

**A NEW
APPROACH TO
CONTROLLED
ASSESSMENT
IN MFL
GCSE FRENCH, GERMAN
AND SPANISH**

OCR



WHY CHANGE NOW?

We have listened to your feedback and you told us that:

- Controlled Assessment tasks were taking up too much class time.
- You felt the preparation stage was too restrictive.

So, we've introduced a more flexible approach to Controlled Assessment in both Speaking and Writing.

BENEFITS OF THE CHANGES TO YOU AND YOUR LEARNERS:

- **More time** for Teaching and Learning.
- **Freedom** to **tailor** preparation to your style of teaching.
- More **collaborative opportunities** for learners to **improve confidence**.
- **Seamless progression** from Teaching and Learning to completion of final tasks.
- **More choice** for students and teachers to decide how best to use their time.
- **More ownership** of learning process.

WHEN DOES THIS COME INTO EFFECT? WHAT ABOUT MY YEAR 11 STUDENTS?

- Changes come into effect as from September 2011.
- For students who began their 2 year course in 2010, Controlled Assessment pieces already completed using the former guidelines can still be submitted in Summer 2012. Alternatively, you may decide to submit student work completed under the new approach. Any combination is acceptable for Summer 2012 – whichever works best for you and your learners.
- Any student who aggregated for a Short Course in the Summer 2011 series will still be able to use these units towards a Full Course in 2012.

WHAT HAS OCR DONE TO SUPPORT ME IN IMPLEMENTING THE NEW APPROACH TO CONTROLLED ASSESSMENT?

All the free support documents available on the website (www.ocr.org.uk/languages) have been updated to reflect the new approach. This includes:

- Guide to Controlled Assessment – Speaking (*see SECTION 3, 3.4 in particular*).
- Guide to Controlled Assessment – Writing (*see SECTION 3, 3.4 in particular*).
- Additional support material for Controlled Assessment – Speaking (*with sample candidate recordings to download from Interchange*) 2010 EDITION.
- Additional support material for Controlled Assessment – Writing (*with sample candidate responses and commentaries*) 2010 EDITION.
- Teachers Handbook.
- Sample Schemes of Work and Lesson Plans.
- Frequently Asked Questions.

WHAT ELSE CAN I EXPECT FROM OCR?

- 2011 Inset courses will include ideas and strategies to complement the new approach. These include twilight sessions for teachers who cannot get a full day out of school.
- New, 2011 versions of the Exemplar materials booklets will be available on our website from 3rd October (containing more examples of student work / recordings and commentaries on the final marks given and why).
- Regional Cluster groups to support OCR centres. Signup now using the interactive form on the website www.ocr.org.uk/languages.
- New social network. Use this to start discussions and share resources etc.
- Quick response from Languages experts to individual queries via CCC (OR direct link to Languages Team at OCR via CCC).

WHAT'S CHANGED FOR SPEAKING?	WHAT'S STAYED THE SAME?
During the preparation time, students' work may be informed by working with others – they can discuss ideas with one another.	Teachers (including Teaching Assistants and Language Assistants) must not tell students words or phrases to be included in French / German / Spanish.
Students may use the Speaking Information Form outside of the classroom as part of the 6 hours preparation time.	The Speaking Information Form (Teachers). Teachers still make suggestions for candidates to consider at the start of the preparation phase and can discuss task type, how to use reference material and strategies for preparing for the final task.
Students can prepare a plan outside of the classroom, but it must be produced individually by the student . (Teachers may wish to use the OCR Candidate Authentication Statement Form for this purpose).	Teachers (including Teaching Assistants and Language Assistants) can not comment on or correct student notes or plan.
The Candidates Note Form can be used by the student outside of the classroom as part of the 6 hours preparation time.	The Candidates Notes Form. Students still reduce their ideas to 40 words for the final task-taking.
Students can practise for the final task by speaking out loud (with or without a partner), by producing a practice recording, by practising a range of questions and answers on their chosen topic area.	Teachers (including Teaching Assistants and Language Assistants) must not practise the task with students or practise recording the task with students.
	Students still have their 40 words of notes and the Speaking Information Form in front of them when they complete the final task. No dictionaries (or other resources) are allowed during the final task-taking.

WHAT'S CHANGED FOR WRITING?	WHAT'S STAYED THE SAME?
During the preparation time, students' work may be informed by working with others – they can discuss ideas with one another.	Teachers (including Teaching Assistants and Language Assistants) must not tell students words or phrases to be included in French / German / Spanish.
Students may use the Writing Information Form outside of the classroom as part of the 6 hours preparation time.	The Writing Information Form (Teachers). Teachers still make suggestions for candidates to consider at the start of the preparation phase and can discuss task type, how to use reference material and strategies for preparing for the final task.
Students can prepare a plan outside of the classroom, but it must be produced individually by the student . (Teachers may wish to use the OCR Candidate Authentication Statement Form for this purpose).	Teachers (including Teaching Assistants and Language Assistants) can not comment on or correct student notes or plan.
The Candidates Note Form can be used by the student outside of the classroom as part of the 6 hours preparation time.	The Candidates Notes Form. Students still reduce their ideas to 40 words for the final task-taking.
<p>Word Length: Students aiming at grades G – D should produce between 100 – 175 words per task. Students aiming at grades C – A* should produce between 200 – 300 words per task. Students are strongly encouraged to keep within these recommended word ranges.</p>	<p>The final task: Students still have access to their 40 words of notes, the Writing Information Form and a bi-lingual dictionary when they complete the final task. (No other resources are allowed during the final task-taking.) Students complete each final task in one single assessment session of up to 60 minutes under FORMAL supervision.</p>

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FS 27093