

Controlled Assessment for Writing

GCSE German

OCR GCSE in German: J731

Unit: A714

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

GCSE German

A714: 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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Candidate: Jo

Topic area 1: Home and Local Area

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SECTION A

Candidate: Jo

Topic area 1: Home and local area

1 Long Term Planning

1.1 Summary

The first half of the Spring Term Year 10 was a good time to introduce students to different cities and regions of Germany, Austria and German speaking Switzerland – via extracts from Internet web-pages, reading and listening exercises. This was also important for proper name pronunciation. Common / important vocabulary and phrases were identified by students and noted.

1.2 Planning

Suggested teaching time 10 -12 hours.

For each part of the scheme of work, suggested teaching time is given.

2 Teaching and Learning

1) Students were given the task of choosing a place and finding out more about it. They were encouraged to practise bullet-point note-making at this early research stage, even if these were partly in English. They were also encouraged to keep a personal vocabulary book.

Students gave simple and short verbal present tense descriptions in German about what they like and why. The focus was to build vocabulary, concentrating on nouns and adjectives (descriptive and opinion) and simple subordinate clauses. In pairs, they then produced a promotional leaflet in one lesson with some homework preparation.

It was important to get students used to using a dictionary and so time was spent ensuring they understood the abbreviations (nt; vt; adj; sep).

This took approx. 3 - 3½ hours of teaching time plus homeworks, which also included some learning for class testing.

2) This work was then developed into a comparison with the local area. Grammatical structures taught were comparatives and dative and accusative prepositions. Lower achieving students benefited from the focus on dative prepositions and dative usage only.

Students were encouraged to research as many suitable, interesting and varied adjectives as they could – positive and negative.

The class then moved onto the topic of Getting around. They looked at a simplified town plan and made comparisons with other large towns / small villages in the area, using the same structures. They then revised present tense modal verbs (*man muss, man kann / Sie müssen, Sie können* etc) and their word order.

There were opportunities both for written practice exercises and simple role-plays from a given starting point. Students played guessing games, such as *Wo gehe ich hin? Wo komme ich her?* - These gave them the opportunity to challenge each other. More able students were encouraged to make this much more complex in group or pair work, by devising circuitous routes, sudden mind-changing or deliberate self-correction and suggestion of additional visual pointers en route. Students extended their vocabulary through reading comprehensions based on somewhere in Germany not yet looked at. They then discussed how it compared with the first place they looked at and wrote a piece on this.

This took approx. 3½- 4 hours of teaching time plus homeworks.

3) Advantages/disadvantages of different places. Extended Listening and Reading vocabulary building.

The class looked at the future tense and considered how the area would look in 10 years' time, where they thought they would be living then and why and what they would be doing. They were then encouraged to imagine themselves as the mayor so that they come up with some ideas about what they would change.

This was extended to the common conditional tenses by way of contrast – *möchte/ könnte/ würde/wäre/hätte* (what one could / couldn't do, and why).

The class looked at different ways of giving justifications. They considered how they do this in English / their native language.

As the structural sequences (word order) of future and conditional tenses in German are broadly similar, some practice of distinguishing – by listening, reading and German to English / English to German exercises was useful.

This took approx. 4 hrs of teaching time plus homeworks, which included some vocabulary learning.

Practice Writing tasks which the teacher chose from at appropriate stages of the topic:

- Write a letter or email to book accommodation in your adopted town as a tourist.
- Write an email to the town's tourist information bureau asking for information about hotels and activities.
- Draw up a home-page for a website about your own local town or a fictitious one.

- Write a promotional letter or article about your local home town to send to the council of your adopted town in Germany, Austria or Switzerland suggesting suitability for twinning.

It may be noted that past tenses are not included in the above, and these are not necessarily required in order to create a suitable response in this topic area. The above-style tasks, set either as practice tasks or as actual Controlled Assessment tasks, would enable candidates potentially to meet the full range of the marking criteria using other forms of structural complexity.

3 Task Setting

The teacher decided on the final title: “My local area” and produced three differentiated **Teacher Information Forms** with suggestions for the candidates on them in varying degrees of detail, ready for the preparation phase.

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

Controlled Assessment

Writing Information Form (Teachers)

French (A704):

German (A714):

Spanish (A724):

Teaching Group:		Preparation Start Date:
Teacher:		

Topic Area	
Purpose*	

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

<p>Task Title:</p> <p>Suggestions:</p> <ol style="list-style-type: none">1.2.3.4.5.6.7.

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:	3 B	Preparation Start Date: 12th Feb 2010
Teacher: Mrs L Smith		

Topic Area	Home & Local Area
Purpose*	A School Magazine Article (Target Grade >> C+)

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

Task Title: My local area.

Suggestions:

1. Details about your town / local area - opinions - why?
2. Advantages / disadvantages especially for young people. (Comparisons with elsewhere?)
3. Your own future (your family's?) as far as the locality is concerned - what, why?
4. Changes that could / should be made to your local area - Reasons? Outcomes?
- 5.
- 6.
- 7.

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:	3 B	Preparation Start Date: 12th Feb 2010
Teacher: Mrs L Smith		

Topic Area	Home & Local Area
Purpose*	A School Magazine Article (Target Grade >> E/ F)

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

Task Title: My local area

Suggestions:

1. Some introductory details about the area where you live - eg: size, location.
2. What there is to do / where you can go eg: at different times of the year? Opinions?
3. How your town/village compares with somewhere - eg: In Germany/Austria/Switzerland that you know about. (More interesting?)
4. What changes (improvements or not?) your town/local area plans to make in the future. Reasons?
5. Your own future plans?
- 6.
- 7.

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

4 Task Preparation

Students were allocated 2 lessons and time at home. 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 (45 minutes): The differentiated Teacher Information Forms which the teacher had prepared earlier were issued to students as appropriate. 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. Students began to plan their responses to the task in terms of content, deciding what points they wanted to develop. At the end of the lesson, the teacher told the students that they could continue researching and planning their task at home, using all their resources and the internet as well. They were advised to spend 1-2 hours on this.

Lesson 2 (30 minutes): Students were given half an hour of their next lesson to write up to 40 words or phrases over 5 bullet points on their candidate's notes form 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. The students were allowed to take their notes forms home and write a plan. The date of the final task taking was confirmed. This would be in the next scheduled lesson.

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

**Controlled Assessment
Writing Notes Form (Candidates)**

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

		Centre Number	
Candidate Name	JO	Candidate Number	

Topic Area	Home and local area
Purpose*	A School Magazine Article

** 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: Meine Stadt und die Umgebung

Notes:

- Mittelengland, in einem Reihnhaus, weil
- ein Statue von dem Dichter, mit freunden, können -
- vor kurzem, um zu, Einkaufszentrum, letztes Wochenende -
- nachtes Wochenende, eine Mahlzeit, für Urlaub.
- in meiner idealen Stadt, gäbe, wäre, viele Boutiques -

Candidate Signature: JO

Date: 16th February 2010

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

5 Task Taking

For the final task taking, students were allowed to have their Candidate Notes & Teacher Information Forms, clean dictionaries and clean file paper. They 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.



Title:
Meine Stadt und
die Umgebung

1st
page

Ich lebe in einer historischen und kleinen Stadt, in Mittelengland, namens Bromsgrove. Ich wohne in einem Reihenhaus in der Mitte der Stadt. Wo ich lebe ist es nicht weit von Birmingham. Birmingham ist aber teuer. Ich mag mein Leben in Bromsgrove, weil alle meine Freunde hier wohnen.

In Bromsgrove gibt es ein kleines Krankenhaus, ein neues Rathaus, eine Polizeiwache und eine gute Bibliothek und es gibt ein Statuë von dem Dichter Hawthorne. Es gibt auch einen Park, wo man spazieren gehen ~~hat~~ kann, in der Stadt können Sie einkaufen gehen oder in den Park gehen mit Freunden. Sie können verschiedene Wanderungen entlang der Wanderwege machen. Sie können mit dem Bus nach Redditch oder Birmingham fahren. Bromsgrove hat viele Cafés auch.

Vor kurzem bin ich ins Kino in Redditch

gegangen. Es ist brandneu und hat tolle Filme. Letzten Montag in der Disco in Bromsgrove getanzt. Letztes Wochenende ich und Schwimmbad mit meiner Freundin Kate gegangen. Ich bin nach Birmingham mit meiner Mutter gefahren, um Einkäufe zu gehen, weil Birmingham ein fantastisches Einkaufszentrum hat. Letztes Wochenende bin ich mit meiner Mutter und Uno gegangen, um dem Film „Valentino“ zu sehen. Meiner Meinung nach war es total Spitze!

Nächstes Wochenende werde ich nach Stratford fahren, um ein Stück zu sehen. Freitag abend werde ich ins Restaurant gehen um eine Mahlzeit zu essen. Nächste Woche werde ich nach Redditch fahren, um Kleider für mein Urlaub zu kaufen. Am Samstag werde ich mit meinem Freundin zur Party gehen.

In meiner idealen Stadt, gäbe es ein modernes Kino, einen Park, einen Marktplatz und viele Kaufhäuser. Meine ideale Stadt wäre Palermo, weil es immer viel los ist und es viele Boutiques hat. Es gäbe ein Freibad und eine Turnhalle für Sportler und einen Tierpark, mit vielen interessanten Tieren.

304 words.

6 Application of Assessment Criteria

The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE German Writing 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.

Title: *Meine Stadt und die Umgebung*

Purpose: A School Magazine Article

Communication

The information given is mostly relevant, but some of it seems to be offered for its own sake, and without natural expansion – the reference to *Hausemen* (sic) for example. The opening description of paragraph 2 is routine, but clearly conveys facts. However, the sentence *Sie konnon verschlectene Wanderungen...nachen* impedes understanding. This may be due to the candidate trying to remember source material that was copied down incorrectly, as *können* is correctly delivered two lines earlier. The language in this paragraph is fairly simple. The focus on including different tenses in the development of what follows limits coherence and effectiveness. Some justifications are offered, but not many opinions. The future tense paragraph, for example, has none and structures here are repetitive. The piece fulfils its purpose as a magazine article, but a more promotional delivery might have made it more effective. Overall the writing conveys facts and narrates events effectively and does mostly communicate. This places it at the bottom of the 10/11/12 band.

Mark: 10

Quality of Language

The candidate offers a good range of structures fairly accurately. Apart from the sentence mentioned above there is no ambiguity. Tenses in their respective paragraphs are consistent, although in the perfect tense passage a couple of missing auxiliaries stand out, and the conditionals show some spelling errors. Otherwise case and gender usage is generally good, as is inversion. The language is not especially complex, however, remaining fairly 'safe'. "Longer sequences of language" are not really in evidence. The 10/11 band is therefore most appropriate, but the writing is considered secure enough for the higher mark.

Mark: 11

Total marks: 21

The item was awarded a threshold 'B' in 2010.

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 B

Further examples of candidate work

French/German/Spanish

**OCR GCSE French A704
OCR GCSE German A714
OCR GCSE Spanish A724**

Writing Controlled Assessment Cover Sheet

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

Centres must: complete candidate details; complete Task titles and purposes; send to the Examiner with the two Tasks.

Centre Number

1	2	3	4	5
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Candidate Name Jo Candidate Number

0	9	0	9
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Task One Title: Meine Stadt und die Umgebung
Purpose: A School Magazine Article

For OCR Examiner's use only

Communication (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Quality of Language (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
TOTAL:															/ 30	

Task Two Title: Meine Schule
Purpose: An email

For OCR Examiner's use only

Communication (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Quality of Language (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
TOTAL:															/ 30	

OCR Examiner Name _____
Signature _____
Date _____

Letzten Sommerferien

Letzten Sommerferien bin ich mit meinen Eltern ^{nach Südamerika} gefahren. Ich fahre lieber ins Ausland als in England bleiben, weil es vielseitiger ist und das Wetter besser ist, besonders im Süden. Wenn ich in England bleibe, kann es manchmal tollangweilig sein, obwohl ich mich mit meinen Freunden treffen kann. In ~~Bucki~~ Buckingham, wo ich wohne, gibt es nichts zu tun, also muss ich nach Milton Keynes ~~gehen~~ ^{Fahren} um einkaufen oder ins Kino zu gehen. Da ich den Wagen nicht fahren kann, muss ich mit dem Bus fahren. Es gefällt mir nicht ~~so~~ ^{so} gut ~~weil~~ denn es kalt und teuer ist, ~~und~~ oft kommt es spät.

~~In der Ferien sonne mich ich mich normalerweise am Strand~~

Wenn ich ins Ausland fahre, sonne ~~mich~~ ich mich normalerweise am Strand. Am Abends essen wir oft aus, und die ausländische Städte besichtigen. Letzten Sommer sind wir nach Buenos Aires geflogen. Die Reise hat kein Spaß gemacht, weil es elf Stunden war, und ich ^{ich} das Flugzeug sehr unbequem gefunden habe. Wir haben zwei Tage in Buenos Aires verbracht, und danach haben wir die Gletscher besucht, weil ich gehört habe, dass die Landschaft in Argentinien sehr schön ist. In Brasilien gingen wir zu Karneval. Ich fand es spannend, und die Musik hat mir toll gefallen. Da ich mich für Weltgeschichte interessiere, und ich Machu Picchu sehen wollte, sind wir in Peru bleiben.

Wir sind in der Andes geritten und haben gezeltet. Ich konnte das Lager nicht leiden, weil es zu schmutzig war. Auf dem ~~Campplatz~~ Campingplatz gab es keine Düsche oder fließendes Wasser aber glücklicherweise war es in der Nacht ziemlich warm. Ich würde lieber in einem Hotel übernachten, weil es bequemer und privater wäre, aber in der Zelts ist man in der Natur.

In der Ferien lerne ich gern neue junge Leute kennen, um meine Fremdsprache zu üben, denn ich möchte Übersetzerin werden. Als wir in Argentinien waren, habe ich eine junge Mädchen kennengelernt, die Maria heißt. Sie werde dieses Jahr nach England kommen um mich zu treffen, und wir werden nach London gehen. In London können wir das großes Riesenrad neben der Themse besuchen, das London Eye heißt, wo man ganze London sehen kann. Wenn ich nicht in der Schule gehen müsste, würde ich ~~gern~~ wieder nach Sudamerika fahren. Mein Vater sagt, dass es zu teuer wäre, und ich es mir nicht leisten könnte. Die ganze Sommer hat Spaß gemacht, und ich freue mich darauf diesen Sommer.

1. Topic area 4: Travel and the wider world

Title: *Letzten Sommerferien*

Purpose: Narration

Communication

This is a clear and full response in terms of the purpose given, effective in its overall development and continuity. Both the flow of ideas and the way that these are linked are mostly convincing, giving a sense of individuality and enthusiasm, which also comes across well. There is plenty of detail and good variety within the content, along with frequent and effective justifications. The criteria of the top band - marks 13/14/15 - are clearly reflected in the piece as a whole. The first paragraph, however, is fairly routine in its content, compared with what follows, and does not add meaningfully to the rest of the account. Occasionally one or two points in the later sections could have been expanded upon more relevantly, and whilst the overall language is generally accurate, one or two errors interrupt the coherence of the message. Within this top band marks of 13 and 14 were considered and 14 was decided upon.

Mark: 14

Quality

Clause variety is very good and quite well balanced, and there are certainly “longer sequences of language”. The candidate is “in control” and there is some “ambitious language” which works well. Vocabulary is good and often interesting without being especially unusual. All the same, a couple of striking verb errors are seen in *...sind wir in Peru bleiben and sie werde...nach England kommen*, as well as some errors in nouns and/or cases and adjective agreements, which appear at intervals and which could perhaps have been checked in a dictionary. In considering the descriptors of the two top bands here, marks of 13 and 14 were considered and 13 was the final preference.

Mark: 13

Total marks: 27

meine Schule.

German coursework.

Ich wache um sieben Uhr morgens auf und dusche ich mich. Wenn ich Zeit habe, gehe ich zur Schule zu Fuß, aber wenn ich spät bin, fahre ich mit meiner Mutter. In der Schule lerne ich, aber ich bin immer froh, wenn es die Pause ist. Es gibt rund dreizehnhundert Schüler und Schülerinnen und über einhundert Lehrer und Lehrerinnen. South Bromsgrove ist eine moderne Schule. Ich lerne kochen, weil wir Kochmöglichkeiten haben. Die Schulkantine ist neu. Ich finde die Schulkantine wirklich lieb, obwohl das Essen nicht immer lecker ist. Persönlich mag ich in die Schule zu gehen, um meine Freunde zu sehen und für meine A-Levels zu bekommen, damit ich einen guten Job bekommen und reich zu werden. Ich mag Deutsch, weil ich darin etwas Neues lerne. South ist gut, weil ich viele Freunde dort habe. Ich lerne Mathe gern, weil es langweilig ist. Ich lerne sechs Fächer, das finde ich in Ordnung. Es gibt viele Schulregeln in unserer Schule. Wir dürfen nicht unsere eigene Kleidung tragen. Wenn wir unsere Handys benutzen, nehmen die Lehrer sie weg. Wir dürfen in der Schule nicht rauchen. In Deutschland gibt es eine Raucherecke, wo man eine Zigarette rauchen darf. Ich finde das eine gute Idee, obwohl in England darf man nur mit achtzehn rauchen. Wir müssen unsere Hausaufgaben machen. Meiner Meinung nach haben wir zu viele Hausaufgaben. Meine ideale Schule wäre um zwölf Uhr vorbei, weil ich lieber mit meinen Freunden ein

reisengrosses Hallenbad weil ich gern schwimme,
ich denke, es wird die Schule besser machen.
Es würde auch nur drei Stunde pro Tag geben,
weil meiner meynung nach lernen wir in
England zu lang. Vor zwei Jahren bin ich
mit der schule nach Deutschland zum weihnacht-
smarkt gefahren. das war wunderschön.

2. Topic area 5: Education and work

Title: *Meine Schule*

Purpose: An email

Communication

This piece is not written with reference to the chosen purpose. The information offered is descriptive, relevant and often clear. However, it is routine and would benefit from further development and more direction through paragraphs. The ideas and justifications are fairly conventional, and more 'ownership' of the material is needed. Omissions or confusions in clause structure interrupt the message at times, and the statement *ich lerne mathe gern weil es langweilig ist* does not make sense. However, the item still communicates "sufficient relevant information", and the 7/8/9 band criteria are clearly reflected. The top mark in this band could be awarded overall, as there are more than just "some" ideas and "sometimes" justifications, but no further enhancement.

Mark: 9

Quality of Language

Most of the material offered is in the present tense, although there are successful single instances of other tenses. Some clause range is evident, but is not always successful. Spelling errors such as *Dutsch*, *Koch möglickaiten*, *fäche*, and *leber* and inconsistent use of capital letters intrude. The "basis of the message is clear and reasonably coherent" and structures are "straightforward", which fits the criteria of the 8/9 band, but some muddle and insufficient linguistic security and variety prevent the candidate gaining a mark in the 10/11 band.

Mark: 9

Total marks: 18