

Controlled Assessment for Speaking

GCSE German

OCR GCSE in German: J731

Unit: A712

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

GCSE German

A712: Speaking

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 subsequent 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 Speaking tasks.

Candidate recordings can be found on OCR Interchange under:

Coursework and tests / Support Material / Controlled Assessment materials

Type in the unit code (A712) and click on 'A712 Exemplar Speaking tests'.

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SECTION A

Candidate: Alex

Topic area 1: Home and local area

1 Long Term Planning

1.1 Summary

Topic Area 1: Home and local area

Within the Scheme of Work, this topic area came in at the start of the first year of study at the beginning of the course and after the sub-topic, 'Life in the home; friends and relationships. The topic falls within the sub-topic: Local area, facilities and getting around.

1.2 Planning

Planned teaching time was 6 weeks, with the controlled assessment done during the week before the Christmas holidays.

2 Teaching and Learning

Topic Area 1: Home and local area

Students built on the present tense used for the first sub-topic, brainstorming where people might live. The topic included learning modals and future and past tenses to give a range of structures. Opinions were practiced, using subordinating conjunctions, such as *weil* and *obwohl*.

Key questions practiced were:

Wo wohnst du?

Wo liegt deine/Stadt/dein Dorf?

Wie findest du deine Stadt/dein Dorf?

Wohnst du gern in? Warum? Warum nicht?

Wo möchtest du wohnen?

Was gibt es in deiner Stadt/dein Dorf für Jugendliche/Touristen?

Was kann man in machen/unternehmen?

Was hast du zum letzten Mal in gemacht?

As part of the teaching/learning activities students took on the role of a celebrity to answer the questions in pairs. For this they needed to do some research about where the celebrity lived and what there was to do and see there. They could also make up details, thinking creatively about where certain people might live and what it might be like.

The department had a language assistant and students worked in small groups to interview the assistant, finding out about where s/he lived and what it was like for tourists/young people. They then did a presentation on the differences between the assistant's/celebrity's home town and their own and this was done in front of the class, used as a listening activity for the rest of the class who identified details highlighted by the teacher or student.

Students were also given a blank piece of paper / speaking notes form, and as they were listening, they had to write down the key words that would help them remember the student's presentation. At this stage, they had more than 40 words so spent time condensing their list, creating the five bullet points with 8 words per bullet point. Presentations were also recorded as podcasts.

Other activities included a reading comprehension about where someone lived with students picking out various details, e.g. opinions, past tense sentences, different time frames, conjunctions, etc. This was also done with someone talking about where they lived. Students also came up with

questions that they wanted to ask based on what information they already had, thereby practicing the skill of predicting unexpected questions.

3 Task Setting

The task chosen was based on the work done for the topic, and rather than a presentation format, which had been done as a practice activity, the teacher decided to set the task as a conversation. The teacher gave all students the same task (on the Teachers Information Form) but explained that those whose target grades were lower than a 'C grade' might struggle with the different tenses. She advised all students that they should put a tick (if confident), a question mark (not so confident, but they'd have a go) and a cross (definitely not confident) next to the different parts of the task when they copied out the task from the computer into their exercise books. Students were also reminded at this stage that there would be some unexpected questions, but the teacher would use his/her judgement as to the level of difficulty based on what the student indicated they were confident with. In this way the teacher catered for the needs of individual students and allowed an element of choice.

4 Task Preparation

The teacher showed the task on the computer and students copied the task, doing as advised by the teacher, into their exercise books, with the teacher explaining that the task was nothing they hadn't already seen or done before, it was just in a different format. She explained that students could use their exercise books, Malvern language guides, a dictionary and any worksheets they wanted to in order to help them prepare for the task. They could also practise going through the task in pairs.

The preparation time was two 40 minute lessons, as well as some time at home. The teacher advised that during the first lesson, students started to find the information they wanted to include and that they then continued this work at home. In the next lesson, students completed their speaking notes form with the 5 bullet points and 8 words per bullet. When they had done this, they were able to move to the back of the room to practise the task out loud with another student.

The students were given 20 minutes prior to their tests to go over what they had prepared, before only being able to use their notes and the original Teachers Information Form, which they had in front of them during the test. The teacher had each student's exercise book so they could see which parts of the task the student had identified with ticks, question marks and crosses and could ask questions appropriately.

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

CONTROLLED ASSESSMENT

Speaking Notes Form (Candidates)

French (A702):

German (A712):

Spanish (A722):

Centre Number 12345

Candidate Name Alex

Candidate Number 0023

Topic Area Town and area where I live

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: Home

Notes:

- wo, wohne, Wohnsiedlung, Stadtrand, Einfamilienhaus
ziemlich groß, Schlafzimmer
- auf dem Land, modernisch, gut, weit, Verkehrsverbindung
Kino
- Einkaufszentrum, gehen kann, Fußgängerzone, sehen
Filme, interessant, historisch
- bin gefahren, habe gesehen, gekauft, Geschäfte,
unternehmen, obwohl
- möchte wohnen, weniger Staus, sauber, Kriminalität,
viel Lärm

Candidate Signature: Alex

Date: Feb. 2010

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

5 Task Taking

The task was set up so that the teacher put together a list of times for each student's test to be digitally recorded. The teacher planned this in advance and had the day off timetable and organised a venue to do the tests. All students were given 20 minutes before their test so that they could prepare in a room with the language assistant who was told that she could not help them but could supervise their final preparations.

During the test, the teacher was the interviewer from the start and asked the student questions on the prompts identified by the student and some unexpected questions appropriate to the student's responses and ability level. The teacher used a digital recorder to record the conversations and clearly stated the centre's name and number and the candidate's name and number at the start of each recording. Once the test was completed, the teacher checked that the test had recorded so that s/he could mark it at a later date.

6 Application of Assessment Criteria

6.1 Task Marking

The commentary on the assessment of the task has been provided by the Principal Moderator for GCSE German Speaking to help teachers to understand how the Assessment Criteria should be applied.

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)

Topic 1:

Conversation about the town and area where I live

Communication

The candidate responds fully to all the questions asked. The recording is stopped after 6 minutes, once the candidate has finished a sentence. The candidate is able to give opinions and is mostly able to develop and justify ideas and points of view.

Mark: 14

Quality of Language

The candidate uses a good range of structures, vocabulary, such as *Verkehrsverbindung*, and tenses: present, past, *würde* and infinitive. The candidate is in control of the material used. There are occasional errors in word order but the language is fluent most of the time and contains more complex features, such as *Ich würde lieber wohnen*.

Mark: 8

Pronunciation and Intonation

The pronunciation and intonation are mostly accurate with occasional errors, such as *wunderschon*.

Mark: 4

Total marks: 26

6.2 Standardisation Process

There were 2 teachers involved in conducting and marking speaking tasks, one of which had been to an OCR Inset session on controlled assessment, so to ensure standardisation, both teachers marked their own tests and selected 3 each (top, middle and lower marks) to mark and discuss during part of an MFL meeting. Once marks for these pieces were agreed, teachers re-visited their own marking to ensure consistency. This also helped when marking the task that was not recorded.

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 Number	0023

Candidate Name *Alex*

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

Task Purpose: *Conversation*
Task Title: *The town and area he lives in.*

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
<i>14 / 15</i>	<i>8 / 10</i>	<i>4 / 5</i>	<i>26 / 30</i>

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

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

Task Purpose: *Presentation / Discussion*
Task Title: *Holidays*

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
<i>13 / 15</i>	<i>8 / 10</i>	<i>4 / 5</i>	<i>25 / 30</i>

The Teacher's signature below confirms that the Controlled Assessments are the unaided work of the Candidate, produced under the prescribed controlled conditions.
Signed *[Signature]* (Teacher) Date *April 2010*

7 Storage of Work

Once marked, all the tests were stored in a folder entitled 'German GCSE Speaking Tests 2011' in the secure area of the school's computer system by the deadline date of 15th May. At that point, a sample was requested by OCR and the requested candidates' work was uploaded to the OCR repository. The Teachers Information Form (completed using the interactive form available from OCR) and the students' Speaking Notes Forms (scanned) together with the working mark sheet for each student (with one test complete) accompanied the tests and were stored securely in this folder. Each student had their own folder and all students' tests and paperwork were clearly labelled with the centre name and number and the candidate's name and number. Before submission, all tests were checked and the teacher made sure that all the necessary paperwork was complete: Working mark sheet for each student, Students Notes Forms for both tasks and Centre authentication form. The Teachers Information form remained in the centre.

SECTION B

Candidate: James

Topic area 4: Travel and the wider world

1 Long Term Planning

1.1 Summary

Topic Area 4: Travel and the wider world

Within the Scheme of Work, this topic area came in at the start of the second year of study after the summer holidays. Topic area 4: Travel and the wider world, sub-topic: Holidays and exchanges.

1.2 Planning

Planned teaching time was 6 weeks, with the controlled assessment done during the week before half term. As well as identifying and practising the areas of vocabulary needed for the listening and reading of this topic by using the prescribed text book and practising listening, reading and writing activities, the teacher built on work already prepared before the holidays. The students were asked to keep diaries about their holidays, in German where possible, so that they came prepared to talk about where they had been and what they had done during the school holidays.

2 Teaching and Learning

Topic Area 4: Travel and the wider world

As part of the teaching and learning of this topic, students were given a written text about the teacher's own holiday (prepared by the teacher as an email to her German speaking friend who lives in Austria). They were also given key questions to which they had to find out the answers from the text. In this way, the key questions were revised. As this is the second year of study, the tenses are not new to students; the teacher builds on previous knowledge. Key questions were:

Wo hast du deine letzten Ferien verbracht?

Was hast du in den Ferien gemacht?

Wohin bist du in den Ferien gefahren?

Mit wem bist du dorthin gefahren?

Wie bist du dorthin gefahren?

Wie war die Reise? Warum?

Was hast du unterwegs gemacht?

Wo hast du gewohnt?

Fährst du lieber allein, mit Freunden oder mit deinen Eltern auf Urlaub?

Wohin würdest du am liebsten auf Urlaub fahren? Warum?

Was möchtest du nächstes Jahr machen?

Once questions had been practiced and rehearsed within the class (of 10 students) they then interviewed the other German class (the parallel class of another 10 students). Their task was to find someone in the other class who had the most similar holiday to themselves and, once interviewed, the students both had to write a summary of that person's holiday (for homework, using the answers to the questions they posed).

Task setting: how task was chosen, how it was differentiated for certain students, completed Teachers Information form(s) for the task that were given to the students.

3 Task Setting

Students were given a choice of task for this topic area: presentation and discussion or conversation. They were advised that if they chose the presentation/discussion task, they would be able to present their work in class using pictures (no words) on a PowerPoint presentation and would have to answer some unexpected questions from the teacher and they would be recorded on video. The rest of the class would be given a list of questions and as they heard what the students presenting said, they would have to record their answers to see what the different holidays/activities etc. were (a listening activity). Five of the students chose to do this and the others chose the conversation task, which was conducted after school with the help of the MFL student teacher. There were 2 different Teacher Information Forms. The teacher marked the presentation/discussions during the lesson and re-visited these marks once all the tests were conducted and during the standardisation process.

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

Controlled Assessment

Speaking Information Form (Teachers)

French (J730):

German (J731):

Spanish (J732):

Teaching Group:	11B	Preparation Start Date:	10/04/2010
Teacher:	K Laycock		

Topic Area	Holidays
Purpose*	Presentation and Discussion

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

Task Title: You are giving a presentation about your holidays. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Suggestions:

1. Where you are going on holiday this year and details about what you will be doing
2. Where you are staying and your preferred accommodation and why
3. Details about your last holiday and what you did
4. Details about your preferred type of holiday and why
5. Anything else
- 6.
- 7.

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

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

Controlled Assessment

Speaking Information Form (Teachers)

French (J730):

German (J731):

Spanish (J732):

Teaching Group:	11B	Preparation Start Date:	10/04/2010
Teacher:	K Laycock		

Topic Area	Holidays
Purpose*	Conversation

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

Task Title: You are discussing your holidays with your penfriend's dad. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Suggestions:

1. Where you went on holiday this year, who you went with and how you got there
2. Details about what you did on holiday and what you thought about your holiday
3. Details about the accommodation/where you stayed
4. Details about your preferred type of holiday and why
5. Details about where would you like to go next year
6. Whether you prefer to go on holiday alone, with friends or with your parents and why
- 7.

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

4 Task Preparation

The teacher gave each student the task requested, explaining that the task was nothing they hadn't already seen or done, it was just in a different format. S/he explained that students could use their exercise books, Malvern language guides, a dictionary and any worksheets they wanted to in order to help them prepare for the task. They could also practise going through the task in pairs.

The preparation time was an hour's homework followed by a 50 minute lesson and the teacher advised that for homework, students should research all the information they wanted to include to complete their chosen task. In the next lesson, students completed their speaking notes form with the 5 bullet points and 8 words per bullet. When they had done this, they were able to move to the back of the room to practise the task out loud with another student.

Those doing the presentation prepared the pictures at home– they were advised to limit the number of pictures to 5.

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

CONTROLLED ASSESSMENT

Speaking Notes Form (Candidates)

French (A702):

German (A712):

Spanish (A722):

Centre Number **12345**

Candidate Name **James**

Candidate Number **0024**

Topic Area *Holidays*

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: *Holidays*

Notes:

- bin geflogen, Reise, ^{ziemlich} lang, gedauert, Italien, Mutter
- viele Dinge, gemacht, nach Rom gefahren, besucht, kennengelernt
- mit meiner Großeltern, bequem, sie wohnen dort, Nähe
- fahre lieber, weil, besser, billiger, allein, ^{mit} Freunden
- möchte fahren, würde gerne, das Essen, Wetter, Campingplatz

Candidate Signature: *James*

Date: Feb. 2010

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

5 Task Taking

Students were given 10 minutes preparation time just before the test, when they were able to go over what they had prepared. During the assessment itself, they only had their notes or their 5 pictures and the Teachers Information Form in front of them.

Once those who did the presentation had finished, they joined in with the rest of the class doing the listening activity. All 5 presentations/discussions were completed in one lesson. The other students chose the conversation and this was done the next day. The MFL student teacher supervised the students while the tests were being digitally recorded in a separate room by the teacher. Each student was given 10 minutes before their test to gather their thoughts. During the assessment itself, they could only use the Teachers Information Form and their Speaking Notes Form. The teacher checked at the end of each speaking test that it had been recorded successfully.

6 Application of Assessment Criteria

6.1 Task Marking

The commentary on the assessment of the task has been provided by the Principal Moderator for GCSE German Speaking to help teachers to understand how the Assessment Criteria should be applied.

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)

Conversation about holidays

Communication

This candidate gives a full response to all that is asked. Opinions are given and points of view are developed and justified. Some examples of this are *Ich denke dass, weil*, and *ich fahre liebe ohne Eltern in den Ferien*. The candidate says a lot, producing information spontaneously without being cued.

Mark: 14

Quality of Language

A wide range of clause types are used, such as *deswegen, um...zu* and *wenn*, and the piece comes across as confident and consistently coherent. The candidate uses a variety of tenses: present, past, conditional, and future (*Ich weiss nicht, wo ich fahren werde*). There are a few errors.

Mark: 9

Pronunciation and Intonation

The piece is mostly accurate, with some Italian influence on pronunciation and intonation.

Mark: 4

Total marks: 27

6.2 Standardisation Process

The whole German department was involved in the internal standardisation process as some were already assessing speaking tests and some would be doing so next year. One member of the department had been to an OCR Inset session on controlled assessment, so to ensure standardisation, all 4 teachers marked 3 tests (top, middle and lower marks) and discussed these during part of a school Inset day. Once marks for these pieces were agreed, teachers who were marking tests re-visited their own marking to ensure consistency. This also helped when marking the task that was not recorded.

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	James	Candidate Number	0024

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

Task Purpose: Conversation
Task Title: Holidays

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
14 / 15	9 / 10	4 / 5	27 / 30

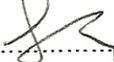
<i>For OCR Moderator's use only</i>	Timeframes	Pronunciation
Simple opinions	Structures	
Ideas / points of view	Vocabulary	
Justifications		
Detail		

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

Task Purpose: Presentation / Discussion
Task Title: Life at Home

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
14 / 15	9 / 10	4 / 5	27 / 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 April 2010

7 Storage of Work

Once marked, all the tests were stored in a folder entitled 'German GCSE Speaking Tests 2011' in the secure area of the school's computer system, ready to be uploaded to the OCR repository, if requested as part of the sample from OCR. The Teachers Information Form (completed using the interactive form available from OCR) and the students' Speaking Notes Forms (scanned) together with the working mark sheet for each student (with one test complete) accompanied the tests and were stored securely in this folder. Each student had its own folder and all students' tests and paperwork were clearly labelled with the centre name and number and the candidate's name and number. Before submission, all tests in the sample were checked and the teacher made sure that all the necessary paperwork was complete: Working mark sheet for each student, Students Notes Forms for both tasks and Centre authentication form. The Teachers Information form remained in the centre.