

ELC

Modern Foreign Languages

Entry Level Certificate **R399 R429 R489**

OCR Report to Centres June 2014

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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.

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The Entry Level Certificate, awarded at levels 1, 2 and 3, provides an opportunity for candidates to show positive achievement in languages.

Administration by centres was good, the sample of candidates' coursework was well organised and the requirement to include the MS1 marksheet and CCS160 was met. Centres are reminded that half- marks must **not** be awarded for any answer.

Candidates scored well in the listening and reading tests and their knowledge of the vocabulary in the 5 topics was the key factor in the marks achieved.

In part 1 of the speaking test, the majority of candidates repeated the French/Spanish/German words accurately and correctly named different words, as required by the assessment criteria. In part 2, marks were gained by communicating relevant responses. Single words or very short answers are acceptable and credited, provided communication is clear.

In the writing tests, most teachers applied the assessment criteria correctly. Questions 1-3 require accuracy of spelling. In questions 4-10 marks are awarded for effective communication; minor grammatical and spelling errors are not penalised. In questions 8-10, however, single words are not sufficient to gain a mark. Candidates score well if they write a sentence, usually including a verb and object, and there were many excellent and imaginative responses, even with accurate verb tenses.

Centres are reminded that, if they have more than one teacher of the language at ELC, they must carry out internal moderation, in order for the assessment criteria to be applied fairly and accurately.

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