

## Modern Foreign Languages

OCR Advanced Subsidiary GCE in French H075

OCR Advanced Subsidiary GCE in German H076

OCR Advanced Subsidiary GCE in Spanish H077

OCR Advanced GCE in French H475

OCR Advanced GCE in German H476

OCR Advanced GCE in Spanish H477

| Vertical black lines indicate a significant change to the previous printed version.

version 3 – July 2008  
**specification**

# Contents

<b>1</b>	<b>About these Qualifications</b>	<b>4</b>
1.1	The Two-Unit AS	4
1.2	The Four-Unit Advanced GCE	5
1.3	Qualification Titles and Levels	5
1.4	Aims	5
1.5	Prior Learning/Attainment	6
<b>2</b>	<b>Summary of Content</b>	<b>7</b>
2.1	AS Units	7
2.2	A2 Units	9
<b>3</b>	<b>Unit Content</b>	<b>11</b>
3.1	AS Unit 1: <i>Speaking</i> (French F701/German F711/Spanish F721)	11
3.2	AS Unit 2: <i>Listening, Reading and Writing 1</i> (French F702/German F712/Spanish F722)	11
3.3	A2 Unit 3: <i>Speaking</i> (French F703/German F713/Spanish F723)	12
3.4	A2 Unit 4: <i>Listening, Reading and Writing 2</i> (French F704/German F714/Spanish F724)	12
<b>4</b>	<b>Schemes of Assessment</b>	<b>13</b>
4.1	AS GCE Scheme of Assessment	13
4.2	Advanced GCE Scheme of Assessment	15
4.3	Unit Order	17
4.4	Component Options (at AS/A2)	17
4.5	Synoptic Assessment (A Level GCE)	17
4.6	Assessment Availability	18
4.7	Assessment Objectives	18
4.8	Quality of Written Communication	19
<b>5</b>	<b>Technical Information</b>	<b>20</b>
5.1	Making Unit Entries	20
5.2	Making Qualification Entries	20
5.3	Grading	20
5.4	Result Enquiries and Appeals	21
5.5	Shelf life of Units	21
5.6	Unit and Qualification Re-sits	22
5.7	Guided Learning Hours	22
5.8	Code of Practice/Subject Criteria/Common Criteria Requirements	22
5.9	Arrangements for Candidates with Particular Requirements	22
5.10	Prohibited Qualifications and Classification Code	22

<b>6</b>	<b>Other Specification Issues</b>	<b>24</b>
6.1	Overlap with other Qualifications	24
6.2	Progression from these Qualifications	24
6.3	Key Skills Mapping	24
6.4	Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues	25
6.5	Sustainable Development, Health and Safety Considerations and European Developments	25
6.6	Avoidance of Bias	25
6.7	Language	25
6.8	Performance Descriptions	25
6.9	Disability Discrimination Act Information Relating to these Specifications	25
<hr/>		
	<b>Appendix A: Performance Descriptions</b>	<b>27</b>
	<b>Appendix B: Details of Units at AS and at A Level</b>	<b>30</b>
	<b>Appendix C: Content</b>	<b>34</b>
	Appendix C1: Knowledge, Understanding and Skills	36
	Appendix C2: Grammar	37
<hr/>		
	<b>Appendix D: Assessment Criteria (Marking Grids)</b>	<b>45</b>

Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 15, 17, 36 and 38.

# 1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in French, German and Spanish for teaching from September 2008.

OCR has developed this specification in response to the national subject criteria published by the QCA in 2006. It incorporates aspects of the previously successful specification and features:

- a compact four-unit structure, reducing the examination burden on candidates and teachers;
- an updated list of topics for study;
- the opportunity to study the topics from a variety of traditional and new media from books, newspapers and magazines, literary texts and film;
- the opportunity to demonstrate knowledge of the topics in listening, reading, speaking and writing;
- greater stretch and challenge for the most able candidates.

The national subject criteria stipulate that there should no longer be any internally assessed units, and that a candidate's knowledge and understanding of the target language society should no longer be assessed as a separate element.

The four units of assessment are two at Advanced Subsidiary level and two at Advanced level, for the qualification of GCE in French, German and Spanish.

## 1.1 The Two-Unit AS

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The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE.

From September 2008 the AS GCE is made up of **two** mandatory units, which are externally assessed and form 50% of the corresponding four-unit Advanced GCE.

**Unit 1** is the speaking test, with a role-play and topic discussion. It represents 30% of the marks for AS (15% of A Level).

**Unit 2** is a written paper, testing the other three skills and with a variety of listening, reading and writing tasks. It represents 70% of the marks for AS (35% of A Level).

For full information about the units, see Appendix B.

## 1.2 The Four-Unit Advanced GCE

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From September 2008 the Advanced GCE is made up of **two** mandatory units at AS and **two** further mandatory units at A2. These A2 units are also externally assessed.

**Unit 3** is the speaking test, with the discussion of an article in the target language and topic discussion. It represents 15% of the marks for A Level.

**Unit 4** is a written paper, testing the other three skills, with a variety of tasks involving comprehension and manipulation of language as well as an extended essay. It represents 35% of the marks for A Level.

For full information about the units, see Appendix B.

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in French, German or Spanish.
- OCR Advanced GCE in French, German or Spanish

Both qualifications are Level 3 in the National Qualification Framework (NQF).

## 1.4 Aims

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The aims of these specifications are to encourage students to:

- develop an interest in, and an enthusiasm for, language learning;
- develop understanding of the language in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the language for a range of purposes;
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken;
- consider their study of the language in a broader context.

The specification also aims to:

- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject;

and in addition, at A Level, to:

- provide a sufficient basis for the further study of languages at degree level or equivalent.

## 1.5 Prior Learning/Attainment

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It is recommended that students beginning to study French/German/Spanish at AS and A Level should have the knowledge, understanding and skills equivalent to those for GCSE at Higher tier in the language.

# 2 Summary of Content

## 2.1 AS Units

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Unit 1: *Speaking* (French F701/German F711/Spanish F721)

Unit 2: *Listening, Reading and Writing 1* (French F702/German F712/Spanish F722)

### 2.1.1 Knowledge, Understanding and Skills

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AS candidates will be required to:

- listen and respond to a variety of spoken sources, including authentic sources;
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres;
- adapt their spoken and written language appropriately for different situations and purposes;
- use the language accurately to express facts and ideas and to present explanations, opinions and information in both speech and writing;
- transfer meaning from English, Welsh or Irish into the modern foreign language;
- understand and apply the grammatical system and a range of structures as detailed in the AS specification;
- study materials that illustrate aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.

### 2.1.2 Language Topic Areas

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Spoken and written sources will include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken. The topic areas for the AS specifications are:

#### **Aspects of daily life sub-topics**

- The family: different structures and relationships; living conditions (housing, shopping and patterns of daily life)
- Food, drink, health, obsessions and addictions
- Transport: trends and patterns in usage (for the individual and at local and national levels).

#### **Leisure and entertainment sub-topics**

- Sport (including national sporting concerns and traditions)
- Tourism and related themes: tourism as a changing phenomenon; tourism and the environment
- Leisure activities: aspects of cultural life, e.g. film, theatre; the arts as part of leisure time.

### **Communication and media sub-topics**

- Communication technology: patterns and changes to communication in daily life
- Media, e.g. written press; radio; television (roles and influences).

### **Education and training sub-topics**

- School and school life: individual experiences; local and national concerns
- Work and training: individual experiences; school to work preparation, transition and aspirations.

## **2.1.3 Grammar**

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The grammatical content for study at AS has been agreed at a national level between QCA, all awarding bodies and professional teacher associations.

For full details, see Appendix C2.

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## 2.2 A2 Units

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Unit 3: *Speaking* (French F703/German F713/Spanish F723)

Unit 4: *Listening, Reading and Writing 2* (French F704/German F714/Spanish F724)

### 2.2.1 Knowledge, Understanding and Skills

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In addition to the requirements for the AS units, A Level candidates will be required to:

- use the language to present viewpoints, develop arguments, analyse and evaluate in speech and writing;
- transfer meaning from the modern foreign language into English, Welsh or Irish;
- understand and apply the grammatical system and a range of structures as detailed in the A Level specification;
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied.

### 2.2.2 Language Topic Areas

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Spoken and written sources will include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken. The topic areas for the A2 specification are:

#### **Society sub-topics**

- Integration and exclusion: age; gender; race; religion; equality of opportunity
- Law and order: trends of crime and punishment; civil unrest; policing
- Unemployment: causes and consequences (local, national or global).

#### **The environment sub-topics**

- The individual and the environment: recycling; reducing individual energy usage and impact; local conservation
- Energy management: alternative energy sources; changing use of fossil fuels; nuclear energy; changing energy demands
- Pollution: causes; consequences; solutions
- Conservation of the natural world: changing habitats; impact of man and pollution; local, national or global initiatives.

## **Science and technology: impact and issues sub-topics**

- Medical progress: development and change – impacts on health care, lifestyles, ethics and beliefs
- Scientific advances: change and innovation – impacts and issues on society, knowledge, education
- Technological developments: change and development – impacts on lifestyles, habits, work and education.

## **Culture sub-topics**

- Literature and the arts: trends, changes, influences and impacts on individuals and society
- Political issues: changes at local and national level; impacts on the individual and society
- Heritage and history: influence and impacts of heritage (including colonial heritage) and historical events (national and international) on contemporary society.

### **2.2.3 Grammar**

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The grammatical content for study at A Level has been agreed at a national level between QCA, all awarding bodies and professional teacher associations.

For full details, see Appendix C2.

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# 3 Unit Content

## 3.1 AS Unit 1: *Speaking* (French F701/German F711/Spanish F721)

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The tasks are based on topics listed in the AS topic areas.

### Section A: Role-play

Using French, German or Spanish, candidates should be able to:

- explain the English stimulus material;
- understand and respond to the examiner.

### Section B: Topic discussion

Using French, German or Spanish, candidates should be able to:

- discuss a topic in detail, explaining facts and ideas and justifying points of view.
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## 3.2 AS Unit 2: *Listening, Reading and Writing 1* (French F702/German F712/Spanish F722)

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### Section A: Listening and writing

Candidates should be able to:

- understand the stimulus material;
- respond to tasks that do not involve productive use of French, German or Spanish;
- respond in English;
- respond by transferring meaning from English into French, German or Spanish.

### Section B: Reading and writing

Candidates should be able to:

- understand the stimulus material;
  - respond to tasks that do not involve productive use of French, German or Spanish;
  - respond in writing to tasks in French, German or Spanish – short answer format;
  - respond in writing to tasks in French, German or Spanish – extended answer format.
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### 3.3 A2 Unit 3: *Speaking* (French F703/German F713/Spanish F723)

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The task in Section A is based on topics listed in the AS and A2 topic areas.

The task in Section B is based on topics listed in the A2 topic areas.

#### Section A: Discussion of article

Using French, German or Spanish, candidates should be able to:

- understand and respond to the French, German or Spanish stimulus article;
- understand and respond to the examiner;
- discuss ideas presented in the stimulus article.

#### Section B: Topic discussion

Using French, German or Spanish, candidates should be able to:

- discuss one or two sub-topics from either the same or different A2 topic areas, presenting and analysing the ideas, developing and justifying points of view.
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### 3.4 A2 Unit 4: *Listening, Reading and Writing 2* (French F704/German F714/Spanish F724)

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#### Section A: Listening and writing

Candidates should be able to:

- understand the stimulus material;
- respond in writing to tasks in French, German or Spanish and in English.

#### Section B: Reading and writing

Candidates should be able to:

- understand the stimulus material;
- respond to tasks that do not involve productive use of French, German or Spanish;
- respond to tasks that require productive writing in French, German or Spanish and in English.

#### Section C: Writing

Candidates should be able to:

- write an essay in French, German or Spanish, presenting, developing and evaluating information, ideas and arguments on a topic related to one of the A2 topic areas.
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# 4 Schemes of Assessment

## 4.1 AS GCE Scheme of Assessment

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For full details of the marking grids for the assessment criteria at AS and A Level, see Appendix D.

AS GCE Modern Foreign Languages ( French H075/German H076/Spanish H077)

AS Unit 1: *Speaking* (French F701/German F711/Spanish F721)

30% of the total AS GCE marks  
15 min speaking test  
60 marks

This test has **two** sections:

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### **Section A: Role-play (30 marks) 5 to 6 minutes**

This is a transactional task set within a business or domestic context. Situations require candidates to seek information and give practical advice, for example to a visitor.

Candidates study an English stimulus of no more than 150 words before the test begins. Preparation time is 20 minutes. Candidates are allowed to make notes on the sheet.

During the task, candidates convey the facts and discuss the ideas given in the stimulus material with the examiner in French, German or Spanish.

Candidates are assessed on Use of Stimulus, Response to the Examiner and Quality of Language (Accuracy) – (Grids A; B; C.1).

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### **Section B: Topic discussion (30 marks) 9 to 10 minutes**

Candidates discuss with the examiner a sub-topic of their choice from the list of AS topics, explaining facts and ideas as well as expressing relevant opinions and justifying points of view.

The sub-topic should relate to aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied. Candidates may, if they wish, discuss a literary text.

Candidates may bring into the examination notes in French, German or Spanish to support the discussion (such notes must be limited to one side of A4 paper).

Candidates are required to outline their areas of interest within the sub-topic and provide the examiner with a set of up to five headings in the target language (these headings are not assessed). OCR supplies the form.

Candidates are assessed on Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation (Grids D; E.1; C.1; G).

70% of the total AS GCE marks  
2 h 30 min written paper  
140 marks

This paper has **two** sections:

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**Section A: Listening and writing (55 marks)**

**Recommended time for this section: 1 hour**

Candidates listen to **three** recorded texts (up to 5 minutes in total).

Some tasks require non-verbal responses\* and some require answers in English.

Listening comprehension is assessed on a point-by-point mark scheme.

There is also a transfer of meaning task from English into French, German or Spanish related to the third listening text.

For this task candidates are assessed on Communication and Quality of Language (Accuracy) (Grid H.1; C. 2).

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**Section 2: Reading and writing (85 marks)**

**Recommended time for this section: 1 hour 30 min**

Candidates read **three** texts and respond to a variety of tasks:

- text 1 – non-verbal responses\*;
- text 2 – short responses in French, German or Spanish;
- text 3 – summary answer and extended writing task in French, German or Spanish.

For tasks related to text 1, reading comprehension is assessed on a point-by-point mark scheme; for tasks related to text 2, reading comprehension is assessed on a point-by-point mark scheme and on Quality of Language (Accuracy) (Grid C.2). For tasks related to text 3, candidates are assessed on Comprehension of Text; Response to Text as well as Quality of Language (Accuracy and Range) (Grids I; J; C.2; F.2).

*\*Non-verbal responses – candidates respond without producing French, German or Spanish. Examples of task types are matching, box-ticking and single word responses.*

## 4.2 Advanced GCE Scheme of Assessment

### Advanced GCE Modern Foreign Languages (French H475/German H476/Spanish H477)

AS units as above, Unit 1 being 15% of the total Advanced GCE marks and Unit 2 being 35% of the Advanced GCE marks.

### A2 Unit 3: *Speaking* (French F703/German F713/Spanish F723)

15% of the total Advanced GCE marks

15 min speaking test

60 marks

This test has **two** sections:

#### **Section A: Discussion of article (30 marks) 5 to 6 minutes**

Candidates study a French, German or Spanish stimulus text before the test begins. This stimulus may be taken from a newspaper or magazine. The total length of the text will not exceed 250 words, and the subject matter is taken from the list for AS and A2 topic areas.

During the test, candidates talk in French, German or Spanish to the examiner about material in the text.

Candidates are assessed on Understanding of and Response to the Text, Understanding of and Response to the Examiner, as well as Quality of Language (Accuracy & Range) (Grids K; L; C.1; F.1).

#### **Section B: Topic conversation (30 marks) 10 to 12 minutes**

Candidates are required to submit **two** different titles related to two different sub-topics from either the same or different A2 topic areas that they have prepared. The titles should relate to aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied.

The examiner invites the candidate to discuss the sub-topic of their choice. The conversation should not overlap with any topic discussed in Section A of the test, or with a topic that was discussed in Unit 1.

The second sub-topic is discussed **only** if the candidate is not able to sustain the discussion on the first choice sub-topic for the full length of time.

Candidates may bring into the examination notes in French, German or Spanish to support the discussion (such notes must be limited to one side of A4 paper).

Candidates are assessed on Development of Ideas; Fluency, Spontaneity, Responsiveness; Pronunciation and Intonation as well as Quality of Language (Accuracy & Range) (Grids M; E.2; G; C.1; F.1).

This unit is synoptic.

35% of the total Advanced GCE marks  
2 h 45 min written paper  
140 marks

This paper has **three** sections:

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**Section A: Listening and writing (35 marks)**  
**Recommended time for this section: 30 min**

Candidates listen to **two** recorded texts lasting up to 6 minutes in all.

They respond to the first text in English and to the second in French, German or Spanish.

Listening comprehension is assessed on a point-to-point mark scheme. Candidates are also assessed on Quality of Language (Accuracy) (Grid C.1).

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**Section B: Reading and writing (60 marks)**  
**Recommended time for this section: 1 hour**

Candidates read **two** texts.

Some tasks require non-verbal responses\*, and some require answers in French, German or Spanish with manipulation of the language. In these tasks reading comprehension is assessed on a point-by-point mark scheme and on Quality of Language (Accuracy) (Grid C.1).

There is a transfer of meaning task from French, German or Spanish into English.

**Note:** In this task requiring an extended piece of writing in English, *Quality of Written Communication Strand (i)* (legibility, spelling, grammar and punctuation) is assessed as part of the Transfer of Meaning (Grid H.2).

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**Section C: Writing (45 marks)**  
**Recommended time for this section: 1 hour 15 min**

Candidates write an extended essay in French, German or Spanish. Essay titles are set in each of the four A2 topic areas in the context of the country(ies) where the language is spoken: preparation for this section should include extensive study of authentic materials on the sub-topics studied. There is a choice of **two** titles in each area. One of the choices will be discursive in nature, the other more imaginative.

Candidates are assessed on Relevance and Points of View, Structure and Analysis and Quality of Language (Accuracy and Range) (Grids N; O; C.2; F.2).

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This unit is synoptic.

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*\*Non-verbal responses – candidates respond without producing French, German or Spanish. Examples of task types are matching, box-ticking and single word responses.*



## 4.3 Unit Order

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The normal order in which the unit assessments could be taken is AS Units 1 and 2 in the first year of study, leading to an AS GCE award, then A2 Units 3 and 4 leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

## 4.4 Component Options (at AS/A2)

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There are three component options in Unit 1 (AS Speaking) and Unit 3 (A2 Speaking) in GCE French, German or Spanish.

Centres may choose that the test be:

**either**

- conducted by the teacher, and sent for assessment to an External Examiner appointed by OCR and either recorded on a tape (**Component 01**) or recorded and submitted in digital format (.mp3) (**Component 02**);

**or**

- conducted and assessed by a visiting examiner provided by OCR **where candidature is 20 or more at both provisional and final entry stages**. Centres in close proximity may join together for this purpose. Please note that this option will be recorded and submitted in digital format (.mp3) (**Component 03**).

## 4.5 Synoptic Assessment (A Level GCE)

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In modern languages knowledge, understanding and skills are inextricably linked. Synoptic assessment therefore covers not just knowledge of the language but also the skills necessary to use it, skills which are developed in different parts of the A Level course. Synoptic assessment in modern languages therefore draws on all three A Level assessment objectives.

In these Advanced GCE specifications, synoptic assessment is included wholly in the final A2 Units 3 and 4.

## 4.6 Assessment Availability

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There are two examination series each year, in January and June.

In 2009, only AS units will be assessed.

From 2010 onwards, both AS units and A2 units will be assessed.

Units					2009		2010		2011 onwards	
French	German	Spanish	Level	Name	Jan.	June	Jan.	June	Jan.	June
F701	F711	F721	AS	Speaking*	n/a	✓	✓	✓	✓	✓
F702	F712	F722	AS	Listening, Reading and Writing 1	n/a	✓	✓	✓	✓	✓
F703	F713	F723	A2	Speaking*	n/a	n/a	n/a	✓	n/a	✓
F704	F714	F724	A2	Listening, Reading and Writing 2	n/a	n/a	✓	✓	✓	✓

\*The visiting examiner option is not available in the January series.

## 4.7 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described:

- AO1** Understand and respond, in speech and writing, to spoken language.
  - AO2** Understand and respond, in speech and writing, to written language.
  - AO3** Show knowledge of, and apply accurately, the grammar and syntax prescribed in the specification.
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## AO weightings in AS GCE

Unit	% of AS GCE			Total
	AO1	AO2	AO3	
AS Unit 1: <i>Speaking</i> (French F701/German F711/Spanish F721)	17.5	7.5	5	30%
AS Unit 2: <i>Listening, Reading and Writing 1</i> (French F702/German F712/Spanish F722)	17.5	32.5	20	70%
	35%	40%	25%	100%

## AO weightings in Advanced GCE

Unit	% of Advanced GCE			Total
	AO1	AO2	AO3	
AS Unit 1: <i>Speaking</i> (French F701/German F711/Spanish F721)	8.75	3.75	2.5	15%
AS Unit 2: <i>Listening, Reading and Writing 1</i> (French F702/German F712/Spanish F722)	8.75	16.25	10	35%
A2 Unit 3: <i>Speaking</i> (French F703/German F713/Spanish F723)	7.5	2.5	5	15%
A2 Unit 4: <i>Listening, Reading and Writing 2</i> (French F704/German F714/Spanish F724)	7.5	20	7.5	35%
	32.5%	42.5%	25%	100%

## 4.8 Quality of Written Communication

In modern foreign languages, *Quality of Written Communication Strand (i)* is addressed in the transfer of meaning from French, German or Spanish into English task at A Level in Unit 4 and is integrated in Grid H.2, Transfer of Meaning.

# 5 Technical Information

## 5.1 Making Unit Entries

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Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms. **It is essential** that unit entry codes (the four-figure alphanumeric codes given in brackets at the end of the unit title) are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

## 5.2 Making Qualification Entries

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Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (French/German/Spanish entry codes H075/H076/H077)
- Advanced GCE certification (French/German/Spanish entry codes H475/H476/H477).

A candidate who has completed all the units required for the qualification may enter for certification either in the same examination series (within a specified period after publication of results) or in a later series.

AS GCE certification is available from June 2009.  
Advanced GCE certification is available from June 2010.

## 5.3 Grading

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All GCE units are awarded a-e. The Advanced Subsidiary GCE is awarded on the scale A-E. The Advanced GCE is awarded on the scale A-E with access to an A\*. To be awarded an A\*, candidates will need to achieve a grade A on their full A level qualification and an A\* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts the candidate's *raw* mark for each unit to a *uniform* mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In French, German or Spanish the two units of the AS specification have UMS weightings of 30% and 70%, and the four units of the A Level specification have UMS weightings of 15%, 35%, 15% and 35% respectively. The maximum uniform mark total available for the AS units is 200, and for the A2 units 200. Each unit's raw mark grade boundary equates to the uniform mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

*Uniform* marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					u
		a	b	c	d	e	
35%	140	140–112	111–98	97–84	83–70	69–56	55–0
15%	60	60–48	47–42	41–36	35–30	29–24	23–0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200–160	159–140	139–120	119–100	99–80	79–0
Advanced GCE	400–320	319–280	279–240	239–200	199–160	159–0

Candidates achieving at least 320 UMS marks in their Advanced GCE, ie grade A, and who also gain at least 180 UMS in their two A2 units, will receive an A\* grade.

For full details of the units and weightings, see Appendix B on pages 27–30.

## 5.4 Result Enquiries and Appeals

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Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquiries on results and appeals, centres should consult the OCR *Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

## 5.5 Shelf life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.6 Unit and Qualification Re-sits

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There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

## 5.7 Guided Learning Hours

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AS GCE French/German/Spanish requires **180** guided learning hours in total.

Advanced GCE French/German/Spanish requires **360** guided learning hours in total.

## 5.8 Code of Practice/Subject Criteria/Common Criteria Requirements

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These specifications comply in all respects with the revised *GCSE, GCE, VCE, GNVQ and AEA Code of Practice 2005/6*, the subject criteria for GCE Modern Foreign Languages and *The Statutory Regulation of External Qualifications 2004*.

## 5.9 Arrangements for Candidates with Particular Requirements

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases advice should be sought from OCR as early as possible during the course.

## 5.10 Prohibited Qualifications and Classification Code

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Candidates who enter for the OCR GCE specifications may not also enter for any other GCE specification with the certification title *French, German or Spanish* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

The classification codes for these specifications are:

- French **5650**;
- German **5670**;
- Spanish **5750**.

# 6 Other Specification Issues

## 6.1 Overlap with other Qualifications

There is no overlap with other qualifications.

## 6.2 Progression from these Qualifications

Throughout the course of study candidates are encouraged to develop a critical awareness of the nature of the language and of its many roles at the heart of the cultures in which it is spoken.

The specifications therefore provide a foundation for study in higher education, as well as an invaluable adjunct to careers in business, education and the arts.

## 6.3 Key Skills Mapping

These specifications provide opportunities for the development of the key skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the key skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

Opportunities may exist in all four units for at least some coverage of key skills to level 3 in Communication, Working with Others and Improving Own Learning and Performance, and to level 2 in IT.

In key skills terms, 'Communication' means the English language. It should be noted, therefore, that whilst these specifications develop communication skills to a high degree, they produce limited evidence for assessing this key skill.

The following table indicates where opportunities *may* exist for at least some coverage of the various key skills criteria at Levels 2 and/or 3 for each unit.

Unit	C			AoN			IT			WwO			IOLP			PS				
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	
1	✓							✓		✓	✓	✓	✓	✓	✓	✓				
2			✓	✓							✓	✓	✓	✓	✓	✓				
3	✓							✓		✓	✓	✓	✓	✓	✓	✓				
4			✓	✓							✓	✓	✓	✓	✓	✓				



## 6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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These specifications can contribute to an understanding of these issues during the study of relevant language topic areas.

## 6.5 Sustainable Development, Health and Safety Considerations and European Developments

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Consistent with current EU regulations, these specifications necessarily address the issues of Health and Safety considerations, sustainable development and European development as part of the study of relevant language topic areas.

## 6.6 Avoidance of Bias

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OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

## 6.7 Language

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Whilst the language being assessed is French, German or Spanish, this specification is designed for learners whose native language is English and so English is the carrier language for all parts of the scheme of assessment.

## 6.8 Performance Descriptions

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Standards of performance at the key grades at AS and A Level have been agreed on a national basis and published by the QCA.

For full details, see Appendix A, page 26.

## 6.9 Disability Discrimination Act Information Relating to these Specifications

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AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

A level French, German and Spanish require assessment of the skills of speaking, listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Speaking - some candidates with a speech impairment
- Listening - some candidates with a hearing impairment and who cannot lip read
- Reading - some candidates with a visual impairment who cannot read Braille.

# Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	Understand and respond, in speech and writing, to spoken language. <sup>1</sup>	Understand and respond, in speech and writing, to written language. <sup>2</sup>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	<sup>1</sup> Understand and respond in <b>speech to spoken</b> language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	<sup>2</sup> Understand and respond in <b>speech to written</b> language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	
A/B boundary performance descriptions	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) show a clear understanding of spoken language</li> <li>(b) understand the main points and details, including points of view</li> <li>(c) are able to infer meaning with only a few omissions</li> <li>(d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>(e) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>(f) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>(g) are able to deal with unpredictable elements (<i>speaking</i>)</li> <li>(h) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>(i) offer relevant information which addresses the requirements of the task (<i>writing</i>).</li> </ul>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) show a clear understanding of a range of written texts</li> <li>(b) understand the main points and details, including points of view.</li> <li>(c) are able to infer meaning with only a few omissions</li> <li>(d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>(e) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>(f) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>(g) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>(h) offer relevant information which addresses the requirements of the task (<i>writing</i>).</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) make effective use of a range of vocabulary and structures appropriate to the task.</li> <li>(b) The deployment of grammar, syntax and morphology is generally accurate.</li> <li>(c) are able to manipulate language appropriately when required.</li> </ul>

<p>E/U boundary performance descriptions</p>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language</li> <li>(b) understand some of the main points and details, including basic points of view</li> <li>(c) have a limited ability to infer meaning where appropriate to the task</li> <li>(d) are able to convey some basic information when transferring meaning</li> <li>(e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (speaking)</li> <li>(f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (writing)</li> <li>(g) show some ability to structure and organise their response where appropriate.</li> </ul>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language</li> <li>(b) understand some of the main points and details, including limited points of view</li> <li>(c) have a limited ability to infer meaning where appropriate to the task</li> <li>(d) are able to convey some basic information when transferring meaning</li> <li>(e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance maybe influenced by their first language (speaking)</li> <li>(f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (writing)</li> <li>(g) show some ability to structure and organise their response where appropriate.</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) use a restricted range of vocabulary and structures</li> <li>(b) have language characterised by frequent errors in grammar, syntax and morphology</li> <li>(c) may be influenced by the first language.</li> <li>(d) demonstrate a very limited ability to manipulate language where required.</li> </ul>
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## A2 performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	Understand and respond, in speech and writing, to spoken language. <sup>1</sup>	Understand and respond, in speech and writing to written language. <sup>2</sup>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	<sup>1</sup> Understand and respond in <b>speech</b> to <b>spoken</b> language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	<sup>2</sup> Understand and respond in <b>speech</b> to <b>written</b> language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	
A/B boundary performance descriptions	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) show a clear understanding of spoken language</li> <li>(b) understand the main points and details, including points of view</li> <li>(c) demonstrate an ability to infer meaning</li> <li>(d) are able to transfer meaning with only minor omissions</li> <li>(e) are able to develop their ideas, and express and justify points of view effectively</li> <li>(f) respond readily and fluently and take the initiative (speaking)</li> <li>(g) have generally accurate pronunciation and intonation (speaking)</li> <li>(h) are able to deal appropriately with unpredictable elements (speaking)</li> <li>(i) show the ability to organise and structure their response coherently (writing)</li> <li>(j) offer relevant information which addresses the requirements of the</li> </ul>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) show a clear understanding of a range of written texts</li> <li>(b) understand the main points and details, including points of view, and are able to infer meaning</li> <li>(c) demonstrate an ability to infer meaning</li> <li>(d) are able to transfer meaning with only minor omissions</li> <li>(e) are able to develop their ideas, and express and justify points of view effectively</li> <li>(f) respond readily and fluently and take the initiative (speaking)</li> <li>(g) have generally accurate pronunciation and intonation (speaking)</li> <li>(h) are able to deal appropriately with unpredictable elements (speaking)</li> <li>(i) show the ability to organise and structure their response coherently (writing).</li> </ul>	<p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) make effective use of a wide range of vocabulary and a variety of complex structures as appropriate.</li> <li>(b) predominantly use grammar, syntax and morphology in an accurate way</li> <li>(c) are able to manipulate language accurately and appropriately where required.</li> </ul>

E/U boundary performance descriptions	task (writing).		
	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) show some understanding of spoken usually concrete language, but may experience difficulty with more complex and abstract language</li> <li>(b) understand some of the main points and details, including basic points of view</li> <li>(c) demonstrate a limited ability to infer meaning, where appropriate, to the task</li> <li>(d) are able to convey the basic information when transferring meaning</li> <li>(e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (speaking)</li> <li>(f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately (writing)</li> <li>(g) show some ability of structure and organise their response, where appropriate.</li> </ul>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language</li> <li>(b) understand some of the main points and details, including basic points of view</li> <li>(c) demonstrate a limited ability to infer meaning, where appropriate, to the task</li> <li>(d) are able to convey the basic information when transferring meaning</li> <li>(e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (speaking)</li> <li>(f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately</li> <li>(g) show some ability of structure and organise their response, where appropriate.</li> </ul>	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>(a) use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language.</li> <li>(b) demonstrate a very limited ability to manipulate language correctly when required.</li> </ul>

# Appendix B: Details of Units at AS and at A Level

- Candidates have 20 minutes to prepare before taking this test.

Unit 1: Speaking (French F701/German F711/Spanish F721) 15 minutes Spoken test												
Component	Stimulus	Task	AO1		AO2		AO3		Percentages			
			Criteria	Raw Marks	Criteria	Raw Marks	Criteria	Raw Marks	Raw Marks	AS	A2	
<b>Role-play</b> Transaction Lasting from 5 to (a maximum of) 6 minutes	Materials in English.	Respond and give information and explanations in the target-language.	<i>Response to Examiner, Grid B</i>	10	<i>Use of Stimulus, Grid A</i>	15	<i>Quality of Language (Accuracy), Grid C.1</i>	5				
									<b>30</b>	<b>15%</b>	<b>7.5%</b>	
<b>Topic discussion</b> Lasting from 9 to (a maximum of) 10 minutes		Discuss an AS topic with examiner.	<i>Ideas, Opinions and Relevance, Grid D</i>	10			<i>Quality of Language (Accuracy), Grid C.1</i>	5				
			<i>Fluency, Spontaneity and Responsiveness, Grid E.1</i>	10								
			<i>Pronunciation and Intonation, Grid G</i>	5								
				<b>35</b>	Total	<b>15</b>	Total	<b>10</b>	<b>60</b>	<b>30%</b>	<b>15%</b>	



Unit 2: Listening, Reading and Writing 1 (French F702/German F712/Spanish F722) 2 hours 30 minutes Written test

Component	Stimulus	Task	AO1		AO2		AO3		Totals	Percentages	
			Criteria	Raw Marks	Criteria	Raw Marks	Criteria	Raw Marks	Raw Marks	AS	A2
<b>Listening and writing</b> The total time of the recordings for the listening shall not exceed 5 minutes.  The candidate should spend approximately 1 hour answering this section.	<b>Texts 1 and 2</b> Range of listening comprehension tasks.	Play the recording as necessary. Non-verbal response tasks.	Comprehension, point by point.	20					20		
	<b>Text 3 (longer)</b> Questions in English.	Respond in English in words, phrases, numbers etc.	Comprehension, point by point.	15					15		
	<b>Text 4</b> Transfer of meaning task based on an English stimulus related to Text 3.	Transfer meaning from English into the target-language.				<i>Communication, Grid H.1</i>	10	<i>Quality of Language (Accuracy) Grid C.2</i>	10	20	
									<b>55</b>	<b>27.5%</b>	<b>13.75%</b>
<b>Reading and writing</b> The candidate should spend approximately 1 hour and 30 minutes answering this section.	<b>Text 5</b> Range of reading comprehension tasks.	Non-verbal response tasks.			Comprehension, point by point.	10			10		
	<b>Text 6</b> Questions in the target-language.	Respond in the target-language.			Comprehension, point by point	15	<i>Quality of Language (Accuracy) Grid C.2</i>	10	25		
	<b>Text 7</b> Questions in the target-language.	Respond in the target language: • 1 summary question • extended personal response to topic/theme of text.			<i>Comprehension of Text, Grid I</i>	10	<i>Quality of Language (Accuracy &amp; Range) Grid C.2 &amp; Grid F.2</i>	10 + 10			
					<i>Response to Text, Grid J</i>	20			<b>50</b>		
									<b>85</b>	<b>42.5%</b>	<b>21.25%</b>
			Total	<b>35</b>	Total	<b>65</b>	Total	<b>40</b>	<b>140</b>	<b>70%</b>	<b>35%</b>

\* Candidates have 20 minutes to prepare before taking this test.

Unit 3: Speaking (French F703/German F713/Spanish F723) 15 minutes Spoken test												
Component	Stimulus	Task	AO1		AO2		AO3		Percentages			
			Criteria	Raw Marks	Criteria	Raw Marks	Criteria	Raw Marks	Raw	AS	A2	
<b>Discussion of article</b> Lasting from 5 to (a maximum of) 6 minutes	Text in the target-language.	Talk about materials from the text.	<i>Understanding of and Response to Examiner, Grid L</i>	10	<i>Understanding of and Response to Text, Grid K</i>	10	<i>Quality of Language (Accuracy), Grid C.1</i>	5				
<b>Topic discussion</b> Lasting from 10 to (a maximum of) 12 minutes		Discuss and develop ideas and themes from one of the two prepared A2 topics of their choice.	<i>Development of Ideas, Grid M</i>	10	<i>Fluency, Spontaneity, Responsiveness, Grid E.2</i>		<i>Quality of Language (Accuracy), Grid C.1</i>	5				
						5						5
			<i>Pronunciation and Intonation, Grid G</i>	5								
									<b>30</b>	<b>15%</b>	<b>7.5%</b>	
			<b>Total</b>	<b>30</b>	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>20</b>	<b>60</b>	<b>30%</b>	<b>15%</b>	

Unit 4: Listening, Reading and Writing 2 (French F704/German F714/Spanish F724) 2 hours 45 minutes Written test

Component	Stimulus	Task	AO1		AO2		AO3		Percentages			
			Criteria	Raw Marks	Criteria	Raw Marks	Criteria	Raw Marks	Raw	AS	A2	
<b>Listening and writing</b> The recording shall not exceed 6 minutes. The candidate should spend approximately 30 minutes on this section.	<b>Text 1</b> Questions in English.	Play the recording as necessary. Respond in English.	Comprehension, point by point.	10					10			
	<b>Text 2</b> Questions in the target-language.	Respond in the target-language.	Comprehension, point by point.	20			Quality of Language (Accuracy), <b>Grid C.1</b>	5	25			
										<b>35</b>	<b>17.5%</b>	<b>8.75%</b>
<b>Reading and writing</b> The candidate should spend approximately 1 hour on this section.	<b>Text 3</b> (a) One or two non-verbal response tasks.	Matching tasks, finding synonyms etc.			Comprehension, point by point.	7/8			7/8			
	(b) One or two tasks in the target-language.	Manipulate the target-language, e.g. by gap-filling or sentence-completion.			Comprehension, point by point.	7/8			7/8			
	(c) A task with questions in the target-language.	Respond in the target-language.			Comprehension, point by point.	10			10			
	<b>Text 4</b> (a) One task with material to be put into English.	Transfer meaning from the target-language into English.			Transfer of Meaning, <b>Grid H.2</b>	10		Language assessed globally for (b) and (c) of Texts 3 and 4. Quality of Language (Accuracy), <b>Grid C.1</b>	10			
	(b) Two tasks involving the target-language.	Manipulate the target-language, e.g. by explaining words or phrases, or in the guided reformulation of sentences.			Comprehension point by point.	10			10	5		
(c) One task with questions in the target-language.	Respond in the target-language.			Comprehension, point by point.	10			10				
										<b>35</b>	<b>30%</b>	<b>15%</b>
<b>Writing</b> Approximately 1 hour and 15 minutes	Choice of eight essay titles, two titles in each of the four A2 topic areas. Each title will be on a different sub-topic.	Choose one title.			Relevance and Points of View, <b>Grid N</b>	10	Quality of Language (Accuracy), <b>Grid C.2</b>	10				
		Produce an extended piece of writing on that title in the target-language: 250–400 words.			Structure and Analysis: <b>Grid O</b>	15	Quality of Language (Range), <b>Grid F.2</b>	10				
										45	22.5%	11.25%
<b>© OCR 2008</b>				<b>Total</b>	<b>30</b>	<b>Total</b>	<b>80</b>	<b>Total</b>	<b>30</b>	<b>140</b>	<b>70%</b>	<b>35%</b>

# Appendix C: Content

## Appendix C1: Knowledge, Understanding and Skills

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### At AS level, candidates:

- listen and respond to a variety of spoken sources, including authentic sources;
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres;
- adapt their spoken and written language appropriately for different situations and purposes;
- use the language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing;
- transfer meaning from the modern foreign language into English, Welsh or Irish;
- understand and apply the grammatical system and the range of structures detailed in the AS specification;
- use materials that illustrate aspects of the contemporary society of one or more of the countries or communities whose language is being studied.

### In addition, at A Level, candidates:

- use the language to present viewpoints, develop arguments, analyse and evaluate, in speech and in writing;
- understand and apply the grammatical system and the range of structures detailed in the A Level specification;
- transfer meaning from English, Welsh or Irish into the modern foreign language;
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied.

## Appendix C2: Grammar

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AS and A Level candidates will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into AS and A Level.

Examples in italics are indicative, not exclusive.

For structures marked (R), receptive knowledge only is required.

### C2.1: FRENCH

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#### Grammar for AS Level

Unit 1: *Speaking* (French F701) and

Unit 2: *Listening, Reading and Writing* (French F702)

**Nouns:** gender

singular and plural forms

**Articles:** definite, indefinite and partitive

**Adjectives:** agreement

position

comparative and superlative

demonstrative (*ce, cet, cette, ces*)

indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)

**Adverbs:** comparative and superlative

interrogative (*comment, quand*)

## Quantifiers/

**Intensifiers :** (*très, assez, beaucoup*)

**Pronouns:** personal; subject, object; direct and indirect; position and order

reflexive

relative (*qui, que*)

relative (*lequel, auquel, dont*) (R)

object: direct and indirect

disjunctive/emphatic

demonstrative (*celui*) (R)

**Pronouns:** (continued)

indefinite (*quelqu'un*)

possessive (*le mien*) (R)

interrogative (*qui, que*), and (*quoi*) (R)

use of *y, en*

**Verbs:** regular and irregular verbs, including reflexive verbs

modes of address (*tu, vous*)

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

dependent infinitives (*faire réparer*) (R)

perfect infinitive

negative forms

interrogative forms

tenses: present  
perfect (including agreement of past participle)  
imperfect  
future  
conditional  
future perfect (R)  
conditional perfect (R)  
pluperfect  
past historic (R)

passive voice: present tense  
other tenses (R)

imperative

present participle

subjunctive mood: present (common uses, eg. after expressions of possibility, necessity, obligation and after conjunctions such as *bien que*)

## **Indirect speech**

## **Prepositions**

## **Conjunctions**

## **Number, quantity and time** (including use of *depuis*, *venir de*)

## FRENCH

### Grammar for A Level

Unit 3: *Speaking* (French F703) and

Unit 4: *Listening, Reading and Writing* (French F704)

In addition to the grammar listed for AS level, the following are required:

**Pronouns:** relative (*lequel, auquel, dont*)

possessive (*le mien*)

demonstrative (*celui*)

interrogative (*quoi*)

**Verbs:** dependent infinitives (*faire réparer*)

future perfect tense

conditional perfect tense

passive voice: all tenses

subjunctive mood: present

perfect

imperfect (R)

**Inversion after adverbs**

**Inversion after speech**



## C2.2: GERMAN

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### Grammar for AS Level

Unit 1: *Speaking* (German F711) and

Unit 2: *Listening, Reading and Writing* (German F712)

### The case system

**Nouns:** gender

singular and plural forms

genitive singular and dative plural forms

weak nouns

adjectives used as nouns

**Articles:** definite and indefinite, including *kein*

**Adjectives:** adjectival endings

comparative and superlative

demonstrative (*dieser, jeder*)

possessive

interrogative (*welcher*)

**Adverbs:** comparative and superlative

interrogative (*wann, warum, wo, wie, wieviel*)

**Qualifiers:** *sehr, besonders, kaum, recht, wenig*

**Particles:** *doch, eben, ja, mal, schon*

**Pronouns:** personal: position and order

reflexive

relative

indefinite (*jemand, niemand*)

possessive

interrogative (*wer, wen, wem, was*)

**Verbs:** weak, strong, mixed and irregular forms of verbs

reflexive usages

modes of address (*du, ihr, Sie*)

impersonal verbs

separable/inseparable

**Verbs:** (continued)

infinitive constructions: *lassen* with infinitive (R)

modal verbs (*dürfen, können, mögen, müssen, sollen, wollen*): present and imperfect tenses, imperfect subjunctive of *mögen* and *können*

auxiliary (*haben, sein, werden*)

infinitive constructions (*um ... zu, ohne ... zu, verbs with zu*)

infinitive constructions: *lassen* with infinitive

negative forms

interrogative forms

tenses: present

perfect

perfect (modal verbs) (R)

imperfect/simple past (all verbs)

future

conditional

future perfect (R)

conditional perfect (R)

pluperfect

passive voice (verbs with a direct object) (R)

passive voice (verbs with an indirect object) (R)

imperative

subjunctive in conditional clauses (imperfect)

subjunctive in conditional clauses (pluperfect) (R)

subjunctive in indirect speech (R)

**Prepositions:** fixed case and dual case

**Clause structures:** main clause word order

subordinate clauses (incl. relative clauses)

**Conjunctions:** coordinating

subordinating: most common, including *damit, ob, so dass*

subordinating: *als ob, seitdem* (R)

**Number, quantity**

**and time:** (including use of *seit, seitdem*)

## GERMAN

### Grammar for A Level

Unit 3: *Speaking* (German F713) and

Unit 4: *Listening, Reading and Writing* (German F714)

In addition to the grammar listed for AS level, the following are required:

**Verbs:** tenses: perfect (all verbs, including modal verbs)

future perfect

conditional perfect

passive voice (verbs with a direct or an indirect object)

subjunctive in conditional clauses (pluperfect)

infinitive constructions: *lassen* with infinitive (R)

Other uses of the subjunctive with *als*, *als ob*

**All forms of indirect speech**

**Conjunctions subordinating: *als ob*, *seitdem***

**Variations of normal word order**

## C2.3: SPANISH

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### Grammar for AS Level

Unit 1: *Speaking* (Spanish F721) and

Unit 2: *Listening, Reading and Writing* (Spanish F722)

**Nouns:** gender

singular and plural forms

**Articles:** definite and indefinite (including *lo* plus adjective)

**Adjectives:** agreement

position

apocoptation (*buen, mal*)

comparative and superlative

demonstrative (*este, ese, aquel*)

indefinite (*alguno, cualquiera, otro*)

possessive (short and long forms) (*mi, mío*)

interrogative (*cuánto, qué*)

relative (*cuyo*)

exclamatory (*qué*)

**Adverbs:** comparative and superlative

interrogative (*cómo, cuándo, dónde*)

**Quantifiers/Intensifiers:** (*muy, bastante, poco, mucho*)

**Pronouns:** subject

object; direct and indirect; position and order

reflexive

relative (*que, quien, el que, el cual*)

disjunctive/emphatic

demonstrative (*este, ese, aquel, esto, eso, aquello*)

indefinite (*algo, alguien*)

possessive (*el mío, la mía*)

interrogative (*cuál, qué, quién*)

**Verbs:** regular and irregular forms of verbs, including reflexive verbs

Modes of address (*tú, usted*)

radical changing verbs

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

perfect infinitive

negative forms

interrogative forms

reflexive constructions (*se vende, se nos dice que*)

uses of *ser* and *estar*

tenses: present

preterite

imperfect

future

conditional

perfect

future perfect (R)

conditional perfect (R)

pluperfect

passive voice: present and preterite tenses

other tenses (R)

continuous tenses

imperative



gerund present and past participle

subjunctive

mood: present

perfect

imperfect

pluperfect

uses of subjunctive: polite commands

negative commands

after verbs of wishing, command, request, emotion

**Verbs:** (continued)

to express purpose (*para que*)

to express possibility/impossibility

after conjunctions of time (*cuando lleguemos*)

in conditional sentences after *si*

all other common uses (R)

**Prepositions:** personal *a*

uses of *por* and *para*

**Conjunctions:** common, including *y, pero, o, porque, como, cuando*

**Number, quantity**

**and time:** constructions with *hace* and *desde hace*

## **SPANISH**

### **Grammar for A Level**

Unit 3: *Speaking* (Spanish F723) and

Unit 4: *Listening, Reading and Writing* (Spanish F724)

In addition to the grammar listed for AS Level, the following are required:

- Verbs:**
- future perfect tense
  - conditional perfect tense
  - passive voice: all tenses
  - subjunctive mood: all common uses

# Appendix D: Assessment Criteria (Marking Grids)

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

## UNIT 1: SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS	15 marks AO2
0–2	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	
3–5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	
6–9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	
10–12	Good use of the stimulus material. Successfully conveys about three quarters of the points.	
13–15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	

GRID B	RESPONSE TO EXAMINER	10 marks AO1
0–2	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.	
3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.	
5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.	
7–8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.	
9–10	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.	

## UNIT 1: SPEAKING – ROLE-PLAY (Continued)

### GRID C.1 QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3

0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

## UNIT 1: SPEAKING – TOPIC DISCUSSION

### GRID D IDEAS, OPINIONS AND RELEVANCE 10 marks AO1

<b>0–2</b>	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.
<b>3–4</b>	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.
<b>5–6</b>	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.
<b>7–8</b>	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.
<b>9–10</b>	Well-chosen relevant information to develop a range of ideas and to justify points of view.

### GRID E.1 FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1

<b>0–2</b>	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.
<b>3–4</b>	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
<b>5–6</b>	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
<b>7–8</b>	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
<b>9–10</b>	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

**UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)**

**GRID C.1**      **QUALITY OF LANGUAGE (ACCURACY)**  
5 marks AO3

<b>0–1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>2</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>3</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>4</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**GRID G**      **PRONUNCIATION AND INTONATION**  
5 marks AO1

<b>0–1</b>	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
<b>2</b>	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
<b>3</b>	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
<b>4</b>	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
<b>5</b>	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.

**UNIT 2: LISTENING, READING AND WRITING – Section A: Listening and Writing**

**GRID H.1                      COMMUNICATION                      10 marks AO2**

<b>0–2</b>	Very little or no information conveyed.
<b>3–4</b>	Only a quarter of the points conveyed.
<b>5–6</b>	Half of the information successfully conveyed.
<b>7–8</b>	Three quarters of the points conveyed.
<b>9–10</b>	Most or all of the information successfully conveyed.

**GRID C.2                      QUALITY OF LANGUAGE (ACCURACY)                      10 marks AO3**

<b>0–2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3–4</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate’s first language.
<b>5–6</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>7–8</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>9–10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.



## UNIT 2: LISTENING, READING AND WRITING 1 – Section B: Reading and Writing

### GRID C.2 QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3

<b>0–2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3–4</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>5–6</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>7–8</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>9–10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**UNIT 2: LISTENING, READING AND WRITING 1 – Section B: Reading and Writing (Continued)**

**GRID I**                      **COMPREHENSION OF TEXT**  
10 marks AO2

<b>0–2</b>	No relevant information or supplies one or two relevant points from the original passage.
<b>3–4</b>	Little relevant information. Includes up to a third of the points, showing understanding of some of the points. Over-reliance on phrases lifted from the original passage.
<b>5–6</b>	Some relevant information showing understanding of up to half of the points. There may be instances of lifting from the original passage.
<b>7–8</b>	Relevant information showing understanding of up to two third of the points from the original passage. There may be one or two instances of lifting from the original passage.
<b>9–10</b>	Consistently relevant information. Includes nearly all the points from the original passage. Shows a very clear understanding of the text.

**GRID J**                      **RESPONSE TO TEXT**  
20 marks AO2

<b>0–3</b>	Very short response. May not go beyond points of view already expressed in the original text.
<b>4–7</b>	Manages the beginning of a response to the requirements of the task. May have difficulty in expressing and/or developing points of view.
<b>8–11</b>	Expresses points of view that respond to the requirements of the task. Some of these may be developed and there may be some originality and/or imagination.
<b>12–15</b>	Expresses points of view that are consistently developed and respond to the requirements of the task. Shows some originality and/or imagination.
<b>16–20</b>	Responds with well-developed points of view that show insight, originality and imagination.

**UNIT 2: LISTENING, READING AND WRITING 1 – Section B: Reading and Writing (Continued)**

**GRID C.2**      **QUALITY OF LANGUAGE (ACCURACY)**  
10 marks AO3

<b>0–2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3–4</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>5–6</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>7–8</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>9–10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**GRID F.2**      **QUALITY OF LANGUAGE (RANGE)**  
10 marks AO3

<b>0–2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>3–4</b>	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
<b>5–6</b>	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
<b>7–8</b>	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
<b>9–10</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

### UNIT 3: SPEAKING – DISCUSSION OF ARTICLE

<b>GRID K</b>	<b>UNDERSTANDING OF AND RESPONSE TO TEXT</b> 10 marks AO2
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<b>0–2</b>	Supplies no relevant information or only one or two of the points from the text. Minimal understanding shown of text.
<b>3–4</b>	Supplies some of the main points and details but shows limited ability to infer meaning. May experience difficulties with more complex language.
<b>5–6</b>	Supplies most of the main points and some details from the text. Shows a reasonable level of understanding of the text, including points of view where relevant. Some ability to infer meaning.
<b>7–8</b>	Supplies the main points and details from the text, including points of view where relevant. Able to infer meaning. Able to develop ideas and justify points of view effectively.
<b>9–10</b>	Excellent understanding of the text. Fully able to develop ideas and to express and justify points of view.

<b>GRID L</b>	<b>UNDERSTANDING OF AND RESPONSE TO EXAMINER</b> 10 marks AO1
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<b>0–2</b>	Severe problems of comprehension. Very marked hesitation. Limited response. Not able to deal with unpredictable elements.
<b>3–4</b>	Shows some understanding of examiner's questions but may experience difficulties with more complex language. Generally hesitant. Limited response to the majority of topics raised. Limited ability to deal with unpredictable elements.
<b>5–6</b>	Understands questions on basic concepts but has some difficulty understanding questions about more complicated ideas. Some delay in response but may take the initiative at times. Needs encouragement to develop the topics raised. Some ability to deal with unpredictable elements.
<b>7–8</b>	Few problems of comprehension. Responds readily and fluently and takes the initiative in developing the topics raised. Able to deal with unpredictable elements.
<b>9–10</b>	No problems of comprehension. Very prompt and fluent response to questions. Readily takes the initiative in developing the topics raised. Confidently deals with unpredictable elements.

**UNIT 3: SPEAKING – DISCUSSION OF ARTICLE (Continued)**

**GRID C.1**                      **QUALITY OF LANGUAGE (ACCURACY)**  
5 marks AO3

<b>0–1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>2</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>3</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>4</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**GRID F.1**                      **QUALITY OF LANGUAGE (RANGE)**  
5 marks AO3

<b>0–1</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>2</b>	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
<b>3</b>	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
<b>4</b>	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
<b>5</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

### UNIT 3: SPEAKING – TOPIC DISCUSSION

GRID M	DEVELOPMENT OF IDEAS 10 marks AO1
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0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information, not always relevant.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.

GRID E.2	FLUENCY, SPONTANEITY, RESPONSIVENESS 5 marks AO1
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0–1	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.
2	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
3	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
4	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
5	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.

**UNIT 3: SPEAKING – TOPIC DISCUSSION (Continued)**

**GRID C.1                      QUALITY OF LANGUAGE (ACCURACY)  
5 marks AO3**

<b>0–1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>2</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>3</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>4</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**GRID F.1                      QUALITY OF LANGUAGE (RANGE)  
5 marks AO3**

<b>0–1</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>2</b>	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
<b>3</b>	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
<b>4</b>	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
<b>5</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

### UNIT 3: SPEAKING – TOPIC DISCUSSION (Continued)

<b>GRID G</b>	<b>PRONUNCIATION AND INTONATION</b> 5 marks AO1
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<b>0–1</b>	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.
<b>2</b>	Pronunciation and intonation may be influenced by candidate's first language and problems with more difficult sounds sometimes impede communication.
<b>3</b>	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
<b>4</b>	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
<b>5</b>	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.



**UNIT 4: LISTENING, READING AND WRITING 2 – Section A: Listening and Writing**

**GRID C.1 ACCURACY OF LANGUAGE (ACCURACY)  
5 marks AO3**

<b>0–1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>2</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>3</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>4</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

#### UNIT 4: LISTENING, READING AND WRITING 2 – Section B: Reading and Writing (Transfer of Meaning task)

This grid is to be used in conjunction with the indicative content given in the mark scheme.

Award **two** marks per translated section according to the grid below.

This grid assesses Transfer of Meaning into English. Note that this grid integrates *Quality of Written Communication Strand (i)* descriptors.

GRID H.2	TRANSFER OF MEANING 10 marks AO2
2	Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
1	Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
0	Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

#### Notes to Grid H.2

Exceptional responses and marks to award

1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning.
2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.

**UNIT 4: LISTENING, READING AND WRITING 2 – Section B: Reading and Writing**

**GRID C.1**

**QUALITY OF LANGUAGE (ACCURACY)  
5 marks AO3**

<b>0–1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>2</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>3</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>4</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**UNIT 4: LISTENING, READING AND WRITING 2 – Section C: Writing (Essay)**

**GRID N RELEVANCE AND POINTS OF VIEW  
10 marks AO2**

<b>0–2</b>	The response to the task is likely to be very short and/or irrelevant and/or very superficial.
<b>3–4</b>	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.
<b>5–6</b>	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.
<b>7–8</b>	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.
<b>9–10</b>	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.

**GRID O STRUCTURE AND ANALYSIS  
15 marks AO2**

<b>0–2</b>	Random organisation of the response. Limited attempt to develop an argument, analyse and evaluate, and draw conclusions.
<b>3–5</b>	Shows some ability to structure and organise the response. Limited ability to develop an argument, analyse and evaluate, and draw conclusions.
<b>6–9</b>	Structured and organised response. Points of view are mostly linked in a logical sequence. Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
<b>10–12</b>	Coherently structured and organised response. Points of view are linked in a logical sequence. Able to develop an argument, analyse and evaluate, and draw conclusions.
<b>13–15</b>	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.

**UNIT 4: LISTENING, READING AND WRITING 2 – Section C: Writing (Essay)**

**GRID C.2                      QUALITY OF LANGUAGE (ACCURACY)  
10 marks AO3**

<b>0–2</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.
<b>3–4</b>	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>5–6</b>	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
<b>7–8</b>	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
<b>9–10</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.

**GRID F.2                      QUALITY OF LANGUAGE (RANGE)  
10 marks AO3**

<b>0–2</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures.
<b>3–4</b>	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
<b>5–6</b>	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
<b>7–8</b>	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
<b>9–10</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

## SUMMARY OF THE GRIDS AND OF THEIR USES IN THE FOUR UNITS

- A** Use of stimulus
- B** Response to Examiner
- C.1** Quality of Language (Accuracy) (5 marks)
- C.2** Quality of Language (Accuracy) (10 marks)
- D** Ideas, Opinions and Relevance
- E.1** Fluency, Spontaneity, Responsiveness (10 marks)
- E.2** Fluency, Spontaneity, Responsiveness (5 marks)
- F.1** Quality of Language (Range) (5 marks)
- F.2** Quality of Language (Range) (10 marks)
- G** Pronunciation and Intonation
- H.1** Communication (10 marks)
- H.2** Transfer of Meaning (10 marks)
- I** Comprehension of Text
- J** Response to Text
- K** Understanding of and Response to Text
- L** Understanding of and Response to Examiner
- M** Development of Ideas
- N** Relevance and Points of View
- O** Structure and Analysis

		AO1	AO2	AO3
<b>UNIT 1</b> Speaking	Role-play	<b>B</b>	<b>A</b>	<b>C.1</b>
	Topic Discussion	<b>D; E.1; G</b>		<b>C.1</b>
<b>UNIT 2</b> Listening, Reading and Writing 1	Listening and Writing		<b>H.1</b>	<b>C.2</b>
	Reading and Writing		<b>I; J</b>	<b>C.2 (twice); F.2</b>
<b>UNIT 3</b> Speaking	Discussion of Article	<b>L</b>	<b>K</b>	<b>C.1; F.1</b>
	Topic Discussion	<b>M; E.2; G</b>		<b>C.1; F.1</b>
<b>UNIT 4</b> Listening, Reading and Writing 2	Listening and Writing			<b>C.1</b>
	Reading and Writing		<b>H.2</b>	<b>C.1</b>
	Writing (Essay)		<b>N; O</b>	<b>C.2; F.2</b>