

## **Vocational Qualifications (QCF, NVQ)**

### **QCF NVQ Languages**

French Entry Level – Level 4 (NVQ)

German Entry Level – Level 4 (NVQ)

Spanish Entry Level – Level 4 (NVQ)

Welsh Entry Level – Level 4 (NVQ)

## **OCR Report to Centres 2014 – 2015**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates, which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

© OCR 2015

## **CONTENTS**

### **Vocational Qualifications (QCF, NVQ)**

#### **QCF NVQ Languages**

French Entry Level – Level 4 (NVQ)  
German Entry Level – Level 4 (NVQ)  
Spanish Entry Level – Level 4 (NVQ)  
Welsh Entry Level – Level 4 (NVQ)

### **OCR REPORT TO CENTRES**

<b>Content</b>	<b>Page</b>
QCF NVQ Languages	4

## QCF NVQ Languages

### Overview

The quality of work produced by centres is of a good standard.

Most centres now have experienced qualified assessors and internal verifiers in place, as well as assessment strategies and standardisation processes, which conform fully to the required quality assurance criteria.

The quality of resources provided by centres is continuing to improve. The majority of centres use the iLanguages materials as their starting point for teaching and learning input as well as for the assessment tasks in the four skills. Many centres have now adapted and updated these assessment tasks, often localising them to make them relevant to the potential needs of local employers as well as to prepare candidates more appropriately for future employment in local enterprises and organisations and to make them more interesting for candidates. Some of these personalised assessments provide examples of very good practice.

### General Comments

Most of the centres have offered the NVQ Languages for several years and have developed and implemented all the required management and recording systems. Portfolios are almost invariably well-presented, with front sheets that clearly summarise and point to candidate achievement, making the verification task an easy one.

Because the majority of centres undertaking the languages NVQ have been offering the qualification for many years, high quality candidate support is universal. All centres have a sound induction programme to familiarise new candidates with the NVQ procedures and the continuous assessment methodology.

Individual candidates are offered support as required to complete assessments. First and subsequent attempts are assessed and any errors highlighted. The candidates are then charged with correcting any errors and resubmitting their work for assessment.

The quality of assessment and internal verification is generally very high, and most assessors and internal verifiers have long experience of conducting assessments, providing feedback and verifying portfolios, which means that the quality of these processes is now greatly improved. Feedback to candidates has again improved this year, with most assessors implementing the guidance to make comments, check accuracy of pronunciation and question candidates in the target language immediately after an oral assessment – with the tape recorder still running. This process enables verifiers to see exactly how – and how well – feedback is being given to candidates.

The training of new assessors and internal verifiers continues, although it has slowed down substantially over the last session. It is now estimated that there are some 700 qualified assessors throughout England and Wales.

Most candidates undertake the qualification at levels 1 or 2, with only a handful attempting level 3. Level 2 is the most common level undertaken and centres take full advantage of the fact that candidates are able to take one mandatory unit at the level below the qualification – many candidates take Reading, Writing and Understanding at level 2 with Speaking at level 1, therefore achieving an overall level 2 qualification.

## **Comments on Individual Units**

### **Reading Assessments**

Reading assessments are generally conducted very well by centres, with a wide variety of source material being used from newspaper clippings to advertisements and public notices. Candidates generally perform well with these assessments and helpful written feedback is provided on the portfolio.

### **Understanding Assessments**

Understanding assessments are generally very well conducted by centres, although the range of source material tends to be less varied than for the reading assessments because of the difficulty of recording good quality material. Public notices, news announcements and telephone messages were very common. Candidates generally perform well with these assessments and written feedback is provided on the portfolio.

### **Writing Assessments**

For the writing assessments, 100% achievement is required and therefore all assessments must be composed in the target language without any mistakes. Future employers would require all correspondence leaving their companies to be faultless. Employers would also expect all documents to be word-processed, and centres have therefore encouraged candidates to use computers to present their work. Candidates readily accept these quality requirements and strive to achieve this perfection.

### **Speaking Assessments**

Nearly all candidates have access to computers for the recording of their speaking assessments, which means that the quality of recording is greatly enhanced. The speaking unit is generally the most problematic of all units, with candidates performing less well than in the other units, often because of poor pronunciation and hesitancy. For this reason they often undertake the unit at the level lower than that of the qualification they are undertaking. However, assessors have recently focussed more on the need for comprehensible pronunciation, and recorded oral feedback had been very helpful in clarifying any areas of uncertainty and the quality of candidate performance across England and Wales in all centres has improved dramatically.

## **Sector Update**

At the end of 2014, OCR decided to extend the French, German, Spanish and Welsh vocational language suites of qualifications to December 2015 and to withdraw from provision the English, Italian, Japanese, Mandarin Chinese and Russian suites of qualifications. In February 2015, it was agreed that the French, Spanish, German and Welsh suites would again be extended, with last registration now being 31<sup>st</sup> December 2017.

Following the removal of school performance points from NVQ Languages at Key Stage 4, an increased number of centres are withdrawing the NVQ Languages from the curriculum or offering them to fewer candidates. The training of new assessors and internal verifiers continued, but again fewer were qualified during this last session. It is now estimated that there are some 700 qualified assessors throughout England and Wales.

NVQs continue to be most successful and valued by candidates, teachers, parents and headteachers. Employers too are now benefiting by recruiting young people with enhanced linguistic skills, far superior to those achieved by GCSE candidates. NVQ Languages with the continuous assessment process offers a model method of progressive learning and is appropriate for learners of all abilities.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Skills and Employment**

Telephone: 02476 851509

Fax: 02476 421944

Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2015

