

# Controlled Assessment for Writing

## **GCSE French**

OCR GCSE in French: J730

Unit: A704

Additional Exemplar Material to Support the  
Administration and Assessment of  
Controlled Assessment for Writing based on  
June 2011 candidate material

# GCSE French

## A704: Writing

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OCR has produced these support materials to provide additional advice and guidance for teachers preparing candidates for the Controlled Assessment for writing.

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. 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 tasks.

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## **SECTION A**

**Candidate: Helen**

**Topic area 1: Home and local area**

### **1 Long Term Planning**

#### **1.1 Summary**

##### **Topic Area 1: Home and local area**

Within the Scheme of Work, this topic area came at the start of the first year of study at the beginning of the course. The topic falls within the sub-topic: Life in the home; friends and relationships.

#### **1.2 Planning**

Planned teaching time was 6 weeks, with the controlled assessment done during the week before the half-term holiday.

Picking up on the prior knowledge of the topic from KS3, the teacher used the course book in the Centre to cover the normal vocabulary and structures linked to this topic. These were further practised using supplementary Listening and Reading Comprehension exercises. However, some emphasis was laid initially on Speaking activities in which candidates were encouraged to express opinions about their relationships.

## 2 Teaching and Learning

### Topic Area 1: Home and local area: Life in the home; friends and relationships

Students built on the knowledge of present tense, introducing particular verbs which might be relevant to the topic such as *s'entendre*, *s'inquiéter*, *encourager*, *avoir confiance* and *manqué* and refocused on the use of the past by writing short diary accounts of family events, outings with friends. The future and conditional tenses were revised and these were practised: My life at 30 / How I will behave as a parent / Life as an old person. To encourage the use of the third person, candidates presented a piece on their hero / role model.

As the criteria require opinions and justifications the class brainstormed issues such as whether young people should help at home, the advantages and disadvantages of being an only child or a member of a large family, the importance of friends or the difficulties of being a teenager.

In preparing for the assessment, candidates were given opportunities to explore all the ways they had learned of expressing opinions, especially those involving subordination and to practise the use of the conditional tense to make recommendations. For example *je pourrais ...*, *on pourrait ...*, *je devrais ...* and *on devrait ...*. They were also reminded of impersonal structures requiring an infinitive. For example, *il est important de ...*, *il est essentiel de ...* and *il faut / il faudrait ...*. Some time was devoted to practising comparative adjectives and adverbs: candidates compared family members and friends, jobs around the house and pocket money.

During the module, candidates wrote some short pieces:

- a) Why X is my hero.
- b) The problems facing teenagers.
- c) When I am 64.
- d) The importance of friends.
- e) Being an only child / a member of a large family.

To help candidates develop a critical eye, the teacher tried to focus on particular issues.

Following the completion of b) the teacher produced a version incorporating some of the ideas expressed and presented it on the white board. Students were invited to choose the 40 words that might help them produce the piece.

In the case of task d) the teacher produced a version on the white board and invited comments: Where are the errors? What are the good points of language? How might it be improved?

For (e), the teacher asked the candidates to go through the planning process, mind mapping and completing a sample 40 word Candidate's Notes Form in order to remind them of the process for taking the final written assessment.

### 3 Task Setting

The teacher decided on the final title: My family and friends, and drew up the **Teacher Information Form** with five suggestions for the candidates, ready for the preparation phase.

The task chosen was based on the work done for the topic. As the candidates had previously written blogs and diary entries recording their experiences and feelings, the teacher chose a letter as the purpose for the assessment. In order to guide candidates to producing the kind of information which would earn high marks, the teacher chose prompts that would encourage them to explain their feelings and focused attention on including mention of a problem and how this was resolved.

**French (A704) / German (A714) / Spanish (A724)**

**Controlled Assessment  
Writing Information Form (Teachers)**

**French (A704):**

**German (A714):**

**Spanish (A724):**

Teaching Group:	J2	Preparation Start Date:	17.10.10
Teacher:	Mlle Crozemarie		

Topic Area	Education and work: Work experience, future study and jobs ...
Purpose*	Article for school magazine

*\* Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Mon stage pratique

**Task Title:**

**Suggestions:**

1. Where you did your work experience and when
2. Your routine - different from school day?
3. Did you have a uniform? Opinion
4. What you liked / did not like about work experience
5. What job would you like to do in the future?

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

## 4 Task Preparation

At the start of the session, the teacher explained that there were two options, a sheet with the title only and a sheet with the title and some suggestions. Candidates were asked to consider which would be the most useful for them. The sheet with just the title would give them greater freedom to go in their own direction. Once they had decided, the teacher gave out the **Teacher's Information Forms**. The teacher then explained that the **purpose** was a letter.

The teacher reassured the candidates that they had been practising all the vocabulary and structures that they needed during the term. The teacher explained what the students could use: dictionaries, worksheets, language guides and exercise books. They were not allowed, however, to ask the teacher for help. The teacher informed candidates of the expected length, 200-300 words, reminding them that there was nothing to be gained from writing beyond that total.

The class time devoted to preparation was two one hour lessons. Students worked through the task, making mind maps, drafting paragraphs, highlighting words which might be suitable for inclusion on the Writing Notes form. After the first session, students were advised that they could continue their planning work at home and were advised not to spend longer than 2 hours on this. At the start of the second session they were reminded of the fact that the **Candidate Writing Notes Form** with 5 bullet points and 8 French words per bullet point would have to be completed by the end of the session.

**French (A704) / German (A714) / Spanish (A724)**

Controlled Assessment  
Writing Notes Form (Candidates)

French (A704):       German (A714):       Spanish (A724):

Candidate Name		Helen	Centre Number	xxxxx
			Candidate Number	yyyy

Topic Area	Home and local area: Life at home and relationships
Purpose*	Letter

*\* Purpose could be: Narration / Report / Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / 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:**

- 
- 
- 
- 
- 

Candidate Signature: Helen       Date: 17.10.09

**This form is to be submitted with the work for assessment to OCR.**

## 5 Task Taking

The Test Taking session was scheduled for a one hour lesson. The date of this session had been identified at the start of the module so that students knew well in advance of the timing of this writing assessment.

At the start of the session, the individual **Candidate's Notes Forms** were issued together with the **Teacher's Information Form** and a dictionary from the Centre's stock of dictionaries. Candidates were reminded again of the maximum word count and the rules regarding talking and asking questions were explained: there could be no talking and students had to work independently with no help from the teacher. After 50 minutes, the teacher informed candidates that the session would end in ten minutes.

At the end of the session, the teacher collected in the Candidates Notes Forms and the completed written task to be stored securely within the Centre.

Final  
version

K

Chère Meline!

Salut! Ca va? Merci pour ta ~~lettre~~ lettre, bonjour  
à tes parents et ton frère! Je m'appelle Elie, j'ai  
quatorze ans. J'habite dans Twyford, dans le sud-est  
de l'Angleterre. J'ai une grande famille, une famille  
de cinq personnes, Ma mère qui s'appelle Gill, mon  
père qui s'appelle Simon, mon frère qui s'appelle Sam,  
ma sœur qui s'appelle Rosy et moi! Ma mère est un  
photographe et mon père est un avocat! Ma sœur a  
dix-neuf ans, je m'entends très bien avec ma  
sœur! Je peux leur parler de tout, elle me  
comprend! Mon frère a dix ans, il est très  
embêtant! On ne se sent jamais seul! Ma grand-  
mère est très gentil. Je m'entends très bien avec  
ma grande-mère.

Mes parents s'inquiètent trop et cela m'empêche,

J de leur parler ! Cela m'encourage pas à leur

dire la vérité. La semaine dernière, j'ai

menti à mes parents au sujet d'une bûche chez

Karis, elle vient de fêter ses quinze ans. Je

ne voulais pas mentir à mes parents, mais j'ai dû

Ils ont découvert la vérité, quelle catastrophe ! Ils m'ont

empêché de sortir et ils ont arrêté de me donner

argent de poche, plus jamais ! Je cherche des qualités

suivants dans mes amis : la gentillesse, la joie de vivre et

la sensibilité de l'humour ! Ma meilleure amie, qui s'appelle

0 Karis a quinze ans ! Karis est vraiment sympathique et drôle !

Aussi elle est enthousiaste, elle me connaît !

J'espère avoir bientôt de tes nouvelles... écris-moi vite!

À bientôt

Amitiés

Elie x (283)

283 WORDS

## 6 Application of Assessment Criteria

### Task Marking

Examples of candidate scripts from the June 2011 series have been assessed by OCR Examiners. The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE French Writing to help teachers to understand how the Assessment Criteria has been applied.

We remind Centres that the Controlled Assessment written tasks are assessed externally by OCR Examiners. Teachers are not required to mark each of the tasks, although they may review them for internal purposes.

## Topic: A letter to a friend telling them about family and friends

### Commentary

Tasks which focus on family and friends allow candidates to exploit very familiar language. It is important to give the assessed piece a focus which is both different from any previously practised and is also open to an evaluative response. By stressing the need to discuss relationships, the task here guides candidates away from the merely descriptive.

### Communication

The candidate begins with a range of simple detail; it may set the context for the discussion to come but it is rather long and the language is a little repetitive. It leads to some opinion and justification but this is also quite simplistic in tone. For example, *je peur leur parler de tout ... , elle me comprend ... , on ne se sent jamais seul ... , ma grande-mère est gentil ...* and *mes parents s'inquiétant trop et cela m'empêche de leur parler ...* . The candidate moves on to describe an incident which had an impact on her relationship with parents; this episode allows for the use of tenses and more complex language patterns. Despite some errors the meaning is conveyed effectively. The final section focuses on friendship and in particular *ma meilleure amie*. However, the information and the language used are again quite simplistic. The length at 283 words is within the recommended word count.

*Communicates relevant information clearly to convey facts and narrate events effectively ... Expresses and explains ideas and points of view by providing appropriate justifications.*

**Mark: 11**

### Quality of Language

There is a balance to be struck here between the simple sentences in which structures are used repeatedly and the more adventurous complex language used in the middle section. There is some evidence that the candidate can use relevant tenses, using first and third person. For example, *j'ai menti ... , je ne voulais pas mentir ... , j'ai dû ... , ils ont découvert ...* and *ils m'ont empêché ...* . There are a number of uses of the object pronoun often with dependent infinitives. For example, *cela m'encourage pas a leur dire ... , ils ont arrêté de me donner ...* and *elle me connaît ...* . The idiomatic use of *venir de* features: *elle vient de fêter ses quinze ans ...* . Apart from the repeated use of *qui*, there are no subordinate clauses. It is for this reason that the mark is drawn from the 12/13 band.

*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.*

**Mark: 12**

**Total mark: 23**

**French/German/Spanish**

OCR GCSE French A704  
 OCR GCSE German A714  
 OCR GCSE Spanish A724

Writing Controlled Assessment Cover Sheet

**French (A704):** ✓

**German (A714):**

**Spanish (A724):**

**Centres must: complete candidate details; complete Task titles and purposes; send to the Examiner with the two Tasks.**

Centre Number	x	x	x	x	x
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Candidate Name	Helen	Candidate Number	y	y	y	y
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**Task One Title:** Telling your French friend about family and friendships \_\_\_\_\_

**Purpose:** Letter \_\_\_\_\_

<i>For OCR Examiner's use only</i>																
<b>Communication</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Quality of Language</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															<b>TOTAL:</b>	/ 30

**Task Two Title:** My perfect holiday \_\_\_\_\_

**Purpose:** Article \_\_\_\_\_

<i>For OCR Examiner's use only</i>																
<b>Communication</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Quality of Language</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															<b>TOTAL:</b>	/ 30

<b>TOTAL MARK:</b>	/ 60
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OCR Examiner Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## 7 Storage of Work

At the end of the final task-taking session, the Writing Notes Form for each candidate was attached to their work with a treasury tag, as specified in the OCR specification.

As an examined piece, the work was treated with the utmost confidentiality. The teacher informally assessed each piece in order to be able to decide later which two pieces would make up the final submission. As the rules state, no direct feedback was given about the specific task.

### 7.1 Final Administration

As the deadline of May 15<sup>th</sup> for submitting marks to OCR approached, the Centre decided which two pieces were to be submitted for each candidate. The **Cover Sheet** was completed by the candidates with the task titles and the purposes for each piece of work. This was attached to the Candidate's work, along with the **Candidates Note Form** for each of the two tasks.

The Centre sent the completed **Centre Authentication Form** with the work for all candidates to the designated OCR Examiner.

## 2 Teaching and Learning

### Topic Area 5: Education and work: Work experience, future study and jobs ...

In preparing for the assessment, the teacher explored a range of listening and reading texts focused on the world of work. Candidates were given opportunities to practise familiar vocabulary related to the topic and to learn and use new words and structures.

The teacher focused on key verbs such as *travailler, aider, gagner, apprendre, comprendre, servir, commencer* and *finir*, revising them in different tenses.

To help candidates construct an orderly written account, time was spent revising adverbs and adverbial phrases which might be useful in organising points: *premièrement, deuxièmement, finalement, cependant* and *pourtant*. A sorting exercise was particularly useful here. Candidates were given an envelope containing some strips of paper each with a simple sentence recording details of the teacher's daily routine. The idea was to find a suitable order for the sentences and then organise them into a coherent passage, adding a suitable adverb or adverbial phrase where appropriate.

Working in pairs candidates produced a series of questions they would ask to interview someone about their job. Each student then prepared answers to the questions, assuming the role of a family member or their idol / hero.

To emphasize the importance of including opinions, the teacher organised on the white board an activity presenting images of different careers. Candidates had to express their opinion about each job and say why they liked or disliked that type of work. This allows candidates to get used to using intensifiers such as *si, assez, trop, beaucoup trop* and *très*, and for some to use comparative adjectives or adverbs to make comparisons.

To remind candidates to include some complex language, the teacher demonstrated how to turn simple opinions into more complex ones. For example, *le travail est dur* could become *je pense que le travail est dur parce que ...*

During the module, candidates wrote a number of short pieces:

- a) Diary of work experience
- b) My mother's / father's / brother's / sister's job
- c) Blog - My ambitions
- d) My hero's job
- e) I do not want to be a (nurse / mechanic / secretary / shop assistant) because ...

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- a) Diary of work experience
- b) My mother's / father's / brother's / sister's job
- c) Blog - My ambitions
- d) My hero's job
- e) I do not want to be a (nurse / mechanic / secretary / shop assistant) because ...

In the case of task (b), the teacher asked the students to go through the planning process, mind mapping and completing a sample 40 word Candidate's Notes Form in order to remind them of the process for taking the final written assessment.

After the pieces had been completed and assessed, candidates were asked to look again at the Notes to see whether they could have produced a more helpful list.

To help candidates develop their note-making skills, the teacher gave students an outline of her job as a teacher. She invited candidates to highlight which 40 words they would put on their Notes form. She then discussed their choices with them, highlighting what would be most useful and advising them that certain words such as *et*, *mais*, *le*, and *la* would be of little value. She suggested that including a verb in the *passé composé* and a verb in the future tense would be useful as they could be used as a reminder and model for other verbs. A well composed Notes form can boost the confidence of all candidates and it is very useful to practise the skill of note taking.

### 3 Task Setting

The teacher decided on the final title: *Mon stage pratique*. She felt that the group need a tight structure to help them to organise their accounts and she drew up the **Teacher Information Form** with five suggestions for the candidates, ready for the preparation phase. These guidelines are merely the route to the task; assessment judgments are not made on the basis of the coverage of these suggestions.

The task chosen was based on the work done for the topic. As the candidates had previously written blogs and diary entries recording their experiences and feelings, the teacher chose an article for the school magazine as the purpose for the assessment. In order to guide candidates to producing the kind of information which would earn high marks, the teacher prompted them into explaining their feelings and focused attention on including mention of a good or bad experience.

**French (A704) / German (A714) / Spanish (A724)**

Controlled Assessment  
Writing Information Form (Teachers)

French (A704):       German (A714):       Spanish (A724):

Teaching Group:	J2	Preparation Start Date:	17.10.10
Teacher:	Mlle Crozemarie		

Topic Area	Education and work: Work experience, future study and jobs ...
Purpose*	Article for school magazine

*\* Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Mon stage pratique

**Task Title:**

**Suggestions:**

1. Where you did your work experience and when
2. Your routine - different from school day?
3. Meeting the boss and colleagues - opinions
4. What you did each day - any good or bad experiences
5. Opinions of the placement / work experience in general

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

## 4 Task Preparation

At the start of the session, the teacher told the class the title of the task: *Mon stage pratique* and explained that there were five bullet points to help them to prepare and organise their writing. Before she gave out the **Teacher's Information Forms**, she reminded the class that the bullet points were suggestions and that they could mention other things provided that these details were relevant to the title. She encouraged them by telling them to use what they knew and could do. The teacher then explained that the **purpose** was an article for the school magazine.

The teacher reassured the candidates that they had been practising all the vocabulary and structures that they would need during the term. She explained what the students could use: dictionaries, worksheets, language guides and exercise books. They were not allowed, however, to ask the teacher for help.

Time devoted to preparation was a part of two lessons and homework. Students were presented with the task in the first lesson and given half an hour to start work, and then told to continue for homework. This involved working through the task, making mind maps, drafting paragraphs and highlighting words which might be suitable for inclusion on the Writing Notes form. They were then given half an hour of the next lesson to write up their **Candidate Writing Notes Form** with 5 bullet points and 8 French words per bullet point.

**French (A704) / German (A714) / Spanish (A724)**

Controlled Assessment  
 Writing Notes Form (Candidates)

French (A704):  German (A714):  Spanish (A724):

		Centre Number	zzzzz
Candidate Name	William	Candidate Number	0000

Topic Area	Education and work: Work experience, future study and jobs ...
Purpose*	Article for school magazine

*\* Purpose could be: Narration / Report / Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / 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:**

- 
- 
- 
- 
- 

Candidate Signature: William  Date: 23.10.10

**This form is to be submitted with the work for assessment to OCR.**

## 5 Task Taking

The Test Taking session was scheduled for a one hour lesson. The date of this session had been identified at the start of the module so that students knew well in advance of the timing of this writing assessment.

At the start of the session, the individual **Candidate's Notes Forms** were issued together with the **Teacher's Information Form** and a dictionary from the Centre's stock of dictionaries. Candidates were reminded again of the maximum word count and the rules regarding talking and asking questions were explained: there could be no talking and students had to work independently with no help from the teacher. After 50 minutes, the teacher informed candidates that the session would end in ten minutes.

At the end of the session, the teacher collected in the Candidates Notes Forms and the completed written task to be stored securely within the Centre.

191 words

FRENCH CONTROLLED  
ASSESSMENT

TOPICS: Education + Work

PURPOSE: School magazine article

30/9/2010

Mon Stage pratique

J'ai fait mon stage le mai pendant une semaine. J'ai fait mon stage dans le garage local. Je ~~étais~~ voudrais mécanicien ~~parce~~ car j'aime travailler avec mes mains. Mais quand j'étais petit je voudrais être astronaute parce que j'ai adoré l'étoiles.

Normalment je ~~étais~~ me lève à sept heures, mais le lundi je me suis levé à six heures et demie que assez tard. Je me ne douche pas car je serai tard, c'était mauvais. J'y ai voyagé en vélo, j'aurais aimé voyager en voiture. Dans le bureau le patron entre avec moi, nous avons parlé sur mes tâches je voudrais pendant la semaine. Aussi l'uniforme ~~je dois~~ il faut que je portais.

J'ai regardé Boba fait le travail et j'ai reponsais le téléphone pour deux heures. Ensuite j'avais mon déjeuner dans un petit café. Je notais le journal. Ensuite j'ai aidé mon collègue Phil recharge un roue mais j'ai trébuché et j'ai tombé dans le roue.

25

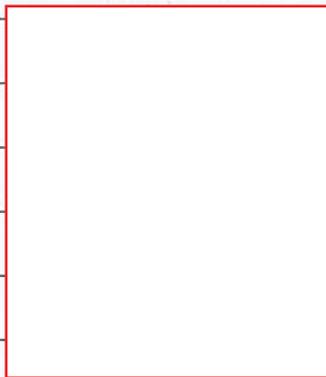
Après j'ai aidé Fred recharge de huile et j'ai renversé ~~la~~ l'huile  
marras sur mon ~~ma~~ nouveau T-shirt blanc. Mes collègues ~~avaient~~  
avaient gentils et ils ne riraient.

10

Je rentrais chez moi a cinq heures et j'étais fatigant.

9

E



7

## 6 Application of Assessment Criteria

### Task Marking

Examples of candidate scripts from the June 2011 series have been assessed by OCR Examiners. The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE French Writing to help teachers to understand how the Assessment Criteria has been applied.

We remind Centres that the Controlled Assessment written tasks are assessed externally by OCR Examiners. Teachers are not required to mark each of the tasks, although they may review them for internal purposes.

**Topic:** Mon stage pratique

### **Commentary**

This is a good topic to use: it allows candidates to talk about a genuine experience, it provides opportunities to write in different time frames and it offers a range of opportunities to express and explain opinions. Most importantly, it gives candidates of all abilities the chance to show what they know and can do, each can respond in a personal way. The main concern for teachers may relate to the issue of how to prepare candidates to write on the topic and then to find a different slant for the Controlled Assessment. Higher-achieving candidates could perhaps consider the following: 'The advantages and disadvantages of work experience', 'Should all students have the opportunity to have a period of work experience?' or 'What would be your ideal work experience placement?'

### **Communication**

The candidate communicates a range of simple detail. In the first paragraph, he explains where he worked and gives a good reason for the choice of a garage: *j'aime travailler avec mes mains ...*. There is an attempt to contrast this with earlier ambitions. In the second paragraph some of the details are unclear. However, the candidate conveys some information about the daily routine and how this differs from the usual. The candidate conveys some of the jobs done during the day, including some idea of what went wrong. He has not included sufficient opinions though and those that are given are a little ambiguous: *que c'était mauvais ... , j'aurais aimé y voyage en voiture ...* and *mes collègues avaient gentils ....* The 7/8/9 band is the right band in which to select a mark.

*Produces sufficient relevant information to convey some facts and narrate some events ... Expresses some ideas and points of view, sometimes with justifications.*

**Mark: 8**

### **Quality of Language**

There is some control of tenses, notably the following which do not feature on the Notes Form: *nous avons parlé ... , je notais ... , j'ai aidé ...* and *j'ai trébuché ...*. The candidate uses some different clause types such as *quand ... , car ...* and *parce que ...*. If there had been a little more accuracy and therefore clarity, the 10/11 band (*some consistent use of tenses ... mostly unambiguous ...*) might have been considered, but as it stands the best fit is the upper mark in the 8/9 band.

*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.*

**Mark: 9**

**Total mark: 17**

# French/German/Spanish

OCR GCSE French A704  
 OCR GCSE German A714  
 OCR GCSE Spanish A724

Writing Controlled Assessment Cover Sheet

**French (A704):**

**German (A714):**

**Spanish (A724):**

**Centres must: complete candidate details; complete Task titles and purposes; send to the Examiner with the two Tasks.**

Centre Number	Z	Z	Z	Z	Z
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Candidate Name	William	Candidate Number	0	0	0	0
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**Task One Title:** Mon stage pratique \_\_\_\_\_

**Purpose:** Article for school magazine \_\_\_\_\_

<i>For OCR Examiner's use only</i>																
<b>Communication</b> <small>(Please circle)</small>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Quality of Language</b> <small>(Please circle)</small>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															<b>TOTAL:</b>	/ 30

**Task Two Title:** Le cinéma \_\_\_\_\_

**Purpose:** Report \_\_\_\_\_

<i>For OCR Examiner's use only</i>																
<b>Communication</b> <small>(Please circle)</small>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Quality of Language</b> <small>(Please circle)</small>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															<b>TOTAL:</b>	/ 30

**TOTAL MARK:** / 60

<i>OCR Examiner Name</i>	_____
<i>Signature</i>	_____
<i>Date</i>	_____

## 7 Storage of Work

At the end of the final task-taking session, the Writing Notes Form for each candidate was attached to their work with a treasury tag, as specified in the OCR specification.

As an examined piece, the work was treated with the utmost confidentiality. The teacher informally assessed each piece in order to be able to decide later which two pieces would make up the final submission. As the rules state, no direct feedback was given about the specific task.

### 7.1 Final Administration

As the deadline of May 15<sup>th</sup> for submitting marks to OCR approached, the Centre decided which two pieces were to be submitted for each candidate. The **Cover Sheet** was completed by the candidates with the task titles and the purposes for each piece of work. This was attached to the Candidate's work, along with the **Candidates Note Form** for each of the two tasks.

The Centre sent the completed **Centre Authentication Form** with the work for all candidates to the designated OCR Examiner.

## **SECTION C**

**Candidate: Michael**

**Topic area 5: Education and work: Work experience, future study and jobs**

### **1 Long Term Planning**

#### **1.1 Summary**

##### **Topic Area 5: Education and work: Work experience, future study and jobs**

Within the Scheme of Work, this topic area came in at the start of the second year of study after the summer holidays. It was placed here as the school offered a week of work experience to all students at the end of the Summer term in Year 10.

#### **1.2 Planning**

Planned teaching time was 6 weeks, with the controlled assessment done during the week before half term. As well as identifying and practising the areas of vocabulary needed for the listening and reading of this topic by using the prescribed text book and practising listening, reading and writing activities, the teacher built on work already prepared before the holidays. The students had been asked to compile a list of vocabulary linked to their work experience.

## 2 Teaching and Learning

### Topic Area 5: Education and work: Work experience, future study and jobs ...

In preparing for the assessment, the teacher explored a range of listening and reading texts focused on the world of work. Candidates were given opportunities to practise familiar vocabulary related to the topic and to learn and use new words and structures.

The teacher focused on key verbs such as *travailler*, *aider*, *gagner*, *apprendre*, *comprendre*, *servir*, *commencer* and *finir*, revising them in different tenses.

Knowing that the candidates lacked some self-confidence and that they would use the dictionary frequently, even to look up things that they knew, she devoted some time to practising using the dictionary, explaining how to make sure that they found the words they needed.

Working in pairs candidates produced a series of questions they would ask to interview someone about their job. Each student then prepared answers to the questions, assuming the role of a family member or their idol or hero.

To emphasize the importance of including opinions, the teacher organised on the white board an activity presenting images of different careers. Candidates had to express their opinion about each job and say why they liked or disliked that type of work.

During the module, candidates wrote a number of short pieces:

- a) Diary of work experience
- b) My mother's / father's / brother's / sister's job
- c) Blog – sportswoman / sportsman: things I like about my job
- d) My weekend job

In the case of task (d), the teacher asked the students to go through the planning process, mind mapping and completing a sample 40 word Candidate's Notes Form in order to remind them of the process for taking the final written assessment.

After the pieces had been completed and assessed, candidates were asked to look again at the Notes to see whether they could have produced a more helpful list.

To help candidates develop their note-making skills, the teacher gave students an outline of her job as a teacher. She invited candidates to highlight which 40 words they would put on their Notes form. She then discussed their choices with them, highlighting what would be most useful and

advising them that certain words such as *et*, *mais*, *le*, and *la* would be of little value. She suggested that including a verb in the *passé composé* and a verb in the future tense would be useful as they could be used as a reminder and model for other verbs. A well composed Notes form can boost the confidence of all candidates and it is very useful to practise the skill of note taking.

### 3 Task Setting

The teacher decided on the final title: *Mon stage pratique*. She felt that the group need a tight structure to help them to organise their accounts and she and drew up the **Teacher Information Form** with five suggestions for the candidates, ready for the preparation phase. These guidelines are merely the route to the task; assessment judgments are not made on the basis of the coverage of these suggestions.

The task chosen was based on the work done for the topic. As the candidates had previously written blogs and diary entries, the teacher chose an article for the school magazine as the purpose for the assessment.

**French (A704) / German (A714) / Spanish (A724)**

**Controlled Assessment  
Writing Information Form (Teachers)**

French (A704):       German (A714):       Spanish (A724):

Teaching Group:	J1	Preparation Start Date:	18.10.09
Teacher:	A Forecast		

Topic Area	Home and local area: Life at home and relationships
Purpose*	Letter

*\* Purpose could be: Narration / Report/Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / Interview etc.*

Telling your French friend about family and friendships

**Task Title:**

**Suggestions:**

1. Who is in your family and how you get on with them
  
2. A recent problem / issue
  
3. How the matter was resolved and your feelings about it
  
4. What you seek in a friend
  
5. Your best friend and why you get on

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

## 4 Task Preparation

At the start of the session, the teacher told the class the title of the task: *Mon stage pratique* and explained that there were five bullet points to help them to prepare and organise their writing. Before she gave out the **Teacher's Information Forms**, she reminded the class that the bullet points were suggestions and that they could mention other things provided that these details were relevant to the title. She encouraged them by telling them to use what they knew and could do. The teacher then explained that the **purpose** was an article for the school magazine.

The teacher reassured the candidates that they had been practising all the vocabulary and structures that they would need during the term. She explained what the students could use: dictionaries, worksheets, language guides and exercise books. They were not allowed, however, to ask the teacher for help.

Time devoted to preparation was a part of two lessons and homework. Students were presented with the task in the first lesson and given half an hour to start work, and then told to continue for homework. This involved worked through the task, making mind maps, drafting paragraphs and highlighting words which might be suitable for inclusion on the Writing Notes form. They were then given half an hour of the next lesson to write up their **Candidate Writing Notes Form** with 5 bullet points and 8 French words per bullet point.

**French (A704) / German (A714) / Spanish (A724)**

Controlled Assessment  
 Writing Notes Form (Candidates)

French (A704):       German (A714):       Spanish (A724):

		Centre Number	99999
Candidate Name	Michael	Candidate Number	www

Topic Area	Education and work: Work experience, future study and jobs ...
Purpose*	Article for school magazine

*\* Purpose could be: Narration / Report / Letter Writing / Diary Entry / Web Blog / Article for School Magazine / Competition Entry / Job Application / 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:**

- j'ai choisi de faire mon stage dans
- pharmacien a Boots Je travaille pour quatre jours
- parce que je le un controle vendredi je
- travaille Waltham Cross et je aller mon emploi
- de le ecole je commence je travaille

Candidate Signature:

Date:

**This form is to be submitted with the work for assessment to OCR.**

## 5 Task Taking

The Test Taking session was scheduled for a one hour lesson. The date of this session had been identified at the start of the module so that students knew well in advance of the timing of this writing assessment.

At the start of the session, the individual **Candidate's Notes Forms** were issued together with the **Teacher's Information Form** and a dictionary from the Centre's stock of dictionaries. Candidates were reminded again of the maximum word count and the rules regarding talking and asking questions were explained: there could be no talking and students had to work independently with no help from the teacher. After 50 minutes, the teacher informed candidates that the session would end in ten minutes.

At the end of the session, the teacher collected in the Candidates Notes Forms and the completed written task to be stored securely within the Centre.

French Controlled assessment

Topic 5: education + work

purpose: School Magazine article.

Mon Stage Pratique

J'ai choisi de faire mon stage dans un pharmacien, à  
bords. Je travaillais pour quatre jours parce J'avais un  
contrôle le vendredi. Je travaille Waltham cross et Je allé mon  
emploi de le école, Je commence Je Travaillie à huit heures

? et fini à cinq heures. Sur le Lundi Je monteré qu'est fait. Sur  
? le Mardi Je pilé etajères et ~~to~~ vois le employés - (64)

? ~~le Mercredi~~ J'aime le Mercredi parce-que Je gauche premier. Je gonde  
? la experience enneyeux et Je ne pouvaienté attendre pour il à fini  
J mais J'aime le Jeudi parce que il met mon dernier ~~jour~~ parce-que  
de contrôle. (101)

? J'ai au porter un blanc chemise, lequel met ~~les~~ trop grande pour  
moi. Aussi J'ai eu porter un noir pantalon avec noir chausures  
et un cravate. Je n'aime mon unigrom et voudraisi au porter  
0 mon propre vêtements. (137)

Je trouverai Mon ~~work~~ experience très enneyeux et voulué Je  
choisi quelque chose d'autre. dan la suture Je voudrai à servir  
à engineer ~~parce-que~~ parce-que est paraitreici plaisir. (165)

word count 165

C 4

L 3

3

## 6 Application of Assessment Criteria

### Task Marking

Examples of candidate scripts from the June 2011 series have been assessed by OCR Examiners. The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE French Writing to help teachers to understand how the Assessment Criteria has been applied.

We remind Centres that the Controlled Assessment written tasks are assessed externally by OCR Examiners. Teachers are not required to mark each of the tasks, although they may review them for internal purposes.

## Candidate G

**Topic:** Mon stage pratique

### Commentary

This topic can be a challenging one for candidates who find it difficult to control tenses and sentence structure. There is, though, a wealth of relevant detail which can be included.

### Communication

The initial sentences rely heavily on the preparatory work produced on the Notes Form. It is possible to understand some of the other details, such as *j'aimé le mecredi ... , j'aime le jeudi ... , porter un blanche chemise ... , trop grande pour moi ... , aussi j'ai au porter un noir pantalon avec noir chaussures et un cravate ... , je n'aime mon uniform ... , porter mon propre vetements ... and je choisi quelque chose d'autre dan la future ....* However, there is evidence of some misuse of the dictionary and of invented words in *je montereré qu'est fait ... , je pilé etagères ... , je gauché premier ... , je fondé le experience enneyeux ... and il met mon dernier jour ...* . The lack of control means that there is some lack of clarity. *Communicates the essential information of the task. There may be some instances of repeated or irrelevant material. Expresses personal opinions, some are developed or justified.*

**Mark: 4**

### Quality of Language

The criteria for Quality of Language reflect the effectiveness of the Communication. There is not sufficient control of verb forms and of sentence structure to consider the 4/5 band: 'Error does not impede routine communication over a few sentences.'

*Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.*

**Mark: 3**

**Total mark: 7**

**French/German/Spanish**

OCR GCSE French A704  
 OCR GCSE German A714  
 OCR GCSE Spanish A724

Writing Controlled Assessment Cover Sheet

**French (A704):** ✓

**German (A714):**

**Spanish (A724):**

**Centres must: complete candidate details; complete Task titles and purposes; send to the Examiner with the two Tasks.**

Centre Number	9	9	9	9	9
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Candidate Name	Michael	Candidate Number	W	W	W	W
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**Task One Title:** Mon stage pratique \_\_\_\_\_

**Purpose:** Article for school magazine \_\_\_\_\_

<i>For OCR Examiner's use only</i>																
<b>Communication</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Quality of Language</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															<b>TOTAL:</b>	/ 30

**Task Two Title:** Ma famille \_\_\_\_\_

**Purpose:** Email \_\_\_\_\_

<i>For OCR Examiner's use only</i>																
<b>Communication</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Quality of Language</b> (Please circle)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
															<b>TOTAL:</b>	/ 30

<b>TOTAL MARK:</b>	/ 60
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OCR Examiner Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## 7 Storage of Work

At the end of the final task-taking session, the Writing Notes Form for each candidate was attached to their work with a treasury tag, as specified in the OCR specification.

As an examined piece, the work was treated with the utmost confidentiality. The teacher informally assessed each piece in order to be able to decide later which two pieces would make up the final submission. As the rules state, no direct feedback was given about the specific task.

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