

Controlled Assessment for Writing

GCSE Spanish

OCR GCSE in Spanish: J732

Unit: A724

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

GCSE Spanish

A724: Writing

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

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. 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.

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SECTION A

Candidate: Paul

Topic area 1: Home and local area

1 Long Term Planning

1.1 Summary

The topic of Home and local area was covered during the Autumn Term of Year 10 at this Centre. Teaching and learning for the sub topic of local area, facilities and getting around began in the second half of the Autumn Term.

1.2 Planning

The planned teaching time was seven weeks with one week at the end used for the Controlled Preparation and production of the Writing Task. The teacher used the course book at the Centre to cover the normal vocabulary and structures linked to this topic.

2 Teaching and Learning

Topic Area 1: Local area, facilities and getting around

The following are extracts from a Scheme of Work; they focus on the language taught and the activities used to develop the candidates' skill of writing on the topic; they are meant as suggestions which could be adapted to suit individual teachers' needs.

This Scheme of Work is aimed at a relatively low-ability group.

NB: An alternative Scheme of Work follows this one which is aimed at a more-able or mixed ability group.

Week 1-2

Talk about my town and district:

- *Mi ciudad/barrio (no) es.... (+adjectives)*
- *Mi barrio está cerca de/lejos de.... (stress differences between ser and estar)*
- *Hay/No hay....(+ facilities)*
- *(No) se puede (+infinitive)*

Give opinions and reasons:

- *(No) me gusta (+noun/infinitive) porque..*
- *(No) me encanta (+noun/infinitive) porque..*
- *Lo bueno de mi barrio es que...*
- *Lo malo de mi barrio es que...*

Writing Task: Write a paragraph on Mi Barrio; include all the structures above.

Week 3

Talk about my house:

- *Vivo en...*
- *Mi casa/mi piso es...*
- *Mi casa/mi piso está....*
- *Hay.... (+rooms in the house)*

Give opinions and reasons (as for town):

- *(No) me gusta (+noun/infinitive) porque..*
- *(No) me encanta (+noun/infinitive) porque..*
- *Lo bueno de mi casa es que...*
- *Lo malo de mi casa es que...*

Writing task: describe your ideal house (develop ideas by brainstorming the class first; this exercise could be used to practise the use of the Notes Form).

Week 4

Talk about what I do in my town:

- *Present Tense verbs*

Develop the use of the Present tense to talk about other people:

- *Mi hermano/mis padres/mi mejor amigo/nosotros*

Develop the use of questioning words:

- *¿Dónde vives? ¿Cuántos años tienes? ¿Qué hay en tu barrio? ¿Qué se puede hacer? ¿Qué piensas de tu barrio? ¿Cuánto tiempo hace que vives aquí? ¿Qué haces en tu barrio?*

Writing Task: Use the questions to interview a partner, then write a paragraph (in the third person) giving the results of your interview.

Week 5

Talk about my daily routine:

- *Present Tense Reflexive verbs*

Develop the use of the Present Tense Reflexive verbs to talk about other people:

- *Mi hermano/mis padres/mi mejor amigo/nosotros*

Writing Task: Answer questions about my daily routine.

Week 4-5

Introduction of Future Tense ; talk about what I will do in the near future:

- *Voy a (+infinitive)*

Talk about what I like/don't like to do:

- *(No) me gusta (+infinitive)*

Writing Task: Exercise to develop use of the Notes Form; brainstorm in class, then pupils write a paragraph/sentences using the Present and Future tenses following the Notes form devised by the class (this can ideally be done on an interactive whiteboard).

Week 6

Consolidation of material covered.

Week 7

Controlled Preparation and Writing Task.

This topic could be developed by using more demanding language and a wide variety of verb tenses. Below is an alternative Scheme of Work which assumes a half-term of seven weeks, with one week at the end used for the Controlled Preparation and production of the Writing task; it is aimed at a more-able or mixed ability group:

Week 1-2

Talk about my town and district:

- *Mi ciudad/barrío (no) es.... (+adjectives)*
- *Mi barrio está cerca de/lejos de.... (stress differences between ser and estar)*
- *Hay/No hay....(+ facilities)*
- *(No) se puede (+infinitive)*

Give opinions and reasons:

- *(No) me gusta (+noun/infinitive) porque..*
- *(No) me encanta (+noun/infinitive) porque..*
- *Lo bueno de mi barrio es que...*
- *Lo malo de mi barrio es que...*

Writing Task: Write a paragraph on Mi Barrio; include all the structures above.

Week 3

Talk about what I do in my town:

- *Present Tense verbs*

Develop the use of the Present tense to talk about other people:

- *Mi hermano/mis padres/mi mejor amigo/nosotros*

Develop the use of questioning words:

- *¿Dónde vives? ¿Cuántos años tienes? ¿Qué hay en tu barrio? ¿Qué se puede hacer? ¿Qué piensas de tu barrio? ¿Cuánto tiempo hace que vives aquí? ¿Qué haces en tu barrio?*

Writing Task: Use the questions to interview a partner, then write a paragraph (in the third person) giving the results of your interview.

Week 4-5

Introduction of Imperfect Tense ; talk about what my town was like in the past and what I used to do when I was small:

- *En el pasado/hace 100 años/en los años 50/cuando era pequeño/a.....*
- *(No) era....*
- *(No) había....*

Compare my town now and in the past; compare with other towns:

- *Hoy día mi ciudad es más.....que..*
- *Mi ciudad es menos..... que....*
- *Mi barrio es tan..como..*

Revise Weather expressions; develop with Imperfect Tense.

Writing Task: Exercise to develop use of the Notes Form; brainstorm in class, then pupils write a paragraph/sentences using the Imperfect tense following the Notes form devised by the class (this can ideally be done on an interactive whiteboard).

Week 5-6

Development of the Preterite Tense:

- *¿Adónde fuiste el fin de semana pasado en tu ciudad?*
- *¿Qué hiciste?*

Develop the use of the Preterite tense to talk about other people:

- *Mi hermano/mis padres/mi mejor amigo/nosotros*

Talk about types of transport in the city and elsewhere; give opinions and reasons.

Expand to describe a journey you have made; practise using the Preterite tense and include opinions about transport. Use Imperfect tense where necessary.

Writing Task: Gap-filling exercise to identify use of Preterite and Imperfect tenses;

Write a paragraph about a journey pupils have made.

Week 6

Consolidation of material covered.

Week 7

Controlled Preparation and Writing Task.

3 Task Setting

The class teacher, Mrs Smith, decided on the final title: “My local area” and drew up the **Writing Information Form (Teachers)** with five suggestions for the candidates, ready for the preparation phase.

The task set by Mrs Smith requires the pupil to describe his local area and use both Present and Future time frames (although he will not be penalised if he fails to do so). The task is a simple one but should be within the capabilities of the pupils in a low-ability group.

Mrs Smith’s Writing Information Form follows.

An alternative Writing Information Form for a more-able group follows Mrs Smith’s form.

French (A704) / German (A714) / Spanish (A724)

Controlled Assessment
Writing Information Form (Teachers)

French (A704): German (A714): Spanish (A724):

Teaching Group:	11Y	Preparation Start Date:	January 12th 2010
Teacher:	Mrs Smith		

Topic Area	Topic Area 1 : Local area, facilities and getting around.
Purpose*	Report

** Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Write a report about your town for your Spanish partner school in preparation
Task Title: for a visit by a group of pupils from Spain.

Suggestions:

1. Say where you live and describe your house.
2. Describe the rooms in your house and the people who live there.
3. Describe your town - what facilities are there? Say what you think of your town - do you like living here? Why (not)?
4. Describe what you like doing in town at the weekend.
5. Write about what you plan to do in your town in the future.

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

French (A704) / German (A714) / Spanish (A724)

Controlled Assessment
Writing Information Form (Teachers)

French (A704): German (A714): Spanish (A724):

Teaching Group:	11 Set 1	Preparation Start Date:	January 12th 2010
Teacher:	J.A.Jones		

Topic Area	Topic Area 1 : Local area, facilities and getting around.
Purpose*	Report

** Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Write a report about your town for your Spanish partner school in preparation
Task Title: for a visit by a group of pupils from Spain.

Suggestions:

1. Describe your local area now and compare it with how it was in the past.
2. Say what advantages and disadvantages your town has for young people.
3. Say how you and your friends spend your time in your town.
4. Describe local transport - give your opinions.
5. Describe a trip you made recently to another town; compare this town with your own.

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

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WIF/A704/A714/A724

Oxford Cambridge and RSA Examinations

4 Task Preparation

The group was given an hour's preparation time (up to two hours is permitted but Mrs Smith had decided that her group would not make good use of a full two hours).

The Teacher Information Form which Mrs Smith had prepared earlier was issued to the students. Students were given 5 minutes to consider the bullet points and to ask any general questions regarding simple clarification of requirements or procedure. Students were also given the Candidate Notes Form. They were reminded that by the end of the hour they should have written up to 40 words or phrases over 5 bullet points to help them remember what they want to include and the stage at which they want to write it. This would be their aide-memoire, and would be especially useful for difficult spellings or complicated structures or phrases. They were also reminded of suitable word count targets. Clean file paper was given out and clean dictionaries provided. During the preparation time, the group was also allowed access to exercise books, text books and their own notes. They made notes on paper and then completed the Writing Notes Form. After 45 minutes, the teacher gave a warning that the session would end in 15 minutes.

At the end of the preparation session, all materials were collected in readiness for task taking.

One exemplar Writing Notes Form follows.

NB: Candidate Paul could have made better use of his Writing Notes Form by, for example, including more declined verbs and not “wasting” words by the use of *y* and *porque*.

French (A704) / German (A714) / Spanish (A724)

Controlled Assessment
Writing Notes Form (Candidates)

French (A704): German (A714): Spanish (A724):

		Centre Number	12345
Candidate Name	Paul	Candidate Number	6789

Topic Area	Home and local area
Purpose*	To describe where I live, my routine and the facilities around my area

* Purpose could be: Narration / Report / Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / 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:

- Vivo en Folkestone y está cerca de la playa.
- Me gusta mi nuevo la casa porque hay muchas de habitaciones.
- Mi la Ciudad es mediano, Precioso y hay la biblioteca.
- Es turística, Vieja con también nuevo y moderno tiendas.
- Los fines de semana me gusta ir Ciudad.

Candidate Signature: _____ Date: _____

This form is to be submitted with the work for assessment to OCR.

5 Task Taking

The Task Taking session was scheduled for a one hour lesson.

At the start of the lesson, the individual Candidate's Notes Forms were issued together with the Teacher's Information Form and a dictionary from the Centre's stock of dictionaries. Candidates were reminded again of the maximum word count and of the rules regarding talking and asking questions. The session was conducted under examination conditions with no input from the class teacher. After 50 minutes, the teacher informed candidates that the session would end in ten minutes.

At the end of the session, the teacher collected in the Candidate's Notes Forms and the completed written task to be stored securely within the Centre.

Candidate Paul's script follows.

Candidate = Paul

Vivo en Folkestone. Esta en el Sur-este de Inglaterra. Esta en el cerca de la Costa. Mi casa es grande y bonita. Hay un jardín pero no hay la hierba. Mi casa es muy limpia. En mi casa hay muchas habitaciones. Hay un Salón, una Cocina, un baño y 4 dormitorios. Me gusta es la Novia porque ella es una la Novia. No me gusta mi hermanas porque ~~es~~ son aburrido. Los fines de esta semana voy a F-

Mi Ciudad es mediana y bonita. Es turística, vieja ~~con~~ con también nuevo moderno tiendas. Me gusta mi Ciudad porque es Caliente Invierno. En mi Ciudad hay un pequeño playa, un largo playas, una biblioteca, un polideportivo, un cine y restaurantes, Cafeterías. Los fines de semana me gusta ir al cine con mis Novia. Es estupendo. Pero no me gusta ir a la biblioteca porque es aburrido. Los fines del este mes voy a ir a la cine mis amigos. Me gusta voy ir a la cine

6 Application of Assessment Criteria

The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE Spanish Writing Controlled Assessment to help teachers to understand how the Assessment Criteria has been applied.

We remind Centres that the Controlled Assessment written tasks are assessed externally by OCR Examiners. Teachers are not required to mark each of the tasks, although they may review them for internal purposes.

Candidate Paul

Title: Mi Ciudad

Purpose: Narration

Communication

In this piece, the candidate has attempted to give information on the local area and has addressed the task, although without giving much detail or developing answers. The communication is at a simple level but the majority of the piece is unambiguous and the candidate does offer simple opinions and occasional justifications (*no me gusta ir a la biblioteca porque es aburrido*).

Occasionally, however, the message is unclear (*me gusta es la novia porque ella es una la novia*) or the information is omitted as the candidate does not finish the sentence (*los fines de semana voy a ir....*)

Communicates the essential information of the task... expresses personal opinions, some are developed or justified.

Mark: 4

Quality of Language

The language used in this piece is simple, although we do have the impression that the candidate is fairly comfortable with the language at this level as there are few major errors. The candidate is aware of simple verbs and structures (*vivo en... está en...hay....me gusta... no me gusta*) but we cannot be convinced that there is any awareness of time frames other than the present, as possible attempts at the future are not successful (*voy ir....me gusta voy ir*). The vocabulary is quite limited, although there are some lists of rooms in the house and places in the town, and the structures used are limited and repetitive; however, errors are minor and do not generally impede communication.

Some awareness of verbs and other simple structures... limited use of vocabulary....error does not impede routine communication.

Mark: 5

Total Mark: 9/30

7 Storage of Work and Feedback to Candidates

At the end of the final task-taking session, the Writing Notes Form for each candidate was attached to their work with a treasury tag, as specified in the OCR specification.

This is an examined piece and was treated with the utmost confidentiality. During the GCSE course, the Teacher informally assessed each Controlled Assessment writing piece for each student in order to be able to decide later which two pieces would make up the final submission. As the rules state, no direct feedback was given about the specific task, although the teacher was able to give general feedback to the candidate in order to suggest ways of improving any future writing task.

7.1 Final Administration

As the deadline of May 15th for submitting marks to OCR approached, the Centre decided which two pieces were to be submitted for each candidate. The **Cover Sheet** was completed by the candidates with the task titles and the purposes for each piece of work. This was attached to the Candidate's work, along with the **Candidates Note Form** for each of the two tasks.

The Centre sent the completed **Centre Authentication Form** with the work for all candidates to the designated OCR Examiner.

SECTION B

Candidate: Emma

Topic area 5: School life in the UK and in the target language country or community

1 Long Term Planning

1.1 Summary

The topic of Education and Work was covered during the Spring Term of Year 11 at this Centre. Teaching and learning for the sub topic of School life in the UK and in the target language country or community took place during the first half of this term.

1.2 Planning

The planned teaching time was seven weeks with one week at the end used for the Controlled Preparation and production of the Writing Task. The teacher used the course book at the Centre to cover the normal vocabulary and structures linked to this topic.

2 Teaching and Learning

The following are extracts from a Scheme of Work; they focus on the language taught and the activities used to develop the candidates' skill of writing on the topic; they are meant as suggestions which could be adapted to suit individual teachers' needs.

Topic Area 5: School life in the UK and in the target language country or community

This Scheme of Work assumes a half-term of seven weeks, with one week at the end used for the Controlled Preparation and production of the Writing Task.

Week 1

Talk about school: facilities etc.

- *Hay... instalaciones deportivas, instalaciones de informática, aulas, biblioteca, canchas de tenis, campos de fútbol etc*

Give opinions:

- *Lo bueno/malo de mi instituto es que...*
- *Me encanta... No aguanto...*
- *Me fascina... No soporto....*
- *Me apasiona... Me aburre.....*

Say what improvements you would like to have:

- *Me gustaría tener...*
- *Mi instituto ideal tendría.... (Conditional tense)*
- *El instituto de mis sueños sería....*

Writing task: write a paragraph describing your school.

Week 2

Talk about school subjects and teachers:

- *Estudio (+school subjects)*

Give opinions:

- *Se me dan bien las matemáticas*

Talk about relationships with teachers:

- *Me llevo bien con la profe...*
- *El profesor es muy estricto/desagradable/simpático/agradable...*

Writing task: answer questions about subjects studied, giving opinions.

Week 3

Talk about school life:

- *Voy al instituto en coche..*
- *Tengo que llevar uniforme...*
- *Las clases empiezan a las .../terminan a las...*

Writing task: e-mail to talk about school life.

Week 3-4

Describe a school trip (use of the Perfect Tense):

- *¿Has hecho una visita escolar/un intercambio con tu instituto?*
- *He visitado España con mis amigos del instituto; hemos hecho un intercambio con un instituto en Bilbao.*

Development of use of Preterite and Imperfect Tenses

Writing task: gap-filling exercise describing a school trip (more-able pupils can produce a paragraph independently)

Week 5

Talk about part-time work:

- *Tengo un trabajo a tiempo parcial*
- *Gano...*
- *Trabajo....horas por día*
- *Ahorro mi dinero/Gasto mi dinero en...*
- *Tengo que trabajar porque...*
- *(No) me gusta mi trabajo ya que...*

Writing task: write a postcard to a Spanish friend, talking about your part-time job; exercise to develop use of the Notes Form.

Week 6

Talk about future plans:

- *El año que viene, estudiaré....(Future tense)*
- *En el future, quisiera ser..../me gustaría trabajar en.....*

Consolidation of material covered.

Week 7

Controlled Preparation and Writing Task.

3 Task Setting

The teacher decided on the final title: “School life in the UK” and drew up the **Writing Information Form (Teachers)** with five suggestions for the candidates, ready for the preparation phase.

The task set requires the pupil to write a letter to his/her Spanish penfriend describing his/her school, studies and school life.

An exemplar Writing Information Form follows.

French (A704) / German (A714) / Spanish (A724)

**Controlled Assessment
Writing Information Form (Teachers)**

French (A704):

German (A714):

Spanish (A724):

Teaching Group:	11 Set 2	Preparation Start Date:	January 12th 2011
Teacher:	Senorita Garcia Moreno		

Topic Area	Topic Area 5 : School life in the UK
Purpose*	Letter to a penfriend in Spain

** Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Write a letter to your Spanish penfriend describing your school, your studies
Task Title: and your school life.

Suggestions:

1. Describe the facilities in your school; say where it is (how far from your house, in the centre of the town or the outskirts etc) and how you get there.
2. Give details of the subjects you study; say which subjects you prefer and why.
3. Describe a typical day in your school.
4. Talk about your future plans.
5. Describe the changes you would make to your school if you had the opportunity to do so.

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

4 Task Preparation

Students were allocated 2 separate single lessons of 45 minutes. The teacher ensured that students knew in advance how much time they would be allocated and that they would not be allowed access to their written preparation work for the final task-taking, so should concentrate carefully during the preparation time to give themselves the best advantage.

Lesson 1: The Teacher Information Form which the teacher had prepared earlier was issued to the students. Students were given 10 minutes to consider the bullet points and to ask any general questions regarding simple clarification of requirements or procedure. They were reminded of suitable word count targets. Clean file paper was given out and clean dictionaries provided. Students had text books, any work-sheets produced, vocabulary books and exercise books available. Suitably supervised and in silence, students began to plan their responses to the task in terms of content, deciding what points they wanted to develop. Internet access was permitted in preparation, but care was taken not to distract others in the same room. At the end of the lesson all file paper and Information Forms were collected in. The teacher ensured they were named and stored them safely.

Lesson 2: Students' work and Information Forms from Lesson 1 were re-issued, along with the Candidate Notes Forms. Students were reminded that they should by the end of this lesson have written up to 40 words or phrases over 5 bullet points to help them remember what they want to include and the stage at which they want to write it. This would be their aide-memoire, and would be especially useful for difficult spellings or complicated structures or phrases. Students were not given this in the first lesson, where they had just begun to structure and plan their answers. They were given it in the second lesson, when they were expected to condense their notes and formulate a plan. In this way, they produced clearer, more helpful forms for themselves. All materials were taken in and the date of the final task taking was confirmed. This would be in the next scheduled lesson.

One exemplar Writing Notes Form follows.

French (A704) / German (A714) / Spanish (A724)

Controlled Assessment
Writing Notes Form (Candidates)

French (A704): German (A714): Spanish (A724):

Candidate Name	Emma	Centre Number	99999
		Candidate Number	1000

Topic Area	Topic Area 5 : School life in the UK
Purpose*	Letter to a Spanish penfriend

** Purpose could be: Narration / Report / Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / 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 work for assessment to OCR.

5 Task Taking

Candidate Notes & Teacher Information Forms, clean dictionaries and clean file paper were issued to the students who were supervised under examination conditions. Students wrote up their personal responses to the task.

60 minutes was longer than the normal lesson slot, so arrangements were made for this lesson to continue uninterrupted and without distraction. This was planned in advance and supervision was continuous.

One exemplar candidate script follows. This exemplar material has been taken from the previous specification.

Candidate : Emma

Querida Lucía,

Voy a hablar de mi colegio. Mi colegio se llama

X

Es mico y es bastante

moderno. Es muy grande. Hay ochenta y cinco aulas,

una biblioteca, cuatro campos de fútbol, dos

gimnasios, dieciocho laboratorios, una sala de

profesores y un comedor. Las clases empiezan a las

nueve y terminan a las tres y veinte. Las clases

duran cincuenta minutos. Hay recreo a las once menos

veinte. El recreo dura veinte minutos. Me gusta

mi colegio porque los profesores son muy buenos.

Estudio la informática, la tecnología, el español, el

francés, el inglés, las matemáticas y las ciencias.

Me encanta la tecnología pero no me gusta la

física. Se me da bastante bien la informática. ¿Qué te parece informática? Después del año haré los A Levels. Estudiaré las matemáticas, la tecnología y la física porque en el futuro iré a la universidad. Quiero ser arquitecto y ganaré mucho dinero. Si fuera la directora del colegio pondría una piscina climatizada, construiría un gimnasio nuevo y cambiaría el uniforme. Ojalá pudiera llevar vaqueros y una camiseta.

Un saludo

X

6 Application of Assessment Criteria

The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE Spanish Writing Controlled Assessment to help teachers to understand how the Assessment Criteria has been applied.

We remind Centres that the Controlled Assessment written tasks are assessed externally by OCR Examiners. Teachers are not required to mark each of the tasks, although they may review them for internal purposes.

Appendix D: Assessment Criteria for WRITING

Task One	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
Task Two	Communication	15 marks
	Quality of Language	15 marks
	Total	30 marks
TOTAL		60 marks

Communication 15 marks	
13/14/15	<ul style="list-style-type: none"> • Responds fully to the task and communicates extremely clearly and without ambiguity. Coherent and detailed. Uses relevant information to convey facts and narrate events. • Develops and justifies individual ideas and points of view convincingly and extensively.
10/11/12	<ul style="list-style-type: none"> • Communicates relevant information clearly to convey facts and narrate events effectively in response to task. • Expresses and explains ideas and points of view by providing appropriate justifications.
7/8/9	<ul style="list-style-type: none"> • Produces sufficient relevant information to convey clearly some facts and narrate some events in response to the task. • Expresses some ideas and points of view, sometimes with justifications.
4/5/6	<ul style="list-style-type: none"> • Communicates the essential information of the task. There may be some instances of repeated or irrelevant material. • Expresses personal opinions, some are developed or justified.
1/2/3	<ul style="list-style-type: none"> • Communicates some information relevant to the task. There is some repetition or irrelevant material and often a lack of clarity. • Expresses some simple opinions.
0	<ul style="list-style-type: none"> • Communicates no relevant information in response to the task.

Quality of Language 15 marks

14 - 15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
12 - 13	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
10 - 11	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.
8 - 9	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
6 - 7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
4 - 5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
2 - 3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing coherent or accurate enough to be comprehensible.

Candidate: Emma (exemplar material taken from previous Specification)

Title: Mi Colegio

Purpose: Letter Writing

Communication

In this piece, the candidate writes in letter form to a friend in order to describe school life and future plans; the message is clear throughout and we learn factual information about buildings, teachers and the candidate's own preferences but there is little attempt to develop beyond the initial statement and there are few justifications. A few opinions are offered (*se me da bastante bien la informática.....me gusta mi colegio*) but the candidate does not develop these points or attempt to explain these opinions, except in one sentence (*....porque los profesores son buenos*). Towards the end of the piece, there is some attempt to offer some ideas based on a hypothetical situation (*si fuera la directora del colegio*), thus allowing the candidate to use some more complex language but, again, there is no attempt to justify or develop the ideas given.

Communicates relevant information clearly to convey facts....expresses some ideas and points of view, sometimes with justifications.

(Straddles two mark bands: 10/11/12 and 7/8/9)

Quality of Language

The language used in this piece begins very simply but it is largely accurate and the candidate does use a variety of tenses [present, future, imperfect subjunctive, conditional] (*empiezan...estudio..... voy a hablar.....estudiaré.....fuera.....pondría*); as the piece progresses, the candidate does attempt to move from the simple language to more complex sentence construction and includes some examples of different clause types (*si fuera la directora del colegio, pondría una piscina* – the choice of the verb *pondría* is questionable but the candidate has successfully used the conditional tense). In addition, the use of *ojalá* is good and, although there is an error in the verb ending, the candidate has attempted to use the imperfect subjunctive (*podiero*). There is some successful use of idiom (*se me da bien la informática*). Overall, there are some errors (*quiera....qué te parece informática.....piscina climatizado*) but the message is clear to the reader and the candidate appears to be largely in control of the language, although s/he could have been more ambitious in the use of clause types and structures.

Some attempts at varying clause types.... a good range of structures and vocabulary and some common idioms, with some consistent use of tenses.

(Mark band: 10-11)

NB: The length of this piece is 282 words; this piece would be a suitable length for the A724 Specification.

7 Storage of Work and Feedback to Candidates

At the end of the final task-taking session, the Writing Notes Form for each candidate was attached to their work with a treasury tag, as specified in the OCR specification.

This is an examined piece and was treated with the utmost confidentiality. During the GCSE course, the Teacher informally assessed each Controlled Assessment writing piece for each student in order to be able to decide later which two pieces would make up the final submission. As the rules state, no direct feedback was given about the specific task.

7.1 Final Administration

As the deadline of May 15th for submitting marks to OCR approached, the Centre decided which two pieces were to be submitted for each candidate. The **Cover Sheet** was completed by the candidates with the task titles and the purposes for each piece of work. This was attached to the Candidate's work, along with the **Candidates Note Form** for each of the two tasks.

The Centre sent the completed **Centre Authentication Form** with the work for all candidates to the designated OCR Examiner.

SECTION C

Candidate: Sam (exemplar material taken from previous Specification)

Topic area 3: TV, films and music

Title: Mi Pelicula Favorita

Purpose: Narration

Communication

This is a well-written and coherent piece in which the candidate answers the task very thoroughly, giving information as well as personal opinions. The communication is clear and unambiguous throughout the piece. The candidate develops points made, explaining clearly the content of the film about which s/he is talking and the opinions expressed are also developed and justified. S/he also develops her argument beyond the plot of the film, giving information about the principal actors and director.

The length of this piece is 427 words; a candidate aiming at the top of the mark range is required to produce 600 words over the two pieces submitted, so this candidate's work would be assessed towards the top of the mark range; however, there is no advantage to a candidate in producing an over-long piece as such pieces can include more errors and/or repetition.

Responds fully to the task...communicates extremely clearly and without ambiguity...develops and justifies individual ideas and points of view convincingly and extensively.

(Mark band: 13/14/15)

Quality of Language

In this piece, the candidate shows the ability to manipulate the language very successfully; s/he is in control of the structures used and there is a very good attempt to use a wide variety of structures, including tenses [future, present, imperfect, preterite] (*voy a escribir... salí...fuimos...iré...saldrá...no he visto...tenía*), clause types (*...dos primas que se llaman...pienso que... creo que... porque...pero*) vocabulary and idioms (*te ponía los pelos de punta...les hare caso*).

The candidate maintains the control of the language throughout the piece and is able to use object pronouns successfully (*no quería verla...mis amigos me convencieron*); this is a good indicator of competence at this level.

There is little error and the whole piece is controlled and coherent; once again, this candidate's work would be assessed towards the top of the mark range.

Confident and accurate use of a variety of clause types, vocabulary, idioms and structure...Fluent, coherent, consistent, controlled and varied.

(Mark band: 14-15)

Candidate : Sam

Trabajo de Curso- Mi Película Favorita

En este ensayo, voy a escribir sobre mi película favorita; Vicky Christina Barcelona.

El sábado pasado salí con mis dos primas que se llaman Melissa y Katie. Fuimos al cine y vimos Vicky Christina Barcelona. Al principio no quería verla porque normalmente siempre me lo pasó bomba viendo las películas cómicas porque pienso que las películas cómicas son muy entretenidas y graciosas. Sin embargo, mis amigos me convencieron y no me arrepiento - en el futuro les hare caso e iré sin dudar de su opinión.

Cuenta la historia de dos amigos; Vicky y Christina. Van a España y se alojan con una amiga de la familia en Barcelona. Pasan sus vacaciones en Barcelona porque Vicky estudia la cultura catalana a la Universidad y Barcelona es la capital de Cataluña.

Vicky Christina Barcelona se trata de una amistad y amor. Es ficción y la acción transcurre en Barcelona y Oviedo; la capital de Asturias en el norte de España. Ellos conozcan a un pintor que se llama Juan Antonio. Christina se enamora de Juan. Christina descubre que tiene un talento para la fotografía y saca muchas fotografías de España. También, Vicky empieza a aprender el español. Más tarde en la película, se nos presenta a Maria; la mujer de Juan. María tiene una enfermedad mental y sufre de depresión. María tiene opiniones muy excéntricas sobre la vida y la moralidad y Christina piensa es que una mujer interesante.

Esta película tenía algo que realmente te ponía los pelos de punta. La banda sonora fue muy española, con muchas guitarras españolas y música romántica. Había emoción, amor y me gustaría ver más películas de esta calidad. ¡Era fantástica!

Los actors principales fueron Scarlet Johansson, Javier Bardem, Penélope Cruz y Rebecca Hall. El actor Javier Bardem es muy bueno y creo que él va a hacer una carrera con mucho éxito. También, Penelope Cruz es muy buena y su próxima película saldrá dentro de seis meses.

El director que se llama Woody Allen encontró la fama con otra película; Alice. No he visto esta película pero me gustaría verla.

Recomiendo Vicky Christina Barcelona porque hay algo para todos los gustos y en mi opinión fue súperfantástica. Desde mi punto de vista ¡Es la mejor película en del mundo!

El sábado próximo voy a ir al cine con mis amigos a ver una película de guerra que se llama 'Valkyrie'. Me gusta ir al cine porque el ambiente es estupendo. Desde mi punto de vista es mucho más emocionante que ver los DVDs en casa.

¿Te gusta ir al cine?