

# **Modern Foreign Languages**

Entry Level Certificate R399 R429 R489

## **OCR Report to Centres**

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**June 2012**

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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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## Report on Modern Foreign Languages

The revised specification for ELC, now in its second year, provides an opportunity for positive achievement by candidates. Administration by centres was good, the sample of candidates' coursework was well organised and the MS1 mark sheet and CCS160s were included. Candidates scored well in the listening and reading 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, most candidates repeated the French/Spanish/German words and 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 were acceptable and were credited if communication was evident. It would be helpful for the moderation process if CDs were labelled appropriately, with topics recorded and candidates' numbers.

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 communication; minor grammatical and spelling errors are not penalised if communication is clear. Candidates performed well in questions 8-10 when a sentence including a verb and object was written. There were many excellent and imaginative responses with accurate tenses. Single words are not credited.

It is necessary for internal moderation to take place in order to apply the assessment criteria accurately.

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