



## CONTENTS

|  |   |
|--|---|
| Introduction.....  | 3 |
| Best Practice for Delivery.....                                      | 4 |
| Real-life Context and Task-Setting.....                              | 4 |
| Commentary on the Activities Featured and Assessment Judgements..... | 5 |
| Details of Individual Films.....                                     | 5 |
| Commentary on the Numbered Film Clips.....                           | 6 |

## INTRODUCTION

Welcome to OCR's Training and Guidance films for GCSE English Language (Northern Ireland) for use from September 2014. This set of filmed assessments is designed to train teachers to assess the Speaking and Listening Unit: A632.

The filmed assessments and accompanying commentary will support centres: in their task setting, in their application of the marking criteria, and will also offer advice on how to fulfil the requirement of the 'real-life context' in terms of role, audience and purpose.

To make these filmed assessments we visited four schools: Shenfield High School, Polesworth School, John Spence Community High School and Stanborough School, filming students doing their assessments in their usual classroom environment. We will be assessing performances in all three contexts: Individual Extended Contribution, Group Activity and Drama-focussed Activity.

There is also advice on the administrative procedures that need to be followed when submitting marks for Speaking and Listening to OCR, including a list of the documents that need to be sent to the moderator.

Full assessments and explanations for each candidate may be found in the accompanying commentary which is available on the OCR website.

The weighting of Speaking and Listening is 20%. The mark range is 0-40. The unit is centre assessed and externally moderated. The process for marking is unchanged; the most appropriate band fixed on and then, whether performance was top, middle or bottom of the band and finally a specific mark awarded. The final mark awarded is now based on a mathematical average: the three performances, one from each context, are each marked out of 40; they are then totalled, giving a mark out of 120. The mark out of 120 is divided by 3 to provide the final mark. The relationship between bands/marks and grades has changed. There should be no assumption that a band equates to a grade.

Visits to Centres will continue as part of the assessment and moderation process. Each centre will receive a visit about once every three years.

## BEST PRACTICE FOR DELIVERY

Best practice in terms of delivery of the Speaking and Listening Unit should include:

- Multiple opportunities offered throughout the course for candidates to develop and hone their skills
- Giving candidates specific feedback on their performance, firmly linked to the marking criteria
- Tasks planned and integrated into the overall structure of the course, rather than “bolted on” activities
- Efficient record keeping of marks and activities
- Secure internal standardisation procedures in centres, including the use of OCR filmed assessments to standardise all staff and the centre itself against OCR’s Agreed Standard of marking, completion of the Internal Standardisation record when submitting entries (form:GCW330), as well as classroom observations across teaching groups

## REAL-LIFE CONTEXT AND TASK-SETTING

**There are two areas identified, where particular support is needed:**

### 1. Real-life Context

At least one assessment submitted for each candidate must fulfil the requirement of the “real-life context” as described in the specification:

“One activity must allow candidates to participate in a real-life context in and beyond the classroom.”

This requirement should be fulfilled through careful consideration of role, purpose and audience. A discussion of subject matter that deals with issues beyond the classroom is not sufficient.

In the introduction to each filmed activity, there is a clear explanation of whether the requirement of the “real-life context” has been met, and where appropriate, advice is offered on how a minor alteration to the task could have fulfilled the requirement.

Further advice is available on the OCR website in the document: Real-life Context—A Guidance Document for Schools.

### 2. Task-Setting for Individual Extended Contribution

In the marking criteria it specifies that for a Band 5 mark the candidate must tackle ‘demanding subject matter’. It is important, therefore, that the subject of a prepared talk reflects and supports the marks awarded.

# COMMENTARY ON THE ACTIVITIES FEATURED AND ASSESSMENT JUDGEMENTS

## How to use this material:

Please ensure that the Introduction and Administration is watched carefully before moving on to the assessments.

It is expected that English Departments will use the filmed assessments to train all teachers in the assessment of Speaking and Listening. Departments should watch the separate activities and discuss the performances with reference to the Band Descriptors and award marks. The department should then access the marks awarded by OCR and compare them with their own marking.

## DETAILS OF INDIVIDUAL FILMS:

**Introduction, Administration and Real-life Context**

**School Grant - Individual Extended Contribution: Joe**

**Sex Education - Individual Extended Contribution: Lydia**

**Of Mice and Men Presentation - Individual Extended Contribution: Scott**

**Help for Heroes - Individual Extended Contribution: Alex and Morgan**

**The Importance of Punctuation - Group Activity: Jacob, Amber, Courtney and Becca**

**School Statue - Group Activity Emily, Connor, Rachel and Tom**

**Single Sex vs. Mixed Classes - Group Activity: Mac, Gretel, Harrison and Rebecca**

**Car Accident Duologue – Drama-focussed Activity: Ricardo and Joe**

**Mother and Daughter – Drama-focussed Activity: Clara and Robyn**

**Public Sector Pay - Drama-focussed Activity: Charlie, Ashley, Michael and Emma**

The following notes should be read in conjunction with the appropriately numbered and titled film clip. To access the film clips, centres should go to the OCR website.

### Film 1: Introduction and Administration

Centres should be aware that for the Speaking and Listening unit, A632, all documentation should be sent to the moderator with the computer printed mark sheets.

**Teachers select the sample for the Speaking and Listening, as described in point 13 of the instructions document CWI769.**

The following documentation should be sent to the moderator by May 15th in the June session:

- Computer Printed Mark Sheets (MS1s) or equivalent
- Controlled Assessment Forms GCW316. Each centre should select their own sample of 7 candidates per teaching group, including the highest and lowest marks awarded.
- The Internal Standardisation Record GCW330
- The Centre Authentication Form CCS160

For further guidance on the administration of Speaking and Listening, please refer to the following documents, both of which can be found on the OCR website:

- Instructions to centres on the Marking and Moderation of Coursework (CWI769)
- Speaking and Listening Checklist for Teachers (GCW331)

### Record-keeping:

Centres have appropriate recording procedures for candidates; formal and informal records are kept by centres. OCR provides a Candidate Assessment form for the purpose:

[www.ocr.org.uk/qualifications/gcse-english-language-j345-northern-ireland-only/](http://www.ocr.org.uk/qualifications/gcse-english-language-j345-northern-ireland-only/)

Many centres have developed their own ongoing records and data tracking methods, which feed into the formal record sent as part of the sample to the external moderator. Please note that **no centre-generated record sheets should be sent to the moderator** with the official CAFs.

### Internal standardisation procedures:

Centres must have procedures in place to ensure that internal marking is standardised and that a reliable rank order of marks is sent to the external moderator. The internally set standard is judged against the agreed OCR standard by the use of filmed assessments from OCR and confirmed by advisory visits to centres.

## Assessment:

The weighting of Speaking and Listening is 20%. The mark range is 0-40. The units are centre assessed and externally moderated. The process for marking is unchanged; the most appropriate band fixed on and then, whether performance was top, middle or bottom of the band and finally a specific mark awarded. The final mark awarded is now based on a mathematical average: the three performances, one from each context, are each marked out of 40; they are then totalled, giving a mark out of 120. The mark out of 120 is divided by 3 to provide the final mark. The relationship between bands/marks and grades has changed. There should be no assumption that a band equates to a grade.

## Advisory Visits:

Visits to centres will continue as part of the assessment and moderation process. Each centre will receive a visit once every three years. A centre may receive a follow-up visit where issues with marking, task-setting or record-keeping are identified by the moderator.

## Real-life Context

One assessment submitted for each student must fulfil the requirements of the 'real-life context' as described in the specification: "One activity must allow candidates to participate in a real-life context in and beyond the classroom".

This requirement should be met through careful consideration of role, purpose and audience. A discussion of subject-matter dealing with issues beyond the classroom is not sufficient.

In the introduction to each activity on these filmed assessments, there a clear explanation of whether the requirements of the 'real-life context' have been met, and, where appropriate, advice is offered on how a minor alteration to the task could have fulfilled this criteria.

Further advice can be found on the OCR website in the following document:  
Real-life Context – A Guidance Document for Schools

## Film 2: Joe – School Grant – Individual Extended Contribution

In this activity Joe puts forward his ideas on how best a donation of one million pounds could be spent to improve school facilities.

This activity does not fulfil the requirements of the real-life context because Joe presents his talk as himself addressing his class. Had he taken on the role of a school council representative addressing a group of parents and teachers, the task would have been suitable for the 'real-life context'.

This is an interesting task, which gives Joe a clear focus and enables him to make a range of suggestions. However, it is unlikely to lead to achievement in the top band because the subject-matter would need to be more suitably 'complex and demanding'.

Joe presents his talk confidently, speaking fluently with no reliance on notes. His use of standard English is controlled and he is able to adapt and shape his talk, answering questions confidently.

**Joe – Band 4: a mark of 29**

### **Film 3 – Lydia: Sex Education – Individual Extended Contribution**

Lydia has prepared a talk and an accompanying PowerPoint presentation for her class, responding to a newspaper article outlining plans to offer sex education to five year olds. This activity does not fulfil the requirement of the real-life context because Lydia is presenting her talk as herself and addressing her class. It does not move beyond the classroom in terms of role, purpose or audience.

Lydia presents her talk confidently, using the PowerPoint effectively to highlight key points. She does not rely on notes, or appear to have learned a script: her presentation is very natural, if a little fast-paced at times. She uses her voice effectively to highlight priorities and essential detail, and answers the questions thoroughly, displaying a sophisticated understanding of her subject-matter. Importantly, in terms of the marking criteria, Lydia has chosen to explore complex subject matter – a crucial differentiator in terms of the band awarded.

***Lydia – Band 5: a mark of 34***

### **Film 4 – Scott: Of Mice and Men Presentation – Individual Extended Contribution**

Scott has prepared a talk for his class on George and Lennie in 'Of Mice and Men'. He explains the importance of their relationship and answers questions at the end of his presentation.

This activity does not fulfil the requirements of the real-life context as it does not move 'beyond the classroom' in role, purpose or audience.

Scott is able to convey straightforward information and ideas. He answers the questions well and begins to adapt his talk, although his tone lacks variation at times.

***Scott – Band 2: a mark of 15***

### **Film 5 – Alec and Morgan: Help for Heroes – Individual Extended Contribution**

Alex and Morgan present a joint presentation as representatives of 'Help for Heroes'. In their talk, they encourage the class to become more aware of the charity's work and to offer their support. A shared presentation can work very well in this context, as it allows each individual some time to reflect on their next contribution. This activity fulfils the requirements of the 'real-life context' as Alex and Morgan have taken on roles which take them beyond the classroom setting, and give them a clear purpose.

Alex opens the presentation confidently, conveying information effectively. He uses a range of verbal and non-verbal techniques to adapt and shape his talk, using emotive language with good effect, and gesture and inflection to emphasise significant points. At times, he is a little hesitant, and repetitive, but his contribution is effective throughout.

Morgan is also confident and purposeful. Occasionally he hesitates before finding the most appropriate vocabulary, but generally he maintains the fluency of the piece. His rapport with the audience is good and he is convincingly passionate about the subject-matter he is presenting.

***Alex – Band 4: a mark of 31***

***Morgan – Band 4: a mark of 30***



## **Film 6: Jacob, Amber, Courtney and Becca – The Importance of Punctuation – Group Activity**

In this group activity, Jacob, Amber, Courtney and Becca are discussing the importance of using punctuation following Devon Council's decision to remove punctuation from all street signs. Jacob has been asked to chair the discussion, which gives him the responsibility of moving the discussion forward and ensuring that all members of the group have opportunities to make contributions.

This activity does not meet the requirements of the 'real-life context' as the students are not in role and there is no 'real-life' purpose to the activity.

Jacob controls the discussion well, explaining the topic clearly and encouraging others to contribute. He listens carefully and shapes the direction of the discussion through posing questions and challenging others views. Becca makes points confidently and has strong opinions, although she does not always listen carefully to others in terms of adapting her own ideas. She tends to repeat her opinions rather than analyse other people's views. Amber expresses her ideas very clearly and shows the ability to reflect on others' ideas as well as helping structure the discussion. Courtney makes fewer contributions, but she makes sustained comments which show evidence of careful listening and the ability to reflect on others' ideas.

***Jacob – Band 5: a mark of 34***

***Amber – Band 4: a mark of 31***

***Courtney – Band 4: a mark of 25***

***Becca – Band 4: a mark of 24***

### ***Film 7: Emily, Connor, Rachel and Tom: School Statue – Group Activity***

The group have a clear purpose: to decide on a subject for an inspirational statue to be placed at the front of their school. Each group member is asked to make a suggestion and then debate the issues raised before making a final decision. This gives clear focus to the discussion, with all members understanding the task. All four candidates show careful listening skills, interacting in a lively discussion, responding effectively to others in keeping with the nature of the context and the demands of the marking criteria. This activity does not fulfil the requirement of the 'real-life context' as the students have not been given a particular purpose or audience that moves it beyond the classroom setting. If they had been put in role as the student council, or addressing an audience of parents and staff, it would have fulfilled the necessary criteria.

Emily responds very effectively to the other members of the group, seeking clarification and asking apt questions. She is able to reflect on what she hears and develops the discussion through her own questioning and responses. Her contributions are purposeful and move the discussion forward.

Connor begins the discussion effectively, introducing the task and inviting suggestions. He asks apt questions and responds thoughtfully to others. Connor helps to structure the discussion through helpful contributions and reflective suggestions.

Rachel makes lively contributions and challenges others, moving the discussion forward. She often seeks clarification through her questioning and is able to reflect effectively on what she hears. Her comments are direct and purposeful, but she listens carefully to the group's responses and is willing to change her own opinions as a result.

Tom makes some very useful contributions to the discussion, although he occasionally reacts without thinking fully about his responses. As the discussion develops his contributions become stronger, and he successfully seeks clarification through apt questioning. He also analyses and reflects on others' ideas to move the discussion forward, making purposeful contributions.

***Emily – Band 4: a mark of 28***

***Connor – Band 4: a mark of 27***

***Rachel – Band 4: a mark of 27***

***Tom – Band 4: a mark of 26***

## **Film 8: Mac, Gretel, Harrison and Rebecca: Single Sex vs. Mixed Classes –**

### **Group Activity**

In this activity the students are meeting as the Student Council to discuss the benefits of single-sex classes as opposed to mixed groups. Gretel has been asked to chair the discussion. This activity fulfils the requirements of the 'real-life context' because they are in role as the student council and have a clear purpose which takes them beyond the classroom.

Mac makes a lively contribution, challenging others' viewpoints, seeking clarification through apt questions and generally helping to move the discussion forward. He is able to reflect on ideas raised by other group members through careful listening and effective interaction.

Gretel is articulate and makes intelligent contributions throughout the discussion. She opens the discussion well, giving a clear viewpoint and clarifying the issues raised. She is able to challenge others' viewpoints but is not always an effective listener in terms of responding to what she hears and using thoughtful and considered responses to develop the discussion. Her responses to some of Rebecca's suggestions were rather unhelpful in this respect: had she sought clarification at this point, the issues raised by Rebecca could have more usefully developed.

Harrison makes some useful suggestions, and reflects and analyses what he hears to develop the discussion. His contributions are thoughtful and well-considered.

Rebecca says less than the others but the contributions she makes are significant and have the potential to move the discussion forward. She listens closely and attentively and is clearly engaged. She refers to precise detail in her suggestions, engaging with others' feelings.

***Mac – Band 4: a mark of 27***

***Gretel – Band 4: a mark of 28***

***Harrison – Band 4: a mark of 27***

***Rebecca – Band 3: a mark of 19***

### **Film 9: Ricardo and Joe: Car Accident Duologue – Drama-focussed Activity**

In this improvised role-play Ricardo plays a drunk driver who has injured a friend in a car accident. Joe plays the role of the father of the injured boy. Giving the students a complex scenario to explore ensures that higher band marks can be used where appropriate.

This activity fulfils the requirements of the 'real-life context' as it clearly takes place beyond the classroom setting, with the students taking on roles.

Ricardo develops his role with some success, developing and explaining the situation clearly and expressing himself convincingly. He uses some gesture to help sustain his character but needs more thoughtful body language to be entirely convincing. Joe, as the father, is convincing and responds very sensitively to the scenario explored. To get higher marks the piece would need to be more developed, ideally including some interaction between the characters.

**Ricardo – Band 3: a mark of 22**

**Joe – Band 4: a mark of 30**

### **Film 10: Robyn and Clara – Mother and Daughter – Drama-focussed Activity**

In this improvised role-play, Clara plays a concerned mother waiting for her daughter to return home late one evening, and Robyn plays the daughter. In Drama-focussed activities, particular emphasis should be placed on the complexity of the roles being developed, and how well the student sustains and explores the role in terms of the language choices made.

This activity fulfils the requirements of the 'real-life context' as it is clearly set beyond the classroom and the students are in role dealing with a 'real-life' situation.

Robyn performs a challenging role, successfully exploring complex relationships using insightful dramatic choices. Her pace and tone are particularly effective and fully support and reflect her language choices throughout. Clara also creates a complex character and is fully convincing in her role. She gains credit for playing an older character requiring more imagination in terms of development. The piece is strengthened by the final scene where the characters interact and express strong emotions.

**Robyn – Band 5: a mark of 37**

**Clara – Band 5: a mark of 38**

## **Film 11: Charlie, Ashley, Michael and Emma – Public Sector Pay –**

### **Drama-focussed Activity**

In this activity the students assume the roles of public sector workers, each arguing why their particular profession should be awarded a pay increase. Molly chairs the discussion as a government minister, but is not being assessed. Although this is an appropriate task for a Drama-focussed Activity, more attention needs to be paid to the development of the roles, in terms of developing a credible viewpoint and understanding the issues involved, to fulfil the marking criteria for this context. This activity fulfils the requirements of the 'real-life context' as the students are clearly taking on roles that move them beyond the classroom setting, and the purpose and audience are firmly linked to a 'real-life' scenario.

Charlie plays a Police Officer and is able to briefly express his point of view and feelings. He develops a little detail to add interest, but his development of character is rather limited.

Ashley, playing a teacher, is also able to briefly express a viewpoint, although sometimes struggles to express her ideas clearly. She does attempt to add some detail to her contributions, but again her character development is limited and tends to draw on stereotypical ideas.

Michael develops a straightforward role as a member of the armed forces, but tends to repeat the same idea, particularly in his answers to the questions. He conveys information quite clearly and begins to use language and facial expression with some effect. Again, the actual role is rather limited in development and a little stereotypical.

Emma plays a nurse communicating her views effectively and expressing herself fluently. She uses language appropriately, and is able to make a contribution to the development of the situation. However, she did not seize opportunities offered by the questions to explore the issues fully.

***Charlie – Band 1: a mark of 7***

***Ashley – Band 1: a mark of 5***

***Michael – Band 2: a mark of 10***

***Emma – Band 3: a mark of 21***



**GENERAL QUALIFICATIONS**

Telephone 01223 553998

Facsimile 01223 552627

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

1 Hills Road, Cambridge CB1 2EU

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

© OCR 2014 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.

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