

GCSE (9-1)

Moderators' report

ENGLISH LANGUAGE

J351

For first teaching in 2015

J351/03/04 November 2019 series

Version 1

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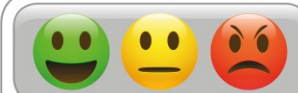
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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

For information on the English Language Spoken Language Endorsement process, please refer to: <https://www.ocr.org.uk/administration/stage-3-assessment/general-qualifications/orals-practicals-performances/gcse-9-1-english-language-spoken-language-endorsement/>

General overview

There was a very small entry for this November session with most centres entering one or two candidates.

Centres were required to submit recorded evidence of the assessments to allow the centre's grading to be monitored. Recordings of assessments on all three grades, distinction, merit and pass, were required where appropriate. Some centres chose to upload their recordings onto the OCR repository, other sent their recordings to the monitor on USB sticks or DVDs. A number of centres entered candidates in error instead of carrying their previous grades forward. Some centres entered for the repository did not upload any candidate work so ended up sending a hard copy to the monitor instead. Most centres had to be contacted by the monitor to either clarify the entry or to request the sample.

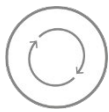
Monitors reported that the vast majority of USB sticks/DVDs were clearly and helpfully labelled with candidate numbers, names and the grade awarded. A small number of centres did not label them fully and had to be contacted to provide more details, usually the grade awarded to individual candidates. The filming was mostly very helpful, although some centres did not provide a recording of the whole assessment, including the questions. Centres are reminded that the whole assessment must be filmed with the candidate clearly in view. There is no need to film the person asking the questions or to scan the audience. Some films were difficult to access where they were too large for monitors to upload or saved in an unusual format. Centres should check their submissions carefully to make sure that they can be accessed easily.


As the marking criteria for the Spoken Language component is competency-based, candidates must fulfil all the criteria in the appropriate grade descriptor to achieve that grade. Most of the assessments seen had used the criteria accurately.

The presentations and questions should last 8 – 10 minutes. Monitors reported seeing a number of presentations that were very short – between 1 and 2 minutes at times. Although at times the questions allowed candidates to expand their talk through extended answers enabling a higher grade, this was not always the case. Teachers should work closely with candidates to make sure that their presentations are an appropriate length. The questions asked should help candidates to extend their talk rather than repeat information. Monitors reported seeing some excellent examples of pertinent questions which enabled candidates to achieve a higher grade in many cases; these questions tended to probe and challenge using precise language.

The topics chosen varied widely and it was clear in the majority of centres that students had made choices which were judiciously guided by the teacher allowing for personal engagement with the subject-matter as well as an appropriate level of complexity for the grade awarded. Candidates should choose a topic where they can speak passionately to engage the audience and they should have some control over their choice of subject-matter.

Monitors reported seeing some good practice, where candidates had planned their presentation carefully and used a variety of presentational skills to engage their audience. Unfortunately, there was still far too much reliance on whole scripts in some centres where candidates were simply reading a pre-prepared script, sometimes with very little emphasis and far too quickly. Centres are reminded that candidates should not have full scripts in front of them when doing these assessments; short notes or concise PowerPoint slides lead to a much higher standard of work and develop the skills being assessed in this component much more effectively.

	AfL	Working on oracy skills throughout the course to help candidates to develop effective strategies for this final assessment is essential, as it was clear that many candidates were not aware of the need to engage with their audience using gesture, eye-contact and body language.
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	OCR support	A guide to teaching Spoken Language with a scheme of work is available on the OCR website.
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