

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 2011 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 2011 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: Tate

Topic area 4: Travel and the wider world

1 Long Term Planning

1.1 Summary

Topic Area 4: Travel and 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. The topic falls within the sub-topic Holidays and exchanges.

1.2 Planning

Planned teaching time was 6 weeks, with the Controlled Assessment done in the week before the October half-term holidays.

2 Teaching and Learning

Topic Area 4: Travel and wider world

Students had already covered the present tense and were now building on this by introducing the past tense to talk about their recent summer holidays. The topic included talking about where students usually go on holiday, where they had been during the summer and what it was like.

Key questions practiced were:

Wohin fährst du in den Ferien?

Wie fährst du?

Mit wem fährst du?

Wo wohnst du normalerweise?

Was machst du auf Urlaub?

Wie lange bleibst du auf Urlaub?

Wohin bist du letztes Jahr gefahren?

Wie war das Wetter?

As part of the teaching and learning process, students interviewed each other using pictures from a holiday brochure as a stimulus. This part of the session focused on the present tense.

Students were also asked to bring in one digital photo of something representative of their summer holiday so that they could present the photo to the rest of the group, who then asked questions about their picture.

Before the presentation of photos, the teacher asked the class as a whole to brainstorm the type of questions they would ask – this was done in English. The students then worked in small groups to come up with questions they could ask and each group had to frame 4 questions in German to ask the person presenting their photo. At least 1 of these questions had to elicit a point of view or opinion. The language assistant helped during this part of the session. The questions they asked had to be in the past tense and were not necessarily always evident in the photo. For example,

Wie war das Wetter?

Once the questions had been framed and put to one side, the teacher then gave out a blank piece of paper, and the students had to make as many notes as they could to help them answer the questions (which they had to predict) about their photo. This was done individually and then the photo and notes were given to the student's partner and the partner had to reduce the number of notes to no more than 40 words.

Each student presented his/her photo and attempted to answer the (mostly unpredictable) questions asked (2 questions per group). Peer evaluation took place as students were referred to the assessment criteria for the controlled assessed speaking and awarded marks for the performances.

Other activities included a reading comprehension about the Language Assistant's holiday with students picking out key details such as opinions, points of view, justifications, present and past tense phrases and conjunctions. Students also recorded their own description of the photo as a podcast and some of the better ones of these were used as listening exercises, with students picking out key details as with the reading comprehension.

3 Task Setting

The task chosen was based on the work done for the topic, and it was decided that the purpose would be an interview, as students had had some practice in this. The teacher gave the students a choice of task. For some students (those targeted at Grades A and B), the task was simply the title *Meine Ferien*. For those targeted at Grade C and below (including this student), there was a more structured format for the task on the Teachers information Form. Students were reminded that there would be some unexpected questions and that not all the questions on the Teachers Information Form might be asked: it depended on the time available and what the student said that might prompt further questions. In this way, the teacher catered for the individual needs of students and took away some any potentially worrying aspects for the students of recording the task.

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

Controlled Assessment
Speaking Information Form (Teachers)

French (J730):

German (J731):

Spanish (J732):

Teaching Group:	11C	Preparation Start Date:	08/09/2011
Teacher: K Laycock			

Topic Area	Holidays
Purpose*	Interview

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

Task Title: You are being interviewed about your holidays. Below are some suggestions for questions you might have to answer, but you will also have to answer unexpected questions about this topic.

Suggestions:

1. Where you usually go on holiday, how and with whom
2. Where you are staying
3. Details about your last holiday and what you did
4. Details about the weather
5. Anything else
- 6.
- 7.

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

4 Task Preparation

The teacher used part of two lessons and homework time to do the preparation for the task. In the first lesson he gave the whole class the title of the task *Meine Ferien*. The more structured task was written on the Teachers Information Form and handed to those that needed it. The teacher explained that the students had 30 minutes of the lesson to start to prepare for the task and could use any books or notes they wanted to. They were then told that they should continue this work for an hour's homework. They were given the last 30 minutes of the next lesson to complete the Speaking Notes Form. They were then given 15 minutes before their test to revise the task and their notes.

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

CONTROLLED ASSESSMENT

Speaking Notes Form (Candidates)

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

Centre Number	11111
Candidate Number	2222

Candidate Name: Tate

Topic Area: Holidays
Purpose*: Interview

* 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:

Notes:

- fahre habe bleibe gern hotel ist sehr toll
- fantastisch Das Wetter sonnig kalt
-
-
-

Candidate Signature: 

Date: 

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

5 Task Taking

The teacher put together a list of times for each student's test to be digitally recorded. The teacher planned this in advance, had the day off timetable and organised a venue to do the tests. All students were given a time 15 minutes before their test so they could do some revision with the task and their notes. During the test, the teacher was the interviewer from the start of the test and asked questions as indicated by the task, adding further questions that were unexpected and in response to what the students said. The teacher stated the candidate name and candidate number before each test started and made sure that the test had recorded so that he could mark it at a later date.

6 Application of Assessment Criteria

6.1 Task Marking

6.1 Task Marking

The commentary on the assessment of the task has been provided by the Principal Moderator for GCSE German Speaking Controlled Assessment 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)

Commentary

Topic 4: Interview about my holidays

Although there is some response to questions throughout the interview, the candidate has difficulty forming complete sentences.

Communication

The candidate communicates a few ideas in response to well-practised questions, such as *Wie war das Wetter?* Simple opinions are expressed, such as *toll*, *langweilig* and *fantastisch*. The delivery is hesitant.

Mark: 3

Quality of Language

There is some awareness of verbs and time frames, but there is overall inconsistency and the candidate confuses present and past tenses and misses auxiliaries in the past tense. Everyday messages are accurate enough to be comprehensible. For example *Das Wetter war ganz sonnig und manchmal kalt*.

Mark: 3

Pronunciation and Intonation

What the candidate says is generally accurate, with some first language interference from Italian.

Mark: 3

Total marks: 9

6.2 Standardisation Process

This was the only teacher in the Centre conducting GCSE German Speaking Controlled Assessment and he had attended Inset training. He referred back to the scripts and commentaries from the training and on the website in order to refresh his memory about the standard and then marked the tests. Although he had made an attempt to mark during the tests, he was glad he had spent some time going over them again once he had studied the Inset material as his original judgements had been slightly lenient.

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	11111
Candidate Name	Tate	Candidate Number	2222

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

Task Purpose: Interview
Task Title: Holidays

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
3 / 15	3 / 10	3 / 5	9 / 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: School

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
3 / 15	3 / 10	3 / 5	9 / 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 [Signature] (Teacher) Date 12 April 2011

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: Elizabeth and Evan

Topic area 4: Travel and the wider world

1 Long Term Planning

1.1 Summary

Topic Area 5: Education and work

Within the Scheme of Work, this topic area came in the second term of the second year of study after the October half-term holidays. The topic falls within the sub-topic School life in the UK and in the target language country or community.

1.2 Planning

Planned teaching time was 6 weeks, with the Controlled Assessment done in the week after the Christmas holidays.

2 Teaching and Learning

Topic Area 5: Education and work

Students had already covered the present, past and future tenses and were now building on previous knowledge of all three tenses and introducing modal verbs. The topic included talking and writing about their school and their partner school that some students had visited on an exchange during the October half-term holidays. The teacher wanted to develop students' skills so that they could compare life in a German school with their own school life and explain the differences to their exchange partner, but only the most able could manage this last part so many of the students talked at length about their own school.

Key questions practiced were:

Wann beginnt die Schule?

Wann endet die Schule?

Was ist dein Lieblingsfach?

Wie kommst du zur Schule?

Wie findest du die Schule?

Was machst du in der Mittagspause?

Was hast du Gestern in der Schule gemacht?

Was möchtest du nächstes Jahr machen?

As part of the teaching and learning process, students were put into groups and worked on asking and answering questions about school in different tenses. Students targeted at Grade D and below concentrated on asking and answering questions in the present tense, those targeted at grade C focused on the present and future time frames using *möchte*, and those targeted above Grade C focused on all 3 tenses. The questions had been prepared by the teacher and she facilitated answering them with help of the trainee student teacher who was on placement at the time.

Those students who had been on the school exchange had kept a diary of everything they had done during the week at the school, and the teacher had photocopied some of the better entries, edited the German and put them together to form a reading comprehension. She then gave students some questions and answers and they had to match the correct answer with the correct question by reading through the diary excerpts.

Small groups worked with the trainee teacher who had prepared a listening passage about the school she had worked in during her year abroad whilst at university. The students were given statements that were either true or false and as the trainee teacher read, they had to pick whether the statement was true or false. They then compared their answers with each other to see how many had picked true and how many false. The answers were then discussed. Every student got a chance to work in a small group with the trainee teacher.

The students were then asked to write about their school. This was done individually and the end product was emailed to the partner school with some pictures attached.

3 Task Setting

The task chosen was based on the work done for the topic, and it was decided that the purpose would be a presentation with discussion, as students had so far not done this for this topic, although they had practised asking and answering questions. The teacher gave the students the same task on the Teachers information Form, which was fairly vague and asked students for details about various things to do with school. She felt that this would give some of the more able students the freedom to be a bit more original. Students were reminded that there would be some unexpected questions and that they didn't have to cover all the prompts on the Teacher's Information Form, it depended on the time available and what the student said that might prompt further questions. She reminded candidates that they shouldn't speak for too long and that there had to be an equal balance between the student's presentation and the discussion part of the test.

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

Controlled Assessment
Speaking Information Form (Teachers)

French (J730): German (J731): Spanish (J732):

Teaching Group:	11B	Preparation Start Date:	01/11/2010
Teacher: K Laycock			

Topic Area	School
Purpose*	Presentation/Discussion

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

Task Title: You are presenting information about your school to your exchange partner and then discussing school with your partner. Below are some suggestions for points to include but you will also have to answer unexpected questions about this topic.

Suggestions:

1. Description of your school
2. What you think about your school/school uniform/homework and lessons
3. Details about your routine before school
4. Details about what you did at school yesterday
5. Details about what you would you like to do next year
- 6.
- 7.

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

4 Task Preparation

The teacher used two 60 minute lessons that she had with the class to do some of the preparation for the task and ensure that students had a presentation and a set of notes in readiness for the task. She also allowed them to spend some time on their presentation and predicting unexpected questions at home. She handed each student the task written on the Teacher's Information Form. The teacher explained that the students had the whole lesson to prepare for the task and could use any books or notes they wanted to. The teacher and trainee teacher were there to supervise the work being done. Once they had prepared their presentations, the students were told to take them home and predict some of questions they might be asked. During the next lesson, students were told to complete the Speaking Notes Form. They were given 30 minutes of the lesson for this. The remaining lesson time was spent with students trying to remember their presentations from their Speaking Notes Form and practice them with another student, amending their forms accordingly. At the end of the lesson, the students handed in their presentation and the (amended) Speaking Notes Form, so that the teacher could prepare the unexpected questions for each student. The teacher gave the presentations, task sheets and Speaking Notes Form back to the students the following day so that they could revise for the task, which was to take place the day after that.

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

CONTROLLED ASSESSMENT
Speaking Notes Form (Candidates)

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

Candidate Name ELIZABETH

Centre Number 12345

Candidate Number 1234

Topic Area	5A Schulleben
Purpose*	Presentation and discussion to a German exchange student

* 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: Presentation about your school to your German exchange visitor

Notes:

- zu früh für mich. aufstehen dauert unterwegs lecker
- mehrere Gebäude einschliesslich. hatte unterrichtet fach Kinder gehen
- wäre besser ~~Passen~~. Mittag Mensa endet Juchhe davon arbeiten
- Sollen die Lehrerinnen auch Uniform tragen. finden Sie
- Jeder will Individuum sein. hässlich keine probleme. MEINUNANACH

Candidate Signature: Elizabeth

Date: 26/11/10

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

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

CONTROLLED ASSESSMENT
Speaking Notes Form (Candidates)

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

		Centre Number	44444
Candidate Name	Evan	Candidate Number	5555

Topic Area	5A Schulleben
Purpose*	Presentation and discussion to a German exchange student

* 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: Presentation about your school to your German exchange visitor

Notes:

- Sie ist eine mittelgroß Schule in Gainsborough.
Lieblingssather
- Ich habe cereal zur meine Frühstücke mit
Samile
- Die pause dauert eine Viertelstunde. die nächste
Stunde
- Das Deutsche Schulen ist besser als ~~die~~ Uniform
keine.
- Was ist dein Lieblingssach. Meine Schule
ist Q&HS.

Candidate Signature: *Evan*

Date: 8/12/10

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

5 Task Taking

The teacher put together a list of times for each student's test to be digitally recorded. The teacher planned this in advance and the trainee teacher took the classes of the teacher whilst she conducted the tests. All students were given a time 20 minutes before their test so they could do some last minute preparation with the task and their notes. During the test, the teacher allowed the students to present their topic and then interrupted once she felt that the students had finished or that enough time had been spent on the presentation part of the test. She had to make sure that enough time was left out of the 6 minutes for discussion. The teacher stated the candidate name and candidate number before each test started and made sure that the test had recorded so that she could mark it at a later date.

6 Application of Assessment Criteria

6 Application of the Assessment Criteria

6.1 Task Marking

The commentaries on the assessment of the tasks have been provided by the Principal Moderator for GCSE German Speaking Controlled Assessment 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)

Elizabeth

Topic 5: Presentation and discussion about my school to my German Exchange visitor

Communication

The candidate produces enough language to address the questions competently. She sometimes gives additional detail. The candidate deals with the unpredictable elements and is ready to express opinions and points of view, sometimes with justifications.

Mark: 10

Quality of Language

There is a range of straightforward structures and vocabulary. The candidate struggles with different tenses, but subject/verb accord fine. The response is sufficiently accurate to be reasonably clear.

Present – *ist / beginnt / besuche / hore / ist / hat / gehe / spiele / trage*

Past - *haben geferien? habe ich Ich esse Pizza / ich spiele*

Future - *möchte gern* no infinitive

Opinions - *Ich lerne nicht gern weil .. no ist / die gleiche im Sommer und Winter ist sehr unpraktisch weil*

Points of view - *Attempts würde liebe tragen / ich finde? Mm das ist unfair und schlecht / spass weil*

Mark: 5

Pronunciation and Intonation

This is generally accurate, but there is some first language interference, such as *Kurzer / nachste Janhre / vor / läuft*

Mark: 3

Total marks: 18

Evan

Topic 5: Presentation and discussion about my school to my German Exchange visitor

Communication

The candidate performs unevenly in response to the questions asked, but he tries to address most of them. He expresses some opinions. He makes some attempt to deal with unpredictable elements. There are not often sequences of language and he is hesitant at times.

Mark: 7

Quality of Language

The candidate uses a range of straightforward structures and vocabulary, although tenses other than the present unsuccessful. Subject/verb accord is alright and responses are sufficiently accurate for the basis of the message to be clear and coherent.

Present - *heisse / heisst / ist / stehe auf / dauert / habe / beginnt / endet / ist / esse / spiele*

Past - *bin ich gelesen / ich esse Pizza / ich trinke Wasser*

Future - *werde ich college gefahren / lernen*

Opinions / Points of view - *mein Lieblingsfache weil / die Deutsch Schule ist besser als / weil / es ist sehr lange / unbequem*

Mark: 5

Pronunciation and Intonation

This was generally accurate, with some other language interference, such as *Cereal / familie (fr) / porse / pasta / shirt*

Mark: 3

Total marks: 15

6.2 Standardisation Process

There were 4 teachers in this large Centre involved in conducting and marking GCSE German Speaking Controlled Assessments and only 1 had attended Inset training. The teachers met as a department and referred to the scripts and commentaries from the training and on the website in order to get a good idea about the standard. Then they each marked a sample of 3 tasks (top, middle and lower marks) individually and compared their marks. Marks for all 12 pieces were discussed and agreed and teachers then felt confident to continue marking their own tasks. They also had these pieces to refer to for subsequent tasks.

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 candidate's recorded task (Task 1) and the candidate's Speaking Notes Forms

Candidate Name		Elizabeth <input type="text"/>	Centre Number	12345
			Candidate Number	1234

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

Task Purpose: Presentation & discussion

Task Title: Presentation about your school to your German Exchange visitor

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
9 / 10 / 15	5 / 10	3 4 / 5	18 / 30

<i>For OCR Moderator's use only</i> Simple Opinions	Timeframes	Pron/Int
	Structures	
	Vocabulary	
Just / Points of View		

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

Task Purpose: Interview

Task Title: A job interview, discussing your last work experience placement

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
12 / 15	7 / 10	5 / 5	24 / 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 **A Teacher** (Teacher) Date 02/04/2011

Print Name

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	44444
Candidate Name	Evan	Candidate Number	5555

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

Task Purpose: Presentation & discussion

Task Title: School

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 1:
7 / 15	5 / 10	3 / 5	15 / 30

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

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

Task Purpose: Job Interview

Task Title: Work Experience

Communication	Quality of Language	Pronunciation and Intonation	Total for Task 2:
8 / 15	6 / 10	4 / 5	18 / 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

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.