

**General Certificate of Secondary Education**

**French/German/Spanish**

**Writing**

**Specimen Controlled Assessment Material**

**A704/A714/A724  
CA**

## INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the GCSE French/German/Spanish specification for instructions on completing controlled assessment tasks
- Time allowed for completion of each task is **30 to 60** minutes.
- Candidates can have access to:
  - notes on the Writing Notes Form
  - suggestions of information on the Writing Information Form
  - a bilingual dictionary
- The total number of marks for each task is **30**.
- The total marks for this unit is **60**.

This document consists of **11** printed pages and 1 blank pages.

## WRITING EXEMPLAR TASKS

- **Teachers can use the exemplar tasks or can adapt the tasks as indicated below or can devise tasks to fit with an individual candidate's learning interests.**
- **Candidates are required to complete two tasks: each task must be on a different topic and written for a different purpose.**

When adapting or devising tasks, teachers must ensure that the points enable candidates to meet the highest level of the assessment criteria appropriate to their abilities.

Grade F - candidates should be able to

- write short texts about familiar contexts, using simple sentences
- communicate some information

Grade C - candidates' writing must

- include a variety of structures which may include different tenses or time frames
- communicate information and express personal opinions

Grade A - candidates' writing must

- include a variety of vocabulary, structures and verb tenses
- convey information, narrate events, and express and explain ideas and points of view.

## EXEMPLAR TASK 1

### Topic 1 Home and Local Area – Life at home

You have been asked to write an item (to be posted on your e-partner school's website) about 'A day in your life'. The following points are suggestions of the information you can include:

- some details of who you are and your daily routine at home
- what the area where you live is like
- what activities you enjoy and why
- a particular activity that you have done or will do
- your plans or ambitions or wishes

**Possible adaptations**

1. You want to do a house-swap in the next summer holidays. Write a promotional account (to post on the internet) of your own home and its facilities for a family the same size as yours.
2. Imagine that you have interviewed a famous celebrity looking to move house. You write an account of the interview in a celebrity magazine.

**Example of differentiated task**

It is important to differentiate tasks to individual candidate's abilities. The following is an example of what could be done for the task of writing about your home and local area:

**Grades G-E**

**Write about your life at home and local area 'A day in the Life'. The following points are suggestions of the information you can include:**

- Who you are and 3 routine activities you do each day
- What you like doing and why
- What your area is like
- What you like or dislike about your area and why

**Grades D-C**

- What you do at home to help and in your free time
- What you like/dislike about your house or your area and why
- What you did at home or locally last weekend
- Some other house or area you'd like to live in and why

**Grades B-A\***

- What you like/dislike about your house or area and why
- Something frightening that happened at home or in your area one night: what did you do? Your reactions?
- What your ideal house would be like and why
- Is it better to live in town or in a village? Why?

**Note:** the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

**EXEMPLAR TASK 2****Topic 4 Travel and the wider world – Environmental issues and life in other countries**

Imagine that you want to do work experience in France/Germany/Spain with a recycling organisation. Write a letter of application. The following points are suggestions of the information you can include:

- Some details of who you are and what you want to do
- Details of experience you have of doing work or jobs
- Explain why you want to do work experience in France/Germany/Spain
- Say what you do to recycle at home or at school and why you think it is important
- Explain your plans or ambitions or wishes

**Possible adaptations**

1. Imagine an interview between you and a friend who recently came back from doing work experience in France/Germany/Spain for posting on your French link school's website.
2. Write a blog account of your work experience in France/Germany/Spain

**Example of differentiated task**

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing a letter of application for work experience in France/Germany/Spain with a recycling organisation:

**Grades G-E**

Imagine that you want to do work experience in France/Germany/Spain with a recycling organisation. Write a letter of application. The following points are suggestions of the information you can include:

- Who you are and why you want to work in France/Germany/Spain
- Your experience of work or why you would be good at work
- Your experience of recycling – e.g. 3 activities that you do already at home or elsewhere
- Why recycling is important
- What you want to do as a job or career

**Grades D-C**

- Why you want to work in France/Germany/Spain
- Your experience of work or why you would be good at work
- Your experience of recycling – e.g. what you have done already at home or elsewhere
- What you want to do as a job or career and why work experience is important

**Grades B-A\***

- Why you want to do work experience for a recycling organisation in France/Germany/Spain
- Your experience of work and why you would be a good worker
- What you have done to recycle already: at home or elsewhere
- What this type of work experience will give you and what you want to do as a job or career

**Note:** the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

**EXEMPLAR TASK 3****Topic 2 Health and sport**

Do you have a healthy lifestyle?

You write an article for your twin town's (France/Germany/Spain) newsletter about staying fit and healthy. The following points are suggestions of the information you can include:

- Details about you and the activities you do to stay healthy
- Details of leisure or sports facilities in your local area
- What people in the town or village like to do and why
- What else makes for a healthy lifestyle
- How you or someone you know changed (or is changing) their lifestyle to become more healthy

**Possible adaptations**

1. Imagine that you have interviewed a sports personality from (France/Germany/Spain) living in England. You write an account of the interview for your exchange school's magazine.
2. Ask 'Dr Know'!

You are worried about the lifestyle of a friend. Write a letter seeking advice on his/her behalf to the "doctor's page" of a French/German/Spanish magazine.

**Example of differentiated task**

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing about a healthy lifestyle:

**Grades G-E**

Write an article for your twin town's (France/Germany/Spain) newsletter about staying fit and healthy. The following points are suggestions of the information you can include:

- Who you are and what you do to stay healthy
- What sport (or other activities) you like doing to stay fit and why
- What facilities or activities there are for sport and fitness in your town or what people in your town do
- Why it is important to be fit and healthy

**Grades D-C**

- Why staying fit and healthy is important
- Your experience of sport (or other activities) and why it is good for you
- What facilities there are for sport and/or fitness in your town and what people do
- Describe an event or activity that you (or others) did in the town recently

**Grades B-A\***

- Why staying fit and healthy is important: what the benefits are
- What facilities there are for sport and/or fitness in your town and what people do
- Describe an event or activity that you (or others) did recently (or will do) in the town
- Suggest other events or activities that could be done to encourage others to be more fit and healthy

**Note:** the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).



**EXEMPLAR TASK 4****Topic 4 Travel and the wider world – Holidays and exchanges**

You've been on holiday with your family but did not have an enjoyable experience in France/Germany/Spain.

Write a letter of complaint. The following points are suggestions of the information you can include:

- who you are and why you are writing
- what is good at the (e.g. campsite) and why
- details of the problem (e.g. showers did not work, too far from beach, restaurant was closed, swimming pool was not cleaned)
- why this caused a problem for you and your family
- plans for next year (return or not and why)

**Possible adaptations**

Write a letter of complaint about

1. A product you ordered from a French/German/Spanish company.
2. A meal you had with your family in a French/German/Spanish restaurant.

**Example of differentiated task**

It is important to differentiate tasks to an individual candidate's abilities. The following is an example of what could be done for the task of writing a letter of complaint:

**Grades G-E**

Write a letter of complaint. The following points are suggestions of the information you can include:

- Who you are and why you are writing
- Why you/your family like staying on a campsite (or in the hotel/resort)
- What the problem was
- Why this caused a problem for you/your family

**Grades D-C**

- Who you are and when you stayed at the campsite (or in the hotel/resort)
- Why you/your family like the campsite (or the hotel/resort)
- What the problem was and why it caused a problem for you/your family
- Plans for next year (return or not and why)

**Grades B-A\***

- Who you are and when you stayed at the campsite (or in the hotel/resort)
- What you/your family liked about the campsite (or hotel/resort) and why
- What the problem was and why it caused a problem for you/your family
- Suggest an improvement that could be made to the campsite (or hotel/resort) and why

**Note:** the suggestions of information to include are the points to write on the **Writing Information Form** (available separately from OCR).

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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**FRENCH/GERMAN/SPANISH      A704/A714/A724 CA**

**Unit A704/A714/A724: Writing**

**Specimen Controlled Assessment Mark Scheme**

The maximum mark for each of these tasks is **30**.

The total mark for the unit is **60**.

This document consists of **4** printed pages.

## Unit 4: Writing (French A704/German A714/Spanish A724)

### Controlled Assessment

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Task One	Communication	15 marks
	Quality of Language	15 marks
	<b>Total</b>	<b>30 marks</b>
Task Two	Communication	15 marks
	Quality of Language	15 marks
	<b>Total</b>	<b>30 marks</b>
<b>TOTAL</b>		<b>60 marks</b>

Communication 15 marks	
<b>13/14/15</b>	<ul style="list-style-type: none"> <li>• Responds fully to the task and communicates extremely clearly <b>without ambiguity</b>. Coherent and detailed. Uses relevant information to convey facts and narrate events.</li> <li>• Develops and justifies <b>individual</b> ideas and points of view <b>convincingly and extensively</b>.</li> </ul>
<b>10/11/12</b>	<ul style="list-style-type: none"> <li>• Communicates relevant information clearly to convey facts and narrate events <b>effectively</b> in response to task.</li> <li>• Expresses and explains ideas and points of view by providing appropriate justifications.</li> </ul>
<b>7/8/9</b>	<ul style="list-style-type: none"> <li>• Produces sufficient relevant information to convey clearly some facts and narrate some events in response to the task.</li> <li>• Expresses some ideas and points of view, sometimes with justifications.</li> </ul>
<b>4/5/6</b>	<ul style="list-style-type: none"> <li>• Communicates the essential information of the task. There may be some instances of repeated or irrelevant material.</li> <li>• Expresses personal opinions, some are developed or justified.</li> </ul>
<b>1/2/3</b>	<ul style="list-style-type: none"> <li>• Communicates some information relevant to the task. There is some repetition or irrelevant material and often lack of clarity.</li> <li>• Expresses some simple opinions.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Communicates no relevant information in response to the task.</li> </ul>

<b>Quality of Language 15 marks</b>	
<b>14/15</b>	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
<b>12/13</b>	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
<b>10/11</b>	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.
<b>8/9</b>	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
<b>6/7</b>	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
<b>4/5</b>	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
<b>2/3</b>	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	Nothing coherent or accurate enough to be comprehensible.

**Assessment Objectives Grid (includes QWC)**

<b>Task</b>	<b>AO4</b>	<b>Total</b>
<b>1</b>	30	<b>30</b>
<b>2</b>	30	<b>30</b>
<b>Totals</b>	<b>60</b>	<b>60</b>