

**AWARDS AND CERTIFICATES IN EDUCATION TRAINING  
AND SKILLS**

**CCEA Awards in MODERN LANGUAGES (QCF)**

**ARRANGEMENTS IN AND FROM JANUARY SERIES 2012**

**INSTRUCTIONS TO TUTORS/ASSESSORS ON THE CONDUCT  
OF ASSESSMENTS AND THE MODERATION PROCESS FOR  
DIRECT CLAIMS CENTRES**



## **Foreward**

These instructions set out the requirements for the conduct of each of the assessments for the CCEA awards in Modern Languages in the Qualifications and Credit Framework (QCF) for those centres with Direct Claims status.

They also include instructions relating to the moderation process and lay particular emphasis on the requirement for internal standardisation.

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## 1. Conduct of QCF Modern Language Tests

Recent changes to the assessment of QCF Modern Languages

As you aware, there have been some changes to the assessment scheme for QCF Modern Languages;

In particular, the old mark scheme where learners had to obtain an overall pass mark of 55 or more **no longer exists**. It has been replaced with a criteria based system, linked to the unit criteria for each component. This means that learners will no longer receive a mark, but will either achieve the level or not, e.g. Entry 2, Entry 3 etc. The outcome will be dependent on whether or not the learner meets **all** criteria for each unit.

Each component is assessed using a task or activity, which is mapped exactly to the performance criteria for each unit. Each criteria will be covered once or more in the course of the task or activity. This means that learners will have ample opportunity to demonstrate that they meet all required criteria.

Some new documents have been introduced to record the learner's achievement in each component. In the Tutor's Booklet, the performance criteria, tested by each task/question are clearly laid out. In the Learner's booklet, 2 new documents have been introduced which must be completed by the tutor/assessor for each learner, in place of marks.

Document 1 – **Assessment Evidence Record** (see Appendix A). This will replace the Mark Scheme. This document lists:

- The assessment tasks in order;
- The Performance Criteria (PCs) covered by each task;
- Achievement: Tutors/assessors will tick against the tasks that have been achieved and this will in turn show them exactly what PCs they have achieved.

The Assessment Record Sheet is used to record whether the learner has achieved the criteria or not. This record should be completed by the tutor to confirm that the criteria have been achieved by the learner.

Document 2 – **Statement of Achievement** (see Appendix B). This will show clearly how the performance criteria for the particular unit have been met by listing a minimum of one example of achievement for each of the PCs. The document must be signed by the tutor/assessor. The tutor/assessor will refer to their completed Assessment Evidence Record in order to do this.

The Speaking Assessment is conducted and assessed by the learner's own tutor/assessor. Recordings should be made of the speaking assessment for each learner identified in advance by CCEA for inclusion in the sample.

Learners take part in 2 role-play situations and respond to general questions. The assessment lasts approximately 5 – 10 minutes.

Centres must make every effort to ensure the confidentiality of the role-plays for the duration of the assessment period and ensure that all learners are supervised during their preparation time.

Two mandatory role plays are provided at each level. Learners must complete both role plays.

The Speaking Test now contains 2 role plays instead of 6 and learners must complete both role plays. The format of the general questions remains unchanged.

The Centre Record Sheet has been modified to allow for these changes. A copy has been included, see Appendix C.

## **2. Recording of the Speaking Assessment**

The Speaking assessment of all learners, submitted for the sample, should be recorded on cassette tape. Centres must ensure that they have a cassette recorder in good working order.

The Council supplies centres with sufficient cassettes to accommodate the Speaking assessments of all learners identified for inclusion in the sample. The cassettes carry a label to be completed by the tutor/assessor. The details to be completed are:

Language

Level

Centre Number

Learner Number

Date

The tutor/assessor should complete the Assessment Record Sheet and the Statement of Achievement in respect of the Speaking Test as outlined in the conduct of the QCF tests.

### **3. Instructions to tutors on the conduct of the Listening, Reading and Writing Assessments**

#### **3.1 Listening – preliminary checks**

Tutors/assessors should, where possible, invigilate their own tutor groups, and should satisfy themselves that the acoustic conditions are appropriate. If playback is to take place in a large room then check that the volume is suitable for the assessment.

One recording of the listening stimulus material for each language will be supplied per tutor group. The quality of the CD recording of the listening stimulus material should be checked by the tutor/assessor two working days in advance of the respective assessment. This is best done in the room, and on the equipment, to be used. In the interest of confidentiality, the playback should be checked out of the learners' hearing. The Council must be contacted immediately if any recordings are found to be faulty.

Centres should ensure that they have a sufficient supply of CD playback equipment in good working order.

#### **3.2 Conduct of the Listening Assessment**

The listening assessment units each last approximately 20 minutes. The recordings are formatted for each language/level; that is to say that all necessary repetitions and pausing between items are included in the playback.

Instruct learners to fill in their name, learner number, centre name and number in the spaces provided on the front of their assessment unit.

Tell learners to begin the assessment while starting playback of the recording.

Allow 20 minutes for the completion of the assessment.

The listening units are assessed by the learners' tutor/assessor. Guidance on assessment is included in the assessment pack (tutor/assessor copy). The outcome for the listening assessment should be entered on the Centre Record Sheet.

The tutor/assessor should complete the Assessment Record Sheet and the Statement of Achievement in respect of the listening test as outlined in the conduct of the QCF tests.

### **3.3 Conduct of the Reading Assessment**

The Reading Comprehension Assessment lasts for 20 minutes.

Instruct learners to fill in their name, learner number, centre name and number in the spaces provided on the front of their assessment unit.

Tell learners to start the assessment.

Allow 20 minutes for completion of the assessment.

The reading assessments are assessed by the learners' tutor/assessor. Assessment Guidance is included in the assessment pack. The outcome for the reading assessment unit should be entered on the Centre Record Sheet.

The tutor/assessor should complete the Assessment Record Sheet and the Statement of Achievement in respect of reading test as outlined in the conduct of the QCF tests.

### **3.4 Conduct of the Writing Assessments**

The writing assessments, for Entry 2 lasts 30 minutes, whilst at Entry 3, Level 1 and Level 2, the tests each last 45 minutes.

Instruct learners to fill in their name, learner number, centre name and number in the spaces provided on the front of their assessment unit.

Read instructions with learners. Remind them to include all details when writing their letter/postcard/note, being specific about dates, numbers etc.

Tell learners to start the writing assessment.

Allow the scheduled time for completion of the assessment.

The writing assessments are assessed by the learners' tutor/assessor. Assessment Guidance is included in the assessment pack.

The tutor/assessor should complete the Assessment Record Sheet and the Statement of Achievement in respect of the writing test as outlined in the conduct of the QCF tests.

## **4. Access Arrangements**

Requests for modified or enlarged assessment materials should be notified to the Assessment Administration Team at CCEA as early as possible in the course. Requests for other arrangements including special consideration for learners who failed to complete an assessment should be forwarded to the Centre Support Team at CCEA no later than 7 days after the assessment has been completed.

## 5. On completion of the Assessments

When each of the listening, reading and writing assessments have been completed, the tutor/assessor must collect all materials and keep secure.

Check that the learner's full name, learner number, centre number and centre name have been entered clearly on each of the answer booklets. Failure to do so will delay the issuing of certificates.

## 6. Direct Claims

Accredited status is now referred to as **Direct Claims Status**. Centres are required to gain Direct Claim Status for each qualification and level.

### 6.1 How Direct Claims is Awarded

In order to obtain Direct Claims Status centres:

- must retain evidence of internal quality assurance processes and procedures and complete the online Annual Form;
- meet assessment standards for a qualification and level in two consecutive occasions within a 2 year period (i.e. no adjustment to moderation outcomes);
- attend a subject specific Training;
- adhere to CCEA Quality Assurance Monitoring requirements.

When the quality criteria has been met:

- CCEA will automatically award Direct Claim Status for the qualification and level;
- Information about the Direct Claims Status of each qualification and level will be available to centres electronically.

### 6.2 Maintaining Direct Claims

In order to maintain Direct Claims Status, centres must continue to retain records of assessment and internal moderation as these will be required as evidence for CCEA monitoring visits. All centres are required to provide CCEA with updated information, in relation to staff training, assessment and internal moderation for each individual qualification and level. Centres will be required to update information annually (submit Direct Claims Annual Form) by dates set out in the '*Calendar of Events*' in the Qualifications Administration Handbook on the website at [www.ccea.org.uk](http://www.ccea.org.uk) Quality Assurance moderation for Direct Claims centres will take place after the issue of results.

The results will be in accordance with teacher/tutor assessed levels, which have been submitted to CCEA. All assessment must be internally standardised prior to the submission of teacher assessed levels.

**To comply with quality assurance and monitoring, centres are required to retain completed assessment material in a secure location for 12 months after submission of teacher/tutor assessed levels to CCEA.** Sample lists will be supplied at the time of assessment to provide information about which samples should be retained. Dates for the collection of assessment material can be found in the '*Calendar of Events*' section of the Qualifications Administration Handbook on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk).

### **6.3 Non Direct Claims Centres**

Centres that do not have Direct Claims Status must submit learners' samples for moderation prior to the issue of results at the time of next entry. External moderation will take place before the issue of results and the learner outcomes will be subject to adjustment if appropriate.

## **7. Moderation (Non Direct Claim Centres Only)**

### **7.1 Introduction**

Moderation is the process by which assessments made in the centre (internal assessment) are monitored by CCEA to confirm that they are reliable, fair and in line with the standards required for the qualification.

Moderation of assessments is by centre. Centres should submit the work of the learners, identified for inclusion in the sample. These are chosen from the centre as a whole and are listed on the computer printout, supplied by CCEA. This sample should represent the standards of assessment for the particular language. Adjustments, if needed following moderation, will apply to all of the learners in a centre and not to individual tutor groups.

### **7.2 Internal Standardisation**

Internal standardisation is a process to ensure that where there are different tutors/ assessors for the same qualification, all learners are judged to the same standard.

Tutors/assessors must assess their learners according to the criteria set out in the Assessment Evidence Record. If there are two or more tutor groups, steps should be taken to ensure that uniform standards are applied. These can be agreed through discussions at departmental meetings where learners work has already been assessed and confirmed.

**Centres should complete the Internal Standardisation section on the electronic mark sheet and submit it to CCEA. Only the final agreed levels should be recorded on the electronic mark sheet submitted to the Council. Please ensure that all outcomes or absences (ABS) are recorded on the mark sheet for every learner listed, and do not leave any learner blank before final submission.**

### 7.3 Electronic Mark Sheet

Centres submit their assessment outcomes using the Online Mark Sheet. This form lists the subject, centre name, centre number, learners' numbers and names. The overall outcome (level) for each learner should be entered by the tutor/assessor, or designated person within the centre. Access to the mark sheet is through the centralised login system by contacting the Centre Support Section at CCEA.

The mark sheet(s) for each language and unit should be completed for all learners and submitted to CCEA by the date as listed in the '*Calendar of Events*' section of the Qualifications Administration Handbook.

### 7.4 Identification and return of samples for moderation (Non Direct Claim Centres)

CCEA will issue sample lists for qualifications/levels that do not have Direct Claims status. If any of the sample learners do not complete the assessment, they should be replaced by the next available learner in the order shown on the mark sheet. The assessment material for each learner should be clearly identified with the centre and learner number and placed in the sample envelope provided.

The Council arranges special collections for both the January and summer series. Sample assessments should only be sent at these times in the sacks provided. Collection on the specified dates is crucial to ensure moderation takes place and confirmation of award prints are issued to centres on time.

Please ensure that:

- i) An Assessment Evidence Record Sheet is completed for each skill area for every learner.
- ii) The Statement of Achievement is completed for each learner recording all learners outcomes and signed by the tutor/assessor.

Please ensure that the following material is enclosed:

- the cassette recordings of the learners' speaking assessments
- the answer booklets for each of the listening, reading and writing assessment units

All material must be securely packed for return to CCEA.

### 7.5 Additional samples

Moderators may require additional samples, if there is evidence of inconsistent assessment or a lack of internal standardisation between tutors/assessors in the centre. **Centres should retain the assessment materials of all learners for 12 months after the assessments have been taken as this work may form part of an enquiry about results.**

## **8. External Moderation of assessment samples (CCEA)**

### **8.1 Scrutiny of assessment samples**

The external moderator scrutinises the sample submitted and assesses it against the criteria detailed in the mark scheme. The sample is taken to be representative of the standard of assessment at the centre. As noted earlier, the moderator considers whether an adjustment is required and if so, recommends the scale of that adjustment. In the new assessment scheme, this means that learners' overall level may be changed from 'achieved' to 'not achieved'.

### **8.2 Adjustment of tutor assessments**

Assessment outcomes are allocated by the learners' own tutor/assessor; where necessary internally standardised. It is important to stress that the tutors/assessors' assessments remain to be confirmed by the moderation process and assessment outcomes must not be discussed with learners.

To achieve the qualification all mandatory units must be completed successfully. All criteria for each unit must be achieved in order to pass the unit.

The moderation team for each language moderates the tutors/assessors' assessments and awards accordingly. There are two moderating/awarding sessions per year, one for the January series and another for the summer.

### **8.3 Centre Report (TAC 6)**

Following moderation, each centre receives a report on the samples they have submitted. Centres may wish to seek further advice and clarification on the moderation outcomes. Initial contact should be made through the Assessment Administration Team.

## Appendix A – Assessment Evidence Record

Below is an example of a completed Assessment Evidence Record, this document is included in the candidate's booklet for each of the 4 components and should be completed in respect of each criteria. The tutor/assessor may use either the PC number reference or simply state whether the candidate has achieved or not.

<b>Assessment Record for Unit Testing Listening</b>				
			<b>Performance Criteria</b>	<b>Achieved by Candidate</b>
<b>1.</b>	<b>a)</b>	Happy Birthday	1.1	1.1 or Achieved/ Not Achieved
	<b>b)</b>	Many Thanks	1.1	1.1 or Achieved/ Not Achieved
<b>2.</b>	<b>a)</b>	I am Spanish	1.2	1.2 or Achieved/ Not Achieved
	<b>b)</b>	My Birthday is the 4 <sup>th</sup> July	1.2	
<b>3.</b>	<b>a)</b>	<i>etc.</i>		

## Appendix B – Statement of Achievement

Below is an example of an Assessment Evidence Record, this document is included in the candidate’s booklet for each of the 4 components and should be completed in respect of each criteria.

### Statement of Achievement

<b>Title:</b>	<b>Listen to simple phrases in familiar contexts</b>
<b>Level:</b>	<b>Entry 2</b>
<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Extract information from simple statements in familiar contexts.</b>	<p>1.1 Identify personal or social information from spoken statements which use a limited range of simple words and phrases.</p> <p>1.2 Identify work-related information from brief, simple spoken statements.</p> <p>1.3 Understand brief, simple spoken instructions or directions.</p> <p>1.4 Understand the main theme of brief, simple spoken statements or descriptions.</p>
<b>2. Follow simple conversations in familiar contexts.</b>	<p>2.1 Identify and understand brief, simple spoken phrases and questions used in familiar personal or social contexts.</p> <p>2.2 Understand brief, simple spoken questions about familiar work-related matters.</p> <p>2.3 Understand expressions of feelings, needs or preferences using a limited range of simple words and phrases.</p> <p>2.4 Understand the main theme of brief, simple conversations.</p>
<b>Additional information about the unit</b>	
Unit Aim(s)	<p>To achieve this unit, you need to show that you understand a small number of simple words and phrases in familiar situations.</p> <p>You can, for example:            Identify simple information about people and places.            Understand short, simple questions about your likes and dislikes.            Follow simple speech, delivered at much slower than normal speed, with no background interference.</p>

**I hereby declare that ..... (name of learner)  
 has/has not successfully demonstrated the Assessment Criteria for this unit (delete as appropriate).**

Date: .....

Tutor/Assessor Signature: .....

Tutor/Assessor Name (printed): .....