



**ELC**

**English**

Entry Level Certificate **R392**

**OCR Report to Centres June 2016**

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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## Entry Level Certificate R392

### General Comments:

The majority of Centres entered candidates for postal moderation. However, some Centres opted to enter for OCR Repository moderation.

Centres entered candidates with wide-ranging abilities from those who were highly competent in all aspects of the qualification to those in Band 1 for Speaking and Listening, Reading or Writing. The Speaking and Listening recordings and the written work demonstrated that candidates were, in the main, well engaged and motivated in the tasks. This is most probably due to teachers selecting topics that suited the candidates' interests.

The moderation process identified that teachers' assessment judgements were generally very sound and accurate.

Administration was satisfactory, although some Centres did not submit the Moderator's copy of the MS1 and /or the Centre Authentication Form with the candidates' work. This required Moderators to take action to obtain the required paperwork, which caused unnecessary delay in the moderation process. The candidates' work was mostly sent in a very well organised way.

Overall, the Individual Candidate Forms were completed with an excellent level of detail. Teachers recorded the level of independency/support that had taken place during the assessments in each of the components. Teachers were generally good at clearly stating where marks had been adjusted due to the amount of assistance the candidates had received. Teachers wrote useful comments to justify their assessment judgements. In addition, many Centres also submitted Speaking and Listening and Writing mark schemes, with highlighted phrases/sentences to justify their marking decisions. This was extremely helpful.

Centres were largely efficient at including Speaking and Listening recordings, which are the main pieces of evidence for that element of the qualification. In a small number of cases, Centres needed to be contacted by Moderators to remind them to send in the recordings. This caused slight delay in the moderation process. The recordings were generally very clear and many candidates introduced themselves, which greatly helped the Moderators in their work.

Where candidates had used a word processor to complete a writing task, teachers had, mostly, also included evidence of the candidate's handwriting to demonstrate the candidate's ability in that area.

### Comments on Individual Parts of the Specification:

#### Speaking and Listening

Teachers were generally good at choosing topics that seemed to match the candidates' interests and create good opportunities to demonstrate their speaking and listening skills in the two required tasks – 'A Role-Play' and 'A Discussion'.

The recordings, which were generally very clear, included candidate introductions and supporting notes/transcripts. A few centres included a diagram to show which candidates were sitting where in the room to aid the Moderators viewing of DVD evidence of the group discussions.

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There was some good evidence of more challenging topics used for role-plays, such as: 'A job interview', 'A work experience assessment', 'Making a complaint in shop' etc. These topics really seemed to motivate and enthuse candidates and allow them to achieve Band 3 marks. In some cases, 'Ordering food' was chosen for the task, which did limit the candidates' opportunities to speak at length and achieve high marks.

The discussion topics were well varied and included subject matter such as: 'Organising a charity event', 'Should we abolish school uniform', 'Why it is important to recycle' etc. The candidates engaged well and showed some good skills in supporting other candidates to become involved by asking questions/ asking the opinions of others.

The assessment judgements were good and rarely adjusted by the Moderators. Many candidates spoke quite fluently using two or more fairly detailed sentences at a time and achieved Band 3 marks in both of the tasks. Candidates who achieved Band 2 or lower mainly spoke using very short phrases/sentences and took a more 'back seat' approach to the tasks.

### **Reading**

The reading tasks in this series were the same tasks used in previous years. Centres used a variety of tasks to suite wide-ranging interests of individuals. This is good practice, as clearly, candidates will achieve better if they are interested in what they are reading.

The marking was generally correct, with teachers marking according to the mark schemes.

### **Writing**

As with the speaking and listening, teachers were generally good at choosing topics that matched the candidates' interests and created good opportunities for candidates to demonstrate their writing skills in the two required assignments – 'Informative writing' and 'Imaginative writing'.

Informative writing topics included:

- 'My Work Experience'
- 'My Biography'
- 'My Diary'
- 'Response to a Complaint Letter'
- 'Why We Should Recycle'

Imaginative writing topics included:

- 'My Time Travel'
- 'The Invisibility Potion'
- 'The Lost Dogs'
- 'Dragon Man'

Many candidates wrote the imaginative assignments in a fluent way and the informative assignments in a sensible order. This is likely to be due to the engaging subject matter chosen and the useful planning techniques used prior to writing. Many writing frames and/or spider-diagrams were included with the candidates' work. This is all very encouraging.

Assessment was mainly sound, with teachers awarding Band 1-3 correctly.

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