



Paper Based Option Summer 2022

OLA

Instructions to Teachers

*Conduct of OLA Tests and the
Moderation Process*

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Foreword

These instructions set out the requirements for the conduct of each OLA paper based test.

As communicated to centres in a circular in February 2015 OLA tests will be available in Summer only and will use a paper based test as the main form of assessment.

This booklet also includes instructions relating to the moderation process and places particular emphasis on the requirement for internal standardisation.

1 Instructions to Teachers on the Conduct of the Speaking Test

1.1 General

Please note that the template for the Speaking tests can now be found on the languages areas of the CCEA website under the OLA support sections. Centres can use the template to both prepare candidates for the speaking test and for the actual test.

1.1.1 The Speaking Test is conducted and assessed by the candidate's own teacher. Recordings should be made of the speaking test for each candidate identified in advance by CCEA for inclusion in the sample. Centres will receive details of the samples required via post on 29th April 2022.

1.1.2 Candidates take part in a number of activities and the scores should be recorded by the teacher. From Summer 2022, centres will use eCandidate Record Sheets (eCRS) to record and submit marks for all candidates for OLA Listening, Speaking, Reading and Writing components.

This will replace Sample Record Sheets for the Speaking Component, Centre Record Sheets, *TAC1* and *TAC2* forms used previously, however, we recommend that centres also keep a hard copy of candidates' marks for their records.

We recommend that centres continue to use the existing Sample Record Sheets to record the breakdown of marks during the Speaking tests, both for their own records and to facilitate the transcription of data into the eCandidate Record Sheets.

Sample Record Sheets for Speaking can be found in Appendix B of this guidance and in the Support section of the OLA area of the CCEA website, along with sample Speaking tasks.

1.2 Recording of the Speaking Test

1.2.1 The Speaking Tests of all candidates to be submitted for the sample should be recorded on CD. Centres must ensure that they have a CD recorder in good working order. The CD should be compatible with both AppleMac and Microsoft. Centres should check that recordings are audible before submitting to CCEA.

1.2.2 The label on the CDs must be correctly completed by the teacher. The details to be supplied are:

- Language
- Level
- Centre Number
- Candidate Number
- Date

2 Instructions to Teachers on the Conduct of the Listening, Reading and Writing Tests

2.1 General

2.1.1 Issue the test papers to candidates.

2.1.2 Instruct candidates to fill in their name, candidate number and centre name and number in the spaces provided on the front of their test paper.

2.2 Listening – Preliminary Checks

2.2.1 Teachers should, where possible, invigilate their own teacher 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 at a suitable level for the test.

2.2.2 One recording of the Listening Test for each language/level will be supplied per teacher group. The quality of the recording for the Listening Test should be checked by the teacher one working day in advance of the test. 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 candidates' hearing. The Council must be contacted immediately if any recordings are found to be faulty.

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

2.3 Conduct of the Listening Comprehension Test

2.3.1 The Listening Tests 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.

2.3.2 Tell candidates to begin the test while starting playback of the recording.

2.3.3 Allow 20 minutes for the completion of the test.

2.3.4 The Listening Tests are marked by the candidates' teacher. The total mark for the Listening Test should be entered into the eCandidate Record Sheet, however, we recommend that centres also keep a hard copy of candidates' marks, for their records, using the Centre Record Sheet (Appendix A).

2.4 Conduct of the Reading Comprehension Test

2.4.1 The Reading Comprehension Test lasts for 20 minutes.

2.4.2 Tell candidates to start the test.

2.4.3 Allow 20 minutes for completion of the test.

2.4.4 The Reading Tests are marked by the candidates' teacher. The total mark for the Reading Test should be entered into the eCandidate Record Sheet, however,

we recommend that centres also keep a hard copy of candidates' marks, for their records, using the Centre Record Sheet (Appendix A).

2.5 Conduct of the Writing Tests

- 2.5.1 The Writing Test lasts for 20 minutes.
- 2.5.2 Read the instructions with candidates. Remind them to include all details when writing their letter/postcard/note, being specific about dates, numbers etc.
- 2.5.3 Tell candidates to start the Writing Test.
- 2.5.4 Allow the scheduled time for completion of the test.
- 2.5.5 The Writing Tests are marked by the candidates' teacher. The total mark for the Writing Test should be entered into the eCandidate Record Sheet, however, we recommend that centres also keep a hard copy of candidates' marks, for their records, using the Centre Record Sheet (Appendix A).

3 On Completion of the Tests

- 3.1.1 When the Listening, Reading and Writing tests have been completed, the teacher must collect all papers and keep them secure.
- 3.1.2 Check that the candidate's full name, candidate number, centre name and number have been entered clearly on the front of the answer booklet. Failure to do so will delay the issuing of certificates.

4 Moderation

4.1 Introduction

- 4.1.1 Moderation is the process by which assessments completed 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.
- 4.1.2 Moderation of the assessments is by centre. Centres should submit the work of the candidates 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 marking for the particular language. Adjustments, if needed following moderation, will apply to all of the candidates in a centre and not to individual teaching groups.

4.2 Internal Standardisation

Centres will complete a 'Declaration of Internal Standardisation' within the eCRS application, under the 'Internal Standardisation' tab. This will replace the TAC2 forms previously used.

4.3 Recording of Marks

4.3.1 In allocating time for marking, teachers should take into account the closing date for eCRS marks submission and to the collection date of sample materials. These dates can be found in the Key Dates/Calendar of Events section on the CCEA website. We recommend that centres continue to use the existing Sample Record Sheets to record the breakdown of marks for each candidate to facilitate the transcription of data into the eCandidate Record Sheets.
Please ensure that the marks for each skill have been accurately recorded.

4.3.2 Due to the introduction of eCandidate Record Sheets, centres will no longer be required to complete TAC1 forms. Attendance will be captured on the eCRS application.

Teachers/tutors must enter marks for all candidates and for all components. A total must be entered for each of the Listening, Reading and Writing components and a breakdown of marks must be entered for the Speaking component.

Only the final agreed marks should be entered into the eCRS application. Please note that the marks entered should reflect the learners' achievements and that half marks and percentages should not be used.

4.4 Return of Samples for Moderation

4.4.1 If any of the sample candidates (see 4.1.2) do not complete the assessment, they should be replaced by the next candidate, in candidate number order. Centres will receive a Sample Change Form along with their sampling instructions in order to facilitate any changes necessary.

4.4.2 The assessment material for each candidate should be clearly identified with the centre and candidate number and placed in the sample envelope provided.

4.4.3 The Key Dates/Calendar of Events section indicates the date on which all materials will be collected by the Council for moderation. It is important that all work can be clearly identified and all entries should be checked and confirmed by a second person.

4.4.4 The Council arranges a special collection for OLA. Centres will be notified of these dates when they receive their tests. Sample tests should only be sent at these times in the sacks provided. Collection on the specified dates is crucial to ensure moderation takes place and results are issued to centres on time.

4.4.5 Please ensure that the following material is enclosed:

- The CD recordings of the candidates' speaking tests;
- Sample Change Form (if applicable);
- The answer booklets for Listening, Reading and Writing tests.

All material must be securely packed for return to CCEA.

5 External Moderation of Assessment Samples (CCEA)

5.1 Scrutiny of assessment samples

5.1.1 The Moderator scrutinises the sample submitted and assesses them against the criteria detailed in the mark scheme. The sample is taken to be representative of the marking standard at the centre. As noted earlier, the moderator considers whether an adjustment is required and recommends the scale of that adjustment.

5.2 Adjustment of teacher assessments

5.2.1 The pass threshold for OLA is 55%. All four elements of the test must be attempted for the candidate to be awarded a pass. All four components are mandatory within OLA.

5.3 Report on the assessments

5.3.1 Following moderation, your centre will receive a report, via email, (eTAC6) providing feedback on the quality of assessment and administration of OLA at your centre.

This booklet has been drawn up to comply with the relevant regulatory requirements.

Teachers, centres and candidates should note that CCEA may use extracts from examination scripts/internally assessed material on an anonymous basis in educational presentations, materials and products.

