] Pletos típicos que hace allí se hay en *X* son los fritos especial, los fid...fidi ... fídios y los mariscos.
- [T] Y, ¿cómo puedes llegar a este lugar desde Inglaterra?
- [C] El mejor modo de llegar a *X* es viajar en evión.
- [T] Y, ¿qué piensas de este transporte?
- [C] El ívion es más rápido que el barco pero el barco es más barato que el ivión.
- [T] ¿Cuánto cuesta ir allí?
- [C] Usualmente un billete de ivión cuesta ochocientas o novecientas libras para una persona.
- [T] ¿Cómo se puede llegar al hotel o al sitio donde te quedas desde el aeropuerto?
- [C] Salgo de la autopista y luego sigo las indicaciones al aeropuerto.
- [T] ¿Adónde irás en tus próximas vacaciones?
- [C] En mis próximas vacaciones voy a ir a Berlín en Aleminia.
- [T] ¿Por qué irás allí?
- [C] Voy a Berlín con mi colegio y también porque yo quiero aprender cosas nuevas.

- [T] ¿Cuándo irás a este lugar?
- [C] .....
- [T] ¿Cuándo irás a Berlín?
- [C] Voy a ir el año próximo en octubre con mis compañeros de colegio.
- [T] Y, ¿qué piensas hacer allá?
- [C] Espero aprender la historia de Alminia.
- [T] Y ¿algo más?
- [C] Y conocer su cultura que me ayuda a ganar más experiencia.
- [T] ¿Qué fiestas o costumbres son importantes para ti cuando escoges unas vacaciones?
- [C] En X hay un fiestas donde los fuegos artificiales se disparan hacia el cielo.
- [T] Y, ¿qué te gustaría aprender?
- [C] Tengo la intención de aprender a conocer otro país.
- [T] Y, ¿cómo vas a poder descansar en tus próximas vacaciones?
- [C] Un ... una buena manera de relajarse es dormir y no trabajar en casa o salir con tus amigos.
- [T] Y ahora, dime, ¿cómo se puede estar activo en vacaciones?
- [C] Para estar activo en vacaciones uno puede salir a caminar por allí.
- [T] Y, descríbeme las vacaciones de tu mejor amigo.
- [C] Mi mejor amigo, X, fue en sus últimos vacaciones a España. Seo fotos, comió cosas típicas de la ríyon.

## **7. Internal Standardisation**

The teacher and her colleague in the Spanish Department each marked their own students' tests and then exchanged CDs to sample the other's marking. They later conferred and agreed the marks of the candidates they had sampled. As a result, they each agreed to adjust some of their original marks for other candidates as they had now established a common standard for their department.

## 8 Storage of Work

The CDs carrying copies of the tests were returned to the secure storage in the Head of MFL's office. The marks were recorded electronically and filed in a secure area of the server designated for this purpose. The Speaking Information Form had been drawn up electronically and so this could be saved in electronic format with the file name, 'T4 - C', following the file path:

- GCSE Speaking Tasks
  - Spanish
    - 11 EH
      - Spk Info Forms

Each candidate's Speaking Notes Form was scanned and stored with the file name, 'T4 - Spk Notes [+ candidates' name]'. For example, the Form for the student featured here as 'Candidate B' was stored following the file path:

- GCSE Speaking Tasks
  - Spanish
    - 11 NP [teaching group]
      - Mark Stephens

In the Spring Term, once it was known that students would undertake no further Speaking Tasks, the teachers downloaded an interactive version of the Working Mark Sheet [GCW 932] from the OCR website and completed it for each student, entering the marks for the best two Tasks. The interactive version automatically totals marks entered on the form, thereby avoiding arithmetic errors. The sheets were printed for the teachers to sign, confirming the work to be that of the candidate in accordance with the regulations. They then scanned the sheets and stored both versions securely. The electronic version was saved to each student's electronic file along with the other documentation relevant to his or her Speaking Tasks.

The marks for each candidate were passed to the school's Examinations Officer who communicated them to OCR via a form called an MS1 in advance of the 15 May deadline. On the basis of these marks, OCR requested a sample of work from the school, identifying those candidates whose work must be submitted for moderation.

The teachers worked with the Examinations Officer to upload the recordings requested in the moderation sample and documentation to the OCR Repository. [At the time of making final candidate entries, in the February prior to the examination period, the MFL Department had



elected to submit work to the Repository rather than on disk via the postal route and this was reflected in the OCR entry code used.]

The process was speedier and more efficient as they followed OCR advice on file labelling, contained in the Guide to Controlled Assessment [Speaking] booklet on pages 58 and 59. For each candidate in the moderation sample, they uploaded the following:

- a Working Mark Sheet [GCW 932]
- the recording of Task 1
- the candidate's Speaking Notes Form [GCW 937] for both Tasks

At this stage, the teachers completed a Centre Authentication Form [CCS 160], signed it and filed it electronically. This was also uploaded.

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

Controlled Assessment: Speaking  
Working Mark Sheet

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

This marksheet is required for moderation purposes and must be sent with the candidates recorded task (Task 1) and the Speaking Notes Form

Candidate Name		Jane Smith	Centre Number	12345
			Candidate Number	0057

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

**Task Purpose:** Presentation and Discussion

**Task Title:** Health and Sport

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
9 / 15	7 / 10	4 / 5	20 / 30

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

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

**Task Purpose:** Role play

**Task Title:** Applying for a summer job

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
10 / 15	7 / 10	4 / 5	21 / 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 E. Harnham (Teacher)      Date **22/03/11**



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

Controlled Assessment: Speaking  
Working Mark Sheet

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

This marksheet is required for moderation purposes and must be sent with the candidates recorded task (Task 1) and the Speaking Notes Form

		Centre Number	12345
Candidate Name	Mark Stephens	Candidate Number	0058

<b>Controlled Assessment Task 1: Component 01 (Repository)</b>		<input checked="" type="checkbox"/>	OR (please tick one box)
<b>Component 02 (Postal)</b>		<input type="checkbox"/>	
<b>Task Purpose:</b> Conversation			
<b>Task Title:</b> Holidays			
Communication	Quality of Language	Pronunciation and Intonation	<b>Total for Task 1:</b>
12 / 15	8 / 10	3 / 5	23 / 30

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

<b>Controlled Assessment Task 2 : Component 03 (Marks only to be submitted)</b>			
<b>Task Purpose:</b> Presentation and Discussion			
<b>Task Title:</b> Health and Sport			
Communication	Quality of Language	Pronunciation and Intonation	<b>Total for Task 2:</b>
13 / 15	8 / 10	3 / 5	24 / 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 22/03/11



# Centre Authentication Form

**OCR Entry Level, GCSE, GCE, Principal Learning and Project qualifications**

One copy of this form must be completed for each internally assessed unit or component and signed by the appropriate person(s). The completed form must accompany examined coursework submissions or in the case of moderation the MS1 or centre generated equivalent submitted to the moderator.

It is a requirement of the Code of Practice that this authentication form is signed.

*Authentication of candidates' work – Internal assessors must be able to present upon request a written declaration authenticating the candidates' work and confirming they are satisfied the work produced is solely that of the candidate concerned'*

Centre Name The High School Centre No 1 2 3 4 5

Specification or Unit title GCSE Spanish Speaking

Qualification or Unit number/component code A 7 2 2 0 1

Examination Series June Year 2 0 1 1

- Moderated unit**  → In this case this form must accompany the MS1 or centre generated equivalent submitted to the moderator  
(Please tick box if yes)
- Examined unit**  → In this case this form must accompany the packet of coursework that is posted to the examiner or assessed by the visiting examiner  
(Please tick box if yes)
- Accredited Centre**  → If your centre is accredited for this specification and are not part of the random sample, this form must be sent to Data Capture, OCR, 1 Hills Road, Cambridge, CB1 2EU  
(Please tick box if yes)

Signature(s) of internal assessor(s) – i.e. person(s) responsible for carrying out internal assessment and/or supervision (in the case of examined coursework) of work:

I/We the undersigned confirm that the candidates' work was conducted under the required conditions as laid down by the specification and OCR additional guidance on coursework/controlled assessment.

I/We confirm, where necessary, that internal standardisation has been carried out before the marks were submitted to OCR.

Signature: E. Harnham Print name: E. HARNHAM

Signature: N. Poulsen Print name: N. POWLSEN

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Please continue on a separate sheet if required.

In order to support internal assessors in authenticating their students' work an example of a standard Candidate Authentication Statement is provided on the OCR Website ([www.ocr.org.uk](http://www.ocr.org.uk)). Alternatively centres may wish to continue to use their own internal arrangements for candidate authentication, but these must provide equivalence to the standard Candidate Authentication Statement.

**Notes**

- In the case of private candidates or distant tutored candidates, the centre must ensure that:*
- the tutor/teacher has acquainted themselves thoroughly with the general standard of candidates' work before accepting coursework for Internal Assessment. Work submitted by candidates that is atypical or inconsistent with their general standard may raise concerns over authenticity.
  - sufficient on-going regular monitoring of the candidates' examination coursework has taken place and where appropriate the required controlled assessment requirements have been met.
  - Centres are reminded that they must comply with restrictions that may apply to entries e.g. the exclusion of private candidates from a specification.