

Controlled Assessment for Writing

GCSE Spanish

OCR GCSE in Spanish: J732

Unit: A724

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

GCSE Spanish

A724: Writing

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.

CONTENTS

SECTION A

Candidate: James

Topic area 1: Home and Local Area

1.	Long Term Planning	1
2.	Teaching and Learning	1
3.	Task Setting	4
4.	Task Preparation	5
5.	Task Taking	6
6.	Application of Assessment Criteria and Commentary	7
7.	Storage of Work and Feedback to Candidates	8

SECTION B

Candidate: Sophie

Topic area 2: Health and Sport

1.	Long Term Planning	9
2.	Teaching and Learning	9
3.	Task Setting	12
4.	Task Preparation	13
5.	Task Taking	14

6.	Application of Assessment Criteria and Commentary	15
7.	Storage of Work and Feedback to Candidates	16

SECTION C

Candidate: Tom

Topic area 5: School life in the UK and in the target language country

1.	Long Term Planning	17
3.	Teaching and Learning	17
3.	Task Setting	20
4.	Task Preparation	21
5.	Task Taking	22
6.	Application of Assessment Criteria and Commentary	23
7.	Storage of Work and Feedback to Candidates	24

Additional Material

A724 Support Material for the Website (Writing)

SECTION A

Candidate : James

Topic Area 1 Home and Local Area

1 Long Term Planning

1.1 Summary

The topic of home and local area was covered during the Autumn Term of Year 10 at this Centre. Teaching and learning for the sub topic of local area, facilities and getting around began in the second half of the Autumn Term.

1.2 Planning

The planned teaching time was seven weeks with two weeks at the end used for the preparation and the production of the Writing task. The teacher used the course book at the Centre to cover the vocabulary and structures linked to this topic.

The task was issued to the students in an introductory lesson; students discussed the task in small groups and then in a plenary session which was facilitated by the teacher but without any further input from him. This introductory lesson took place at the beginning of Week 6 and the students completed the preparation of the task as homework over Weeks 6 and 7 (2 hours allocated homework time in all). Students completed the Candidate's Notes Form in a lesson in Week 7 and the task was completed under examination conditions at the end of Week 7 in a one hour session.

2 Teaching and Learning Activities

Topic Area 1 : Local area, facilities and getting around

The following are extracts from a Scheme of Work; they focus on the language taught and the activities used to develop the candidates' skill of writing on the topic; they are meant as suggestions which could be adapted to suit individual teachers' needs.

This Scheme of Work is aimed at a relatively low-ability group.

Week 1-2

Talk about my town and district:

- *Mi ciudad/barrio (no) es.... (+adjectives)*
- *Mi barrio está cerca de/lejos de.... (stress differences between ser and estar)*
- *Hay/No hay....(+ facilities)*
- *(No) se puede (+infinitive)*

Give opinions and reasons :

- *(No) me gusta (+noun/infinitive) porque...*
- *(No) me encanta (+noun/infinitive) porque...*
- *Lo bueno de mi barrio es que...*
- *Lo malo de mi barrio es que...*

Writing Task : Write a paragraph on Mi Barrio; include all the structures above.

Week 3

Talk about my house :

- *Vivo en...*
- *Mi casa/mi piso es...*
- *Mi casa/mi piso está....*
- *Hay.... (+rooms in the house)*

Give opinions and reasons (as for town) :

- *(No) me gusta (+noun/infinitive) porque..*
- *(No) me encanta (+noun/infinitive) porque..*
- *Lo bueno de mi casa es que...*
- *Lo malo de mi casa es que...*

Writing task : describe your ideal house (develop ideas by brainstorming the class first; this exercise could be used to practise the use of the Notes Form).

Week 4

Talk about what I do in my town :

- *Present Tense verbs*

Develop the use of the present tense to talk about other people :

- *Mi hermano/mis padres/mi mejor amigo/nosotros*

Develop the use of questioning words :

- *¿Dónde vives? ¿Cuántos años tienes? ¿Qué hay en tu barrio? ¿Qué se puede hacer? ¿Qué piensas de tu barrio? ¿Cuánto tiempo hace que vives aquí? ¿Qué haces en tu barrio?*

Recap the topic of household chores (using Present Tense verbs):

- *¿Qué haces para ayudar en casa?*

Writing Task : Use the questions to interview a partner, then write a paragraph (in the third person), giving the results of your interview.

Week 5

Talk about my daily routine :

- *Present Tense Reflexive Verbs*

Develop the use of the present tense reflexive verbs to talk about other people

- *Mi hermano/mis padres/mi mayor amigo/nosotros*

Writing Task : Answer questions about my daily routine.

Weeks 5-6

Introduction of Future Tense; talk about where I will live in the future (what type of house etc):

- *Voy a (+ infinitive)*

Develop the use of opinions and justifications :

- *(No) me gusta (+ infinitive)*
- *Creo que*
- *Pienso que*
- *En mi opinion...*

Writing Task : Exercise to develop the use of the Notes Form; brainstorm in class, then pupils write a paragraph/sentences using the Present and Future tenses following the Notes Form devised by the class (this can ideally be done on an interactive whiteboard).

Week 6

Consolidation of material covered.

Introduction of task.

Week 7

Production of Notes Form.

Production of Writing Task.

3 Task Setting

The class teacher, Mr Meadows, decided on the final title “Life in the home” and drew up the **Writing Information Form (Teachers)**, with suggestions for the candidates, ready for the preparation phase.

The task set by Mr Meadows is a simple one and is aimed at pupils in a lower-ability group or at pupils who are aiming to achieve a C/D grade. The task suggests that the pupil should describe aspects of his/her life at home and there are opportunities to use both Present and Future time frames.

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

Controlled Assessment

Writing Information Form (Teachers)

French (A704):

German (A714):

Spanish (A724):

Teaching Group:	Year 10 Group B	Preparation Start Date: 5th December 2011
Teacher: Mr J.A.Meadows		

Topic Area	Topic Area 1- Life in the home
Purpose*	Account

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

Task Title: Write an account of life in your home.

Suggestions:

1. Describe your house.
2. Describe the area in which you live.
3. Describe how you spend your weekend.
4. Describe what you do to help at home.
5. Where would you like to live in the future?
- 6.
- 7.

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

4 Task Preparation

The group was given the task in a lesson at the beginning of Week 6; the pupils discussed the task in small groups and the lesson ended with a plenary session. The teacher facilitated the discussion but the content was offered by the pupils.

The class then took the task home and worked on their preparation as homework assignments for a total of two hours allocated homework time. During the preparation time, pupils had access to their notes, exercise books, textbooks and the Internet.

In Week 7, one lesson was devoted to pupils producing their Candidate's Notes Form; pupils were reminded that they should write 40 words over 5 bullet points and that this would be their "aide-mémoire" and would be especially useful for difficult spellings, verbs or complicated structures or phrases.

The task was produced under examination conditions, in a one hour session at the end of Week 7. Clean lined paper was given out and clean dictionaries were provided.

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

Controlled Assessment

Writing Notes Form (Candidates)

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

		Centre Number	12345
Candidate Name	James Black	Candidate Number	1000

Topic Area	Topic Area 1 - Life in the home
Purpose*	Account

** 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: Write an account of life in your home.

Notes:

- bastante, pequeño, primera planta, dormitorio

- despacho, allí desde que nací

- acogedor, estación, cerca, lejos, inconveniente

- despierto, levanto, visto, hago, paso

- frega, arregla, cocinamos. padres trabajan

5th December 2011

Candidate Signature: James Black

Date: _____

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

5 Task Taking

The task taking session was scheduled for a period of one hour.

At the start of the lesson, the individual Candidate's Notes Forms were issued together with lined paper and dictionaries from the Centre's stock of dictionaries. Candidates were reminded of the word count and of the rules regarding talking and asking questions. Mobile phones were collected in. The session was conducted under examination conditions with no input from the class teacher. After 50 minutes, the teacher informed the candidates that the session would end in ten minutes.

At the end of the session, the teacher collected in the Candidate's Notes Forms and the completed written task to be securely stored within the Centre in the candidates' portfolios.

BL1

life in the home

- 0 me gusta mi casa pero es bastante pequeño^{V Pr}, mi dormitorio es en la primera planta, mi hermana y mis padres ~~están~~ dormitorios es en la primera planta también. en la primera planta hay ~~un~~ el despacho y un ~~cuarto~~ de baño. en la planta baja hay ~~el~~ el salón, ~~la~~ cocina y el comedor y un pequeño cuarto de baño. el salón es muy grande. allí desde que nací. mi casa es en un pueblo se llama Iwer Heath en Inglaterra.^{L- Pa Pr}
- 0 J me encanta mi casa porque es muy acogedor^{V S}. mi casa es cerca ~~de~~ las ~~tiendas~~ ^{ferreterías} y la estación de autobuses. mi casa es también cerca ^{una} parque sellame Black park^{L-}. mis amigos ^{viva} cerca mi casa. lo ~~inconveniente~~ ^{inconveniente} es mis familias es muy lejos. en el fin de semana me yo despierto mucho tarde y ~~me~~ yo levanto muy tarde. desayuno y veo la televisión. me visto pues hago ~~los deberes~~ ^{los deberes}. por la tarde ~~me acuesto~~ ceno ^{Pr}
- ? entonces me acuesto. ~~en~~ primero ~~me~~ arreglo mi dormitorio y hago la cama pues paso la aspiradora y lavo el coche a las diez. ~~mi madre~~ hago mi compra con mis padres. mi madre frega los platos y arregla la casa. mi padre pasa la aspiradora y mi hermana arregla su dormitorio. mi madre y yo cocinamos. me opino es ~~que~~ muy importante yo ayudo en la casa porque mis padres trabajan y mi padres me pagan 30 ~~libras~~ ^{libras} a las mes. en el domingo pasado yo arreglo ~~el~~ el salón y ~~el~~ pasé la aspiradora. Pa
- ? en el futuro mi compra una grande casa en el campo y ~~una~~ un apartamento moderno ^{en} en la ciudad. en el casa en el campo tiene una ~~ca.~~ ^{ca.} criada ~~casas~~ ~~en~~ ~~el~~ ~~campo~~ tiene una criada por ayuda

Por ayuda en mi casa
~~en mi casa.~~

270

6 Application of Assessment Criteria

The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE Spanish Writing to help teachers to understand how the Assessment Criteria have 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.

Commentary

Candidate : James

Title : Life in the home

Purpose : Account

Communication

In this piece, the candidate has given an account of various aspects of his life at home and has addressed the task set. In each part of his answer, he attempts to develop his ideas a little and he does vary the message by talking about other people in his family, not simply himself. He successfully communicates a clear message to the reader for most of the piece, although the message becomes a little less clear in the final three lines. There are occasional opinions and justifications (*me encanta mi casa porque es muy acogedor*) (*me opino es muy importante yo ayudo en la casa porque mi padres trabajan*) but the majority of the piece focuses on facts and events. Overall, the errors in the language do not often impede the communication.

Produces sufficient relevant information to convey clearly some facts...expresses some ideas and points of view, sometimes with justifications.

Mark : 8/15

Quality of Language

The candidate uses relatively simple language structures and there are some errors which, on occasion, mislead the reader (*mi padres me pegan 30 libros a las mes*). There are basic errors with *está/es* and the possessive form (*mis padres dormitorio*) but we do receive a clear idea of what James' house is like and what rooms there are. He moves from talking about the rooms to a description of where his house is in the town and he tries to compare where his friends and family live in relation to his own house; although the language here contains errors, we are able to follow his narrative. The description of his routine at the weekend is reasonably clear, despite errors in some of the reflexive verbs (*yo despierto... yo levanto...*) and he varies the use of the Present Tense verbs (*hago mi compra con mis padres...mi madre frega los platos y arregla la casa...mi padre pasa la aspiradora...mi madre y yo cocinamos*). He also attempts to vary the time frames by using verbs in the Preterite tense (*en el domingo pasado yo arreglé el salon y pasé la aspira dora*) together

with a reference to a future time frame (*en el futuro...*). There is, however, little attempt to vary structure or clause type beyond the use of *y* and *porque*.

Uses a range of straightforward structures...may include different tenses and time frames. Can connect verbs...inconsistent overall.... Sufficiently accurate for the basis of the message to be clear and reasonably coherent.

Mark 8/15

Total mark : 16/30

7 Storage of Work and Feedback to Candidates

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

This is an examined piece and was treated with the utmost confidentiality. During the GCSE course, the teacher informally assessed each Controlled assessment writing piece for each student 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, although the teacher was able to give general feedback to the candidates in order to suggest ways of improving any future writing task.

7.1 Final Administration

As the deadline of May 15th 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 **Candidate's Notes Form** for each of the two tasks.

The Centre sent the completed **Centre Authentication Form (CCS160)** with the work for all candidates to the designated OCR Examiner.

Additional Material

A724 Support Material for the Website (Writing)

SECTION B

Candidate : Sophie

Topic Area 2 Health and Sport

1 Long Term Planning

1.1 Summary

The topic of health and sport was covered during the Autumn Term of Year 11 at this Centre. Teaching and learning for the sub-topic of sport took place in the second half of this term.

1.2 Planning

The planned teaching time was seven weeks with two weeks at the end used for the preparation and the production of the Writing task. The teacher used the course book at the Centre to cover the vocabulary and structures linked to this topic.

The task was issued to the students in an introductory lesson; students discussed the task in small groups and then in a plenary session which was facilitated by the teacher but without any further input from her. This introductory lesson took place at the beginning of Week 6 and the students completed the preparation of the task as homework over Weeks 6 and 7 (2 hours allocated homework time in all). Students completed the Candidate's Notes Form in a lesson in Week 7 and the task was completed under examination conditions at the end of Week 7 in a one hour session.

2 Teaching and Learning Activities

Topic Area 2 : Health and Sport

The following are extracts from a Scheme of Work; they focus on the language taught and the activities used to develop the candidates' skill of writing on the topic; they are meant as suggestions which could be adapted to suit individual teachers' needs.

This Scheme of Work is aimed at an able or a mixed-ability group.

Week 1-2

Talk about sports (using conjugated verbs):

- *Juego al fútbol/tenis/baloncesto.....*
- *Hago gimnasia/equitación/footing/ciclismo....*
- *Practico muchos deportes....*

Give opinions and reasons (using verbs in the infinitive) :

- *Me gusta (+infinitive) porque...*
- *Me encanta (+infinitive) porque...*
- *Prefiero (+infinitive)*
- *Quiero (+infinitive)*
- *Suelo (+infinitive)*
- *Odio (+infinitive)*

Say how often you do sports, where, with whom etc. Practise developing the points made.

- *Antes de (+infinitive)*
- *Después de (+infinitive)*
- *Todos los días/a veces/a menudo/todos los días/los miércoles/una vez al mes/raramente/nuncasiempre/normalmente/frequentemente/de vez en cuando rara vez*

Writing Task : Write a paragraph on sports; include all the structures above.

Week 3

Talk about sport using the imperfect tense (in all forms) :

- *Cuando era pequeño/a, jugaba/hacía/practicaba.....*
- *Mis amigos y yo jugábamos...*
- *Mi hermano hacía....*
- *Mis hermanos practicaban.....*
- *En el pasado, era hincha de...*

Talk about sport using the preterite tense (in all forms) :

- *Jugué un partido de...*
- *Hice/practiqué.....*

- *Mis amigos y yo jugamos al....*
- *Mi hermana hizo footing..*
- *Mis padres fueron a la piscina...*
- *Time words : anteayer/ayer/la semana pasada/el mes pasado/hace dos días etc*

Writing task : Describe the sporting activities you used to do in the past and talk about sports you did last weekend.

Week 4

Talk about extreme sports and activities you would like to do in the future:

- *Vocabulary of extreme sports*
- *Adjectives to describe them*
- *En el future, me gustaría (+infinitive) porque.....*
- *Revision of Question Forms*

Writing Task : Interview a partner about their opinions of extreme sports and write a paragraph explaining their ideas.

Week 5

Talk about how to have a healthy lifestyle :

- *Time expressions + intento comer/suelo comer...*
- *Revision of food and drink*
- *Contiene mucho/poco/demasiado.....fibra/sal/grasa/azúcar*

Develop the topic of healthy lifestyle by using the imperfect and preterite tenses

- *Cuando era pequeño/a....*
- *En el pasado....*

Introduce the conditional tense (for giving advice):

- *Yo en tu lugar (+conditional)*
- *Para llevar una vida más sana, (no) deberías (+infinitive)*

Writing Task : Write a letter to a friend to describe how you try to have a healthy lifestyle.

Week 6

Talking about other health issues : smoking, drugs, alcohol etc

- *Give opinions*
- *Infinitive + es una tontería/es una pérdida de tiempo/es peligroso etc*

Consolidation of all material covered.

Introduction of task.

Week 7

Production of Notes Form.

Production of Writing Task.

3 Task Setting

The class teacher, Mrs Martinez, decided on the final title “Health and Sport” and drew up the **Writing Information Form (Teachers)**, with suggestions for the candidates, ready for the preparation phase.

The task set by Mrs Martinez allows candidates to develop the task at their own level and is suitable for able students. The task suggests that the pupil should talk about sport and a healthy lifestyle but interpretation of the task is left very much to the candidate to develop in his/her own way.

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

Controlled Assessment

Writing Information Form (Teachers)

French (A704):

German (A714):

Spanish (A724):

Teaching Group:	Year 11 TS	Preparation Start Date: 10th December 2011
Teacher: Mrs A.M.Martinez		

Topic Area	Topic Area 2- Health and sport
Purpose*	Competition Entry

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

Task Title: You are entering a essay competition. Write about health and sport.

Suggestions:

1. Talk about the importance of sport .Give your own opinions..
2. Is a healthy lifestyle important for you?
3. Describe how you try to maintain a healthy lifestyle. Talk about what you did last weekend.
4. How are you planning to stay healthy in the future?
- 5.
- 6.
- 7.

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

4 Task Preparation

The group was given the task in a lesson at the beginning of Week 6; the pupils discussed the task in small groups and the lesson ended with a plenary session. The teacher facilitated the discussion but the content was offered by the pupils.

The class then took the task home and worked on their preparation as homework assignments for a total of two hours allocated homework time. During the preparation time, pupils had access to their notes, exercise books, textbooks and the Internet.

In Week 7, one lesson was devoted to pupils producing their Candidate's Notes Form; pupils were reminded that they should write 40 words over 5 bullet points and that this would be their "aide-mémoire" and would be especially useful for difficult spellings, verbs or complicated structures or phrases.

The task was produced under examination conditions, in a one hour session at the end of Week 7. Clean lined paper was given out and clean dictionaries were provided.

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

Controlled Assessment

Writing Notes Form (Candidates)

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

		Centre Number	54321
Candidate Name	Sophie Brown	Candidate Number	9999

Topic Area	Topic Area 2 - Health and sport
Purpose*	Competition Entry

** 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: You are entering an essay competition. Write about health and sport.

Notes:

- puesto que, era, empecé, creo
- gustaba, distinto, remo, ya que
- basura, equilibrada, debería, azúcar, proteínas
- comí, fui, comimos, fue soleado
- sería estupendo, cigarillos, odio, malsana

Sophie Brown

10th December 2011

Candidate Signature: _____

Date: _____

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

5 Task Taking

The task taking session was scheduled for a period of one hour.

At the start of the lesson, the individual Candidate's Notes Forms were issued together with lined paper and dictionaries from the Centre's stock of dictionaries. Candidates were reminded of the word count and of the rules regarding talking and asking questions. Mobile phones were collected in. The session was conducted under examination conditions with no input from the class teacher. After 50 minutes, the teacher informed the candidates that the session would end in ten minutes.

At the end of the session, the teacher collected in the Candidate's Notes Forms and the completed written task to be securely stored within the Centre in the candidates' portfolios.

Jw1

Spanish (A724) - Writing Final Task

Centre Number

Candidate Name

SOPHIE BROWN

Topic Area

2: HEALTH AND SPORT

Purpose*

Competition Entry

Title: HEALTH AND SPORT

En general no practico muchos deportes pero en mi clase de deporte juego al badminton. Me gusta la badminton puesto que juego con mi amiga y a vez está muy competitiva. Cuando era joven, empecé a practicar al netball todas las semanas pero ahora no ~~quiero~~ tengo el tiempo porque tengo demasiados deberes. A mi casa me encantan jugar muchos deportes con mi hermano, como el baloncesto y el fútbol. En mi opinión el mejor deporte es el fútbol. Creo que es muy divertido ~~ver~~ ver y todos los países pueden ~~que~~ jugar. Me gustaba ~~practicar~~ practicar la natación también y ~~ahora~~ de vez en cuando voy a practicar ahora. Pienso que el cricket es un deporte muy aburrido así lo odio. Es más lento que fútbol y los ~~jugadores~~ jugadores no tiene mucha energía cuando juegan. ~~juegan~~

En mi opinión mi colegio tiene muchos deportes ~~deportes~~ ^{disintos} como el remo. Tenemos suerte podemos jugar o practicar todos los deportes. También, si no se gusta deportes, hay un gimnasio practicar otras actividades porque una vida sana es muy importante por todos la gente.

En el futuro me gustaría practicar el surf pero claro no pueda en Worcester ya que está en el centro de Inglaterra. ¡ se parece muy extremo pero inevitable también! En general me chifla el peligro así ~~que~~ espero practicar el surf pronto.

Spanish (A724) – Writing Final Task

Centre Number	Candidate Number	
Candidate Name	Class:	
Topic Area	2: HEALTH AND SPORT	
Purpose*	Competition Entry	Title: HEALTH AND SPORT

Pienso que tengo un bastante vida sana. No como muchos comida basura ~~como~~ por ejemplo: las hamburguesas. ~~mi~~ Creo que mi dieta es equilibrada por que como muchas frutas y verduras, y carne sin demasiado de grasa. ~~Tengo~~ Pero desafortunadamente me encanta las chucherías, así no debería ^{más} muchos azúcar. Deberías las comida con las vitaminas, ~~o~~ las proteínas o con muchos energía. También es fenomenal beber más de dos litros de agua todos las días. La energía es necesario si se gustaría practicar muchas deportes. Quiero ^{jugar} más deportes para mi salud pero soy un poco perezosa.

El fin de semana pasado fue bastante sana. El sábado, comí muchas frutas y tostados por mi desayuno con el zumo de naranja beber. Después fui al centro de comercial en autos y fui a pasear también ~~para~~ mejorar mi medio ambiente. ~~Me gusta~~ no ~~comer~~ comimos muchas cuando fuimos al centro puesto que yo y mis amigos ^{yo nos} gusta comprar por mucho tiempo. Así comí un ~~pequeño~~ bocadillo de 'Subway' porque me gusta pensar es más sano que 'McDonalds'. Cuando llegé a mi casa comí con mi familia. Comimos el palet picante con arroz y verduras. ~~También~~ También ~~era~~ fue soleado así ~~yo~~ jugé al fútbol en el jardín. En mi opinión está una vida bastante sana.

Spanish (A724) – Writing Final Task

Centre Number	[]	Candidate Number	Class:
Candidate Name			

Topic Area	2: HEALTH AND SPORT	
Purpose*	Competition Entry	Title: HEALTH AND SPORT

En el futuro quiero comer más de fruta y menos de
chocciates. También sería estupendo jugar más deportes con
mis amigos ¡ Qué divertida! Ahora, creo que es bien que no
fumo el cigarillos ~~pero~~ y en ~~el futuro~~ ^{el futuro} no me gustaría
fumar también. Odio fumar ~~porque~~ ya que es sucio y
tenia una vida mala. En general no es fácil ~~no~~ tener
bien salud.

6 Application of Assessment Criteria

The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE Spanish Writing to help teachers to understand how the Assessment Criteria have 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.

Commentary

Candidate : Sophie

Title : Health and sport

Purpose : Competition Entry

Communication

This is a well-developed piece in which the candidate considers several different aspects of sport and health; she begins by talking about a variety of sports, giving opinion and relating what she says to personal experience, using a variety of tenses and time frames. She makes a good number of points and there is no repetition. She then moves on to talk about the importance of a healthy lifestyle; she explains why she believes she has a good diet and she also attempts to give advice on how to eat to stay healthy. The piece then moves to a description of the previous weekend from the point of view of the food she ate and the exercise she did and finishes with a paragraph on how she hopes to stay healthy in the future. The piece is well structured and develops in a well-ordered way. Although there are mistakes, the content is mostly clear and, overall, the candidate succeeds in conveying a clear message.

Communicates relevant information clearly...expresses and explains ideas....by providing appropriate justifications.

Mark : 12/15

Quality of Language

The candidate uses a good range of vocabulary and structures, including a variety of tenses. There is a consistent use of tenses and the candidate shows that she can connect verbs. However, although the message is reasonably clear, there are fairly frequent examples of inaccurate language, in particular problems with stem-changing verbs and *gustar* (*Es más lento que fútbol y las jugadores no tiene mucha energía cuando jugan...También, si no se gusta deportes...*). The candidate does try to offer a variety of clause types and opinions are often backed-up with justifications (*En general me chifla el peligro así espero practicar el surf pronto.*). On occasions, the message is not entirely clear because of an incorrect use of tense or item of vocabulary (*Comimos el poulet picante...Odio fumar ya que es sucio y tenía una vida malsana*).

A good range of structures....some common idioms...some consistent use of tenses...some attempts at varying clause types...mostly unambiguous.

Mark 11/15

Total mark : 23/30

7 Storage of Work and Feedback to Candidates

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

This is an examined piece and was treated with the utmost confidentiality. During the GCSE course, the teacher informally assessed each Controlled assessment writing piece for each student 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, although the teacher was able to give general feedback to the candidates in order to suggest ways of improving any future writing task.

7.1 Final Administration

As the deadline of May 15th 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 **Candidate's Notes Form** for each of the two tasks.

The Centre sent the completed **Centre Authentication Form (CCS160)** with the work for all candidates to the designated OCR Examiner.

Additional Material

A724 Support Material for the Website (Writing)

SECTION A

Candidate : Tom

Topic Area 5a School Life in the UK and in the target language country

1 Long Term Planning

1.1 Summary

The topic of Education and Work was covered during the Spring Term of Year 10 at this Centre. Teaching and learning for the sub topic of school life began in the first half of the Spring Term.

1.2 Planning

The planned teaching time was seven weeks with two weeks at the end used for the preparation and the production of the Writing task. The teacher used the course book at the Centre to cover the vocabulary and structures linked to this topic.

The task was issued to the students in an introductory lesson; students discussed the task in small groups and then in a plenary session which was facilitated by the teacher but without any further input from him. This introductory lesson took place at the beginning of Week 6 and the students completed the preparation of the task as homework over Weeks 6 and 7 (2 hours allocated homework time in all). Students completed the Candidate's Notes Form in a lesson in Week 7 and the task was completed under examination conditions at the end of Week 7 in a one hour session.

2 Teaching and Learning Activities

Topic Area 5 : School Life in the UK and in the target language country

The following are extracts from a Scheme of Work; they focus on the language taught and the activities used to develop the candidates' skill of writing on the topic; they are meant as suggestions which could be adapted to suit individual teachers' needs.

This Scheme of Work is aimed at a relatively low-ability group.

Week 1

Talk about school subjects and giving opinions:

- *Me gusta(n) (mucho) (+subject) porque...*
- *(No) me gusta(n) (nada)(+subject) porque...*
- *Me encanta/me interesa....*
- *Odio...porque..*
- *Prefiero.....porque..*

Giving reasons (adjectival agreement):

- *Es.....(+adjective)*
- *Son.... (+adjective)*

Writing Task : Write an email telling a Spanish friend about your school subjects.

Weeks 2-3

Talk about my school :

- *Voy al colegio andando/en autobus/en bici...*
- *Escucho al profe/hablo/leo/escribo/hago deporte/voy al club de.....[Present Tense verbs]*
- *Hay/no hay....*
- *Las clases empiezan/terminan a las*

Give opinions and reasons (as for subjects) :

- *Lo bueno de es que...*
- *Lo malo de es que...*

Writing Task : write a blog about your school

Week 4

Talk about school uniform and give opinions

- *Llevo...*

- *Tengo que llevar...*
- *Vocabulary of clothes and colours*
- *Me gustaría llevar.....*

Writing Task : write a paragraph about your school uniform

Week 5

Talk about school rules :

- *(No) se debe (+ infinitive)*
- *Está prohibido (+ infinitive)*
- *No se permite (+ infinitive)*
- *Los alumnos deben (+ infinitive)*

Talk about the Future (use *voy a (+infinitive)*):

- *En el futuro voy a ir a otro colegio*
- *En año que viene voy a tener muchos exámenes*

Writing Task : Write a paragraph about school rules and your plans for the future.

Week 6

Talking about teachers :

- *Mi profesor(a) de..... es (+ adjective)*
- *(No) me llevo bien con él/ella*
- *Más..que/menos...que/tan...como..*

Consolidation of material covered.

Introduction of task.

Week 7

Production of Notes Form.

Production of Writing Task.

3 Task Setting

The class teacher, Miss Jones, decided on the final title “School Life” and drew up the **Writing Information Form (Teachers)**, with suggestions for the candidates, ready for the preparation phase.

The task set by Miss Jones is a simple one and is aimed at pupils in a lower-ability group. The task suggests that the pupil should write about aspects of school life; there are opportunities to use both Present and Future time frames in response to the task set.

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

Controlled Assessment

Writing Information Form (Teachers)

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

Teaching Group:	Year 10 Set 4	Preparation Start Date: 15th February 2011
Teacher: Miss T.B.Jones		

Topic Area	Topic Area 5- School Life
Purpose*	Report

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

Task Title: Write a report about your school.

Suggestions:

1. Talk about the subjects you study and give your opinions.
2. Describe your school.
3. Give details about your school life - homework, uniform, friends etc.
4. Describe what you would like to do when you leave school.
- 5.
- 6.
- 7.

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

4 Task Preparation

The group was given the task in a lesson at the beginning of Week 6; the pupils discussed the task in small groups and the lesson ended with a plenary session. The teacher facilitated the discussion but the content was offered by the pupils.

The class then took the task home and worked on their preparation as homework assignments for a total of two hours allocated homework time. During the preparation time, pupils had access to their notes, exercise books, textbooks and the Internet.

In Week 7, one lesson was devoted to pupils producing their Candidate's Notes Form; pupils were reminded that they should write 40 words over 5 bullet points and that this would be their "aide-mémoire" and would be especially useful for verbs and difficult spellings

The task was produced under examination conditions, in a one hour session at the end of Week 7. Clean lined paper was given out and clean dictionaries were provided.

Writing Notes Form – Tom

Tom has not found the production of the notes form easy and he has not used all the 40 words available to him. As a result, the written piece produced is limited in content, structure and vocabulary.

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

**Controlled Assessment
Writing Notes Form (Candidates)**

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

Candidate Name		Tom White	Centre Number	99999
			Candidate Number	5678

Topic Area	Topic Area 5 - Education and Work
Purpose*	Report

** 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: Write a report about your school.

Notes:

- mi instituto es, asignatura favorita
- simpatico, laboratorio, cafeteria, despacho, comedor
- laboratorio, uniforme, pienso que, aburridos
- la educacion, tambien
-

Tom White

24th Feruary 2011

Candidate Signature: _____

Date: _____

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

5 Task Taking

The task taking session was scheduled for a period of one hour.

At the start of the lesson, the individual Candidate's Notes Forms were issued together with lined paper and dictionaries from the Centre's stock of dictionaries. Candidates were reminded of the word count and of the rules regarding talking and asking questions. Mobile phones were collected in. The session was conducted under examination conditions with no input from the class teacher. After 50 minutes, the teacher informed the candidates that the session would end in ten minutes.

At the end of the session, the teacher collected in the Candidate's Notes Forms and the completed written task to be securely stored within the Centre in the candidates' portfolios.

HP 1

TOM WHITE

Mi instituto es por chuddle, Mi instituto es ^P bueno pero odio la religión y ^P son aburrido. mi asignatura favorita es la tecnología, me gusta son, y son ~~interesante~~ interesante.

2) Son también simpático pero de laboratorio y comedor es interesante. Son has un ~~ala~~ aula's y una biblioteca y una cafetería y un comedor y el despacho de la directora y un gimnasio, un laboratorios y un laboratorio de idiomas también.

3) mi uniform ~~es~~ nice, me gusta. son ^v pero pienso que son ^{pr} es ^s aburridos.

4) ~~me~~ me encanta mi la informatic, por ^v es ^{pr} un pero es aburrido nada, la educación es difícil nada pero me gusta.

5) ~~me~~ me también want un colage when i leave school.

E--

6 Application of Assessment Criteria

The commentary on the assessment of the task has been provided by the Principal Examiner for GCSE Spanish Writing to help teachers to understand how the Assessment Criteria have 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.

Commentary

Candidate : Tom

Title : School Life

Purpose : Report

Communication

The candidate writes on the topic set and the reader is able to understand some facts (*mi instituto es bueno...odio la religion...mi asignatura favorita es la tecnología*). The second paragraph talks about the facilities in the school but is no more than a list of vocabulary and does not always communicate a clear message (*son también simpático pero de laboratorio y comedor es interesante*). In the third paragraph, he tries to give opinions but this is not always successful (*mi uniforme nice...me gusta son pero pienso que son es aburridos*) and the final sentence deteriorates into English (*me también want un collage when I leave school*). The piece is also a little short (109 words) and this also limits the effective communication.

Communicates some information relevant to the task.... Often a lack of clarity....Expresses some simple opinions.

Mark : 3/15

Quality of Language

There are short sentences and phrases which convey a message and the candidate is able to reproduce some vocabulary but there is little attempt to produce any verbs other than *es..son..odio..me gusta..me encanta*. The sentence structure is simple and inaccuracies in the language limit the communication. The candidate is clearly not in control of the language that he attempts to use and, as a result, he lapses into English on two occasions.

Only...short sentences are accurate enough to be recognisable. Very simple sentence structure.

Mark 3/15

Total mark : 6/30

7 Storage of Work and Feedback to Candidates

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

This is an examined piece and was treated with the utmost confidentiality. During the GCSE course, the teacher informally assessed each Controlled assessment writing piece for each student 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, although the teacher was able to give general feedback to the candidates in order to suggest ways of improving any future writing task.

7.1 Final Administration

As the deadline of May 15th 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 **Candidate's Notes Form** for each of the two tasks.

The Centre sent the completed **Centre Authentication Form (CCS160)** with the work for all candidates to the designated OCR Examiner.