
Modern Foreign Languages

OCR AS GCE in French (3861)

OCR AS GCE in German (3862)

OCR AS GCE in Spanish (3863)

OCR Advanced GCE in French (7861)

OCR Advanced GCE in German (7862)

OCR Advanced GCE in Spanish (7863)

Approved Specifications – Revised Edition

First Advanced Subsidiary GCE certification was 2001

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This Revised Edition has been produced to consolidate earlier revisions to these specifications and any changes contained within have previously been detailed in notices to centres. **There is no change to the structure or teaching content of the specification.** Sidelining will be used to indicate any significant changes.

The main changes are:

Re-sits of Units – The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (for details see page 17).

Synoptic Assessment - It is no longer a requirement to take synoptic units at the end of the course (for details see page 17).

Foreword

This booklet contains OCR's Advanced Subsidiary GCE (AS) and Advanced GCE (A level) Modern Foreign Languages specifications for teaching from September 2004.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS forms 50% of the assessment of the total Advanced GCE. However, the AS can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

In these specifications the term **module** is used to describe specific teaching and learning requirements. The term **unit** describes a unit of assessment.

Each teaching and learning module is assessed by its associated unit of assessment.

These specifications meet the requirements of the Common Criteria (Qualifications and Curriculum Authority, 1999), the GCE AS and Advanced Level Qualification-Specific Criteria (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

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Specification Summary

Specification Content

There is an emphasis with these specifications on topics and themes. It is not intended that broad topic areas should be regarded as subjects for in-depth study, but as an introduction to aspects of the culture of the target language country, a valuable framework for course progression and for acquiring knowledge of key areas of lexis to support more advanced study of the foreign language.

Assessment covers reading, writing, speaking and listening.

Scheme of Assessment

The AS forms 50% of the assessment weighting of the full Advanced GCE. AS is assessed at a standard between GCSE and Advanced GCE and can be taken as a stand-alone qualification or as the first half of the full Advanced GCE course.

Assessment is by means of **3 Units of Assessment** for AS GCE and **6 Units of Assessment** for Advanced GCE:

French

AS GCE: Candidates take Units 2651, 2652 and 2653.

Advanced GCE: Candidates take either Units 2651, 2652, 2653, 2654, 2655 and 2656

or Units 2651, 2652, 2653, 2654, 2655 and 2657.

German

AS GCE: Candidates take Units 2661, 2662 and 2663.

Advanced GCE: Candidates take either Units 2661, 2662, 2663, 2664, 2665 and 2666

or Units 2661, 2662, 2663, 2664, 2665 and 2667.

Spanish

AS GCE: Candidates take Units 2671, 2672 and 2673.

Advanced GCE: Candidates take either Units 2671, 2672, 2673, 2674, 2675 and 2676

or Units 2671, 2672, 2673, 2674, 2675 and 2677.

Units of Assessment

Unit			Level	Name	Mode of Assessment	Duration	Weighting	
French	German	Spanish					AS	Advanced GCE
2651	2661	2671	AS	Component 01: Speaking (externally marked)	Externally marked	15 mins	30%	15%
			AS	Component 02: Speaking (externally moderated)	Internally marked	15 mins	30%	15%
			AS	Component 03: Speaking (visiting examiner)	Externally marked	15 mins	30%	15%
2652	2662	2672	AS	Listening, Reading and Writing 1	Written examination	1 hr 30 mins	40%	20%
2653	2663	2673	AS	Reading and Writing	Written examination	1 hr 30 mins	30%	15%
2654	2664	2674	A2	Component 01: Speaking and Reading (externally marked)	Externally marked	15 mins	-	15%
			A2	Component 03: Speaking and Reading (visiting examiner)	Externally marked	15 mins	-	15%
2655	2665	2675	A2	Listening, Reading and Writing 2	Written examination	2 hrs 45 mins	-	20%
2656	2666	2676	A2	Culture and Society (written paper)	Written examination	2 hrs	-	15%
2657	2667	2677	A2	Culture and Society (Coursework)	Coursework	-	-	15%

In Unit 2651/2661/2671 candidates take **either** Component 01 **or** Component 02 **or** Component 03.

In Unit 2654/2664/2674 candidates take **either** Component 01 **or** Component 03.

Unit 2657/2667/2677 is an alternative to Unit 2656/2666/2676.

Assessment Requirements

Speaking: **Unit 2651 and within Unit 2654 (French)**
 Unit 2661 and within Unit 2664 (German)
 Unit 2671 and within Unit 2674 (Spanish)

AS

Centres may choose **either** (a) for the test to be conducted by the teacher, but sent for assessment to an External Examiner appointed by OCR (Unit 2651/2661/2671, Component 01) **or** (b) for the speaking test to be conducted **and assessed** by the teacher and moderated by OCR (Unit 2651/2661/2671, Component 02) **or** (c) where candidature exceeds 20 at both provisional and final entry stage, Centres may, if they wish, request a Visiting Oral Examiner to be provided by OCR (Unit 2651/2661/2671, Component 03).

A2

Centres may choose **either** (a) for the test to be conducted by the teacher but sent for assessment to an External Examiner appointed by OCR (Unit 2654/2664/2674, Component 01) **or**, where candidature exceeds 20 at both the provisional and final entry stages, conducted and assessed by a Visiting Examiner provided by OCR (Unit 2654/2664/2674, Component 03).

Candidates electing to take AS and A2 in the same examination session (for example, June 2005) must be examined for Units 2651/2661/2671 and 2654/2664/2674 separately, although in Centres where there are small numbers of candidates these tests may be held on the same day.

Listening: **within Units 2652 (AS) and 2655 (A2) (French)**
 within Units 2662 (AS) and 2665 (A2) (German)
 within Units 2672 (AS) and 2675 (A2) (Spanish)

Candidates require their own cassette and need individual listening facilities, either by means of personal stereos with rewind facilities or by language laboratories.

Reading and Writing:

AS

Candidates:

- make responses to a text of 200 – 300 words and give a gist translation into English of a text of 150 – 200 words (within Unit 2652/2662/2672);
- demonstrate comprehension of two texts (maximum 450 words) and summarise and offer a personal response to a third text (about 300 words) (Unit 2653/2663/2673).

A2

Candidates:

- demonstrate reading comprehension and transfer meaning of an English text (about 300 – 400 words) into the foreign language (within Unit 2655/2665/2675);
- **either** write two discursive essays on set literary texts/literary topics/non-literary topics (Unit 2656/2666/2676) **or** submit written coursework (about 1400 words in total) on topics or texts of their choice.

Coursework: Unit 2657 (French), Unit 2667 (German), Unit 2677 (Spanish)

Candidates may elect to offer written Coursework (Unit 2657/2667/2677) as an alternative to Unit 2656/2666/2676. Extensive guidelines are given in Appendix D. Written Coursework (Unit 2657/2667/2677) and teacher-assessed Speaking (Unit 2651/2661/2671, Component 02) are both classed as internal assessment. Advanced GCE specifications for Modern Foreign Languages have a maximum internal assessment weighting of 30%.

Use of the Target Language

In line with the Subject Criteria for Modern Foreign Languages (QCA, 1999), wherever the target language is used, quality of written communication is given credit in the mark scheme. A maximum of 10% of the total in each half of the overall Advanced GCE specification (AS and A2) may be awarded for answers in English. The requirement for transfer of meaning from the target language into English and from English into the target language is met in both AS and A2.

Use of Dictionaries

The use of dictionaries will not be permitted in any external assessment in these specifications, nor for preparation time for speaking tests, whether internally or externally assessed.

1 Introduction

These AS GCE specifications in Modern Foreign Languages require candidates to:

- explore and develop understanding of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied;
- listen and respond to a variety of authentic spoken sources;
- read and respond to a variety of written texts from authentic sources;
- demonstrate flexibility when communicating in both speech and writing;
- use appropriate registers in written communication;
- manipulate the foreign language accurately to organise facts and ideas, present explanations, opinions and information in both speech and writing;
- understand and apply the grammatical system and a range of structures as detailed in the AS specification;
- transfer meaning from the foreign language into English and vice versa (whichever skill is not assessed in AS is assessed in A2).

In addition, the Advanced GCE specifications require candidates to:

- understand and study in greater depth aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied, demonstrating a high level of critical awareness;
- use the foreign language to analyse, hypothesise, evaluate, argue a case, justify, persuade, rebut, develop arguments and present viewpoints in speech and in writing;
- demonstrate their capacity for critical thinking, to see relationships between different aspects of the subject and to perceive their field of study in a broader context;
- understand and apply the grammatical system and a range of structures as detailed in the A level specification;
- transfer meaning from English into the foreign language, or vice versa. (Whichever skill is not assessed in AS is assessed in A2.)

Recommended prior learning

In order to study a foreign language at this level candidates should normally have acquired the knowledge, understanding and skills specified for GCSE at Higher tier in the relevant language, but the specifications also accommodate the needs of candidates who may have followed an alternative route to language study at this level. The progression through AS and Advanced GCE is assured by having distinct units at both levels, by having a different topic and grammatical basis to the study, and by increased difficulty in texts and tasks set for the A2 units. It is envisaged that candidates wishing to have a vocational emphasis will find this in the AS GCE specification.

However, the reading of and response to a variety of literature from authentic written sources, both fiction and non-fiction, is also encouraged for all candidates as is listening and responding to a range of authentic spoken sources.

Progression opportunities

The traditional role of Advanced GCE as a gateway to further study is maintained and extended by this qualification. The full Advanced GCE remains the main qualification for gaining entry to courses in French, German or Spanish in Higher Education. The new AS GCE qualification will also be accepted for entry onto certain university courses where these languages form part of the course of study but are not the main focus. Both AS GCE and Advanced GCE offer possibilities for entry into HE to read for degrees in subjects not always available at school and college level.

Both AS GCE and Advanced GCE offer evidence to prospective employers of a significant level of achievement in all language skills, together with evidence of critical insight and a knowledge and understanding of another culture and the place of that culture within European development. Students leaving school to enter employment after gaining one of these AS GCE qualifications are able to show some evidence of language skills relating to the World of Work.

1.1 Certification Title

These specifications are shown on a certificate as

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

1.2 Language

These specifications and associated assessment materials are available in English only.

1.3 Overlap and Exclusions

Candidates who enter for these AS GCE specifications may **not** also enter for any other AS GCE specification with the same certification title in the same examination session.

Candidates who enter for these Advanced GCE specifications may **not** also enter for any other Advanced GCE specification with the same certification title 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 Performance Tables.

The classification codes for these specifications are:

French 5650

German 5670

Spanish 5750

1.4 Code of Practice Requirements

These specifications will comply in all respects with the 2004 revised Code of Practice.

2 Specification Aims

The aims of these AS GCE and Advanced GCE specifications in Modern Foreign Languages are to encourage candidates to:

- develop understanding of the spoken and written forms of the foreign language from a variety of registers;
- communicate confidently, clearly and effectively in the foreign language through both the spoken and written word, using increasingly accurate, complex and varied language;
- increase their sensitivity to language and language learning;
- develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where the foreign language is spoken;
- develop positive attitudes to foreign language learning.

AS GCE and Advanced GCE specifications should also:

- provide a suitable foundation for further study and/or practical use of the foreign language;
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

In addition, Advanced GCE specifications in Modern Foreign Languages should:

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

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

Spiritual, moral, ethical, social and cultural issues are promoted through the set subject areas and in the way in which teachers prepare candidates for the specifications: excellent opportunities are afforded by the free choice given to candidates in preparing for the Speaking tests and for the Culture and Society section, whether by coursework or by the study of themes, texts or topics.

2.2 European Dimension

These specifications allow candidates to demonstrate their knowledge and understanding of aspects of the chosen society or culture. They ensure that this knowledge and understanding is shown by the use of authentic sources throughout and additionally by candidate-led discussions in the Speaking tests and through performance in either Unit 2656/2666/2676 or Unit 2657/2667/2677. The very nature of such an approach to the study of aspects of the culture of France, Germany and Spain necessarily involves an awareness of the European context and of developments within Europe. For example, the inclusion of a World of Work in Unit 2652/2662/2672 implies work within a European context, and themes such as Politics and Environment included within the content of A2 are necessarily European in scope as well as national.

2.3 Avoidance of Bias

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

3 Assessment Objectives

Knowledge, understanding and skills are closely linked. Candidates are required to demonstrate the following assessment objectives in the context of the content and skills prescribed.

Candidates should be able to:

- 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 specifications
 AO4 demonstrate knowledge and understanding of aspects of the chosen society.

The assessment objectives are weighted as follows:

	AS GCE	A2	Advanced GCE
AO1	30%	25%	27.5%
AO2	35%	25%	30%
AO3	25%	25%	25%
AO4	10%	25%	17.5%

3.1 Specification Grid

The relationship between the assessment objectives and the units of assessment is shown in the specification grid below:

Units			Level	Percentage of Advanced GCE				Total
French	German	Spanish		AO1	AO2	AO3	AO4	
2651	2661	2671	AS	6.25	1.25	2.5	5	15
2652	2662	2672	AS	8.75	7.5	3.75	-	20
2653	2663	2673	AS	-	8.75	6.25	-	15
2654	2664	2674	A2	7.5	2.5	2.5	2.5	15
2655	2665	2675	A2	5	10	5	-	20
2656 or 2657	2666 or 2667	2676 or 2677	A2	-	-	5	10	15
Total				27.5	30	25	17.5	100

4 Scheme of Assessment

Candidates take three units for AS GCE, followed by a further three units at A2 if they are seeking an Advanced GCE award.

Units of Assessment

Unit			Level	Name	Mode of Assessment	Duration	Weighting	
French	German	Spanish					AS	Advanced GCE
2651	2661	2671	AS	Component 01: Speaking (externally marked)	Externally marked	15 mins	30%	15%
			AS	Component 02: Speaking (externally moderated)	Internally marked	15 mins	30%	15%
			AS	Component 03: Speaking (visiting examiner)	Externally marked	15 mins	30%	15%
2652	2662	2672	AS	Listening, Reading and Writing 1	Written examination	1 hr 30 mins	40%	20%
2653	2663	2673	AS	Reading and Writing	Written examination	1 hr 30 mins	30%	15%
2654	2664	2674	A2	Component 01: Speaking and Reading (externally marked)	Externally marked	15 mins	-	15%
			A2	Component 03: Speaking and Reading (visiting examiner)	Externally marked	15 mins	-	15%
2655	2665	2675	A2	Listening, Reading and Writing 2	Written examination	2 hrs 45 mins	-	20%
2656	2666	2676	A2	Culture and Society (written paper)	Written examination	2 hrs	-	15%
2657	2667	2677	A2	Culture and Society (Coursework)	Coursework	-	-	15%

In Unit 2651/2661/2671, candidates take **either** Component 01 **or** Component 02 **or** Component 03.

In Unit 2654/2664/2674, candidates take **either** Component 01 **or** Component 03.

Unit 2657/2667/2677 is an alternative to Unit 2656/2666/2676.

All candidates for Unit 2651/2661/2671 should be entered under the relevant unit code with one of the following option codes:

Option Code	Component to be taken
A	Component 01: Speaking (externally marked)
B	Component 02: Speaking (externally moderated)
C	Component 03: Speaking (visiting examiner)

All candidates for Units 2654/2664/2674 should be entered under the relevant unit code with one of the following option codes:

Option Code	Component to be taken
A	Component 01: Speaking and Reading (externally marked)
C	Component 03: Speaking and Reading (visiting examiner)

Note: Option C is not available in the January session.

Rules of Combination

Candidates must take the following combination of units:

French

AS GCE: Units 2651, 2652 and 2653.

Advanced GCE: **either** Units 2651, 2652, 2653, 2654, 2655 and 2656

or Units 2651, 2652, 2653, 2654, 2655 and 2657.

German

AS GCE: Units 2661, 2662 and 2663.

Advanced GCE: **either** Units 2661, 2662, 2663, 2664, 2665 and 2666

or Units 2661, 2662, 2663, 2664, 2665 and 2667.

Spanish

AS GCE: Units 2671, 2672 and 2673.

Advanced GCE: **either** Units 2671, 2672, 2673, 2674, 2675 and 2676

or Units 2671, 2672, 2673, 2674, 2675 and 2677.

Unit Availability

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

The availability of units is shown below.

Units			Level	Unit Title	Jan 2005	June 2005	Jan 2006	June 2006
French	German	Spanish						
2651	2661	2671	AS	Speaking *	✓	✓	✓	✓
2652	2662	2672	AS	Listening, Reading and Writing 1	✓	✓	✓	✓
2653	2663	2673	AS	Reading and Writing	✓	✓	✓	✓
2654 [†]	2664 [†]	2674 [†]	A2	Speaking and Reading *	✓	✓	—	✓
2655	2665	2675	A2	Listening, Reading and Writing 2	✓	✓	✓	✓
2656 [†]	2666 [†]	2676 [†]	A2	Culture and Society (written paper)	✓	✓	—	✓
2657 [†]	2667 [†]	2677 [†]	A2	Culture and Society (coursework)	✓	✓	—	✓

* Option C is not available in the January session

[†] January 2005 will be the last January session in which these units will be available. For 2006 and in subsequent years, these units will only be available in the June session.

The availability shown for 2006 will be the same in subsequent years.

Sequence of Units

The normal sequence in which the units could be taken is Units 2651/2661/2671, 2652/2662/2672 and 2653/2663/2673 in the first year of a course of study leading to an AS GCE award, followed by Units 2654/2664/2674, 2655/2665/2675 and either 2656/2666/2676 or 2657/2667/2677 in the second year, together leading to an Advanced GCE award. However, the units may be taken in other sequences.

Alternatively, candidates may take a valid combination of units at the end of their AS GCE or Advanced GCE course in a 'linear' manner, if desired.

Synoptic Assessment

Synoptic assessment covers both knowledge of the foreign language and the skills in using it which have been developed in different parts of the Advanced GCE course. Candidates must demonstrate understanding and ability to use advanced level foreign language skills in one or more tasks which require them to show knowledge of the society or culture of one or more of the countries or communities studied. Synoptic assessment in MFL should therefore draw on all assessment objectives.

In these Advanced GCE specifications, synoptic assessment is located in Units 2654/2664/2674 and 2655/2665/2675. It is recommended that these are taken at the end of the candidate's course of study, but this is no longer a requirement.

Unit 2654/2664/2674 combines AO1 (response in speech), AO2 (response in speech), AO3 and AO4 (15% of Advanced GCE).

Unit 2655/2665/2675 combines AO1 (response in writing), AO2 (response in writing) and AO3 (20% of Advanced GCE).

Certification

Candidates may enter for:

- AS GCE certification.
- AS GCE certification, bank the result, and complete the A2 assessment at a later date.
- Advanced GCE certification.

Candidates must enter the appropriate AS and A2 units to qualify for the full Advanced GCE Award.

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

Re-sits of Units

The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once. Upon making an entry for certification, the best attempt will be counted towards the final award. This change applies to all candidates, including those who have already been entered for any units or full qualifications.

Re-sits of AS GCE and Advanced GCE

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

Grade Boundary UMS Marks – AS French, German and Spanish

Unit 2651/61/71					
a	b	c	d	e	u
72	63	54	45	36	0

(Total 90)

Unit 2652/62/72					
a	b	c	d	e	u
96	84	72	60	48	0

(Total 120)

Unit 2653/63/73					
a	b	c	d	e	u
72	63	54	45	36	0

(Total 90)

Final Grade					
A	B	C	D	E	U
240	210	180	150	120	0

(Total 300)**Grade Boundary UMS Marks – Advanced GCE French, German and Spanish**

Unit 2654/64/74					
a	b	c	d	e	u
72	63	54	45	36	0

(Total 90)

Unit 2655/65/75					
a	b	c	d	e	u
96	84	72	60	48	0

(Total 120)

Unit 2656/66/76 and 2657/67/77					
a	b	c	d	e	u
72	63	54	45	36	0

(Total 90)

Final Grade					
A	B	C	D	E	U
480	420	360	300	240	0

(Total 600)

4.1 Units of Assessment

4.1.1 AS

Unit 2651/2661/2671– Speaking

15 minutes; 60 marks

The Speaking test consists of two sections. A gap of 5 minutes should be left between candidates.

Centres may choose for the test to be:

- **either** conducted by the teacher, but sent for assessment to an External Examiner appointed by OCR (all candidates must be recorded) (Unit 2651/2661/2671, Component 01)
- **or** conducted **and assessed** by the teacher, and moderated by OCR (Unit 2651/2661/2671, Component 02)
- **or, where candidature is 20 or more at both provisional and final entry stages**, conducted **and assessed** by a Visiting Examiner provided by OCR (Unit 2651/2661/2671, Component 03). Centres in close proximity may join together for this purpose.

Note: the Visiting Examiner option is not available in the January session.

Candidates electing to take AS and A2 in the same examination session must be examined for Unit 2651/2661/2671 and for Unit 2654/2664/2674 separately, although in Centres where there are small numbers of candidates these tests may be held on the same day.

Note that Unit 2654/2664/2674 is externally marked.

Section A: Role-Play

5 minutes; 15 marks

The role-play is set within a business or domestic context, and may take place in Britain or the foreign country. Candidates have 20 minutes in which to study a document containing brief instructions to candidates in English and the target language, and a stimulus passage of not more than 150 words of background information in English relating to the situation in which they are placed, and on which they should draw during the conversation. They may make notes on the sheet, if they wish. Up to six different stimulus documents are sent to Centres (6 for French, 4 for German, 3 for Spanish). These documents must be allocated to candidates in accordance with the random number sheet included in the confidential Examiner's Booklet. Situations are of a kind requiring candidates to give practical information and advice, for example to a visitor. Candidates are required to do some of the following: seek and provide opinions; request and supply information; deal with enquiries; negotiate to solve problems; make arrangements; suggest possible courses of action; respond to a complaint.

Section B: Presentation and discussion of topic

10 minutes; 45 marks

The topic may relate to the subject areas for AS listed in **Section 5.1**, or may be of the candidate's own choosing, but it must relate to aspects of the society or culture of a country or community where the language studied is spoken. Candidates may if they wish discuss a literary text.

Candidates start with a short presentation (2-3 minutes) which is followed by discussion of 7-8 minutes with the Examiner. Candidates may bring into the examination literary texts, illustrative material or notes in the foreign language to support the discussion of the topic (such notes must be limited to one side of A4 paper or a maximum of 3 postcards).

To provide a starting point for the discussion, candidates are required to supply the Examiner with a set of up to five headings written in the foreign language on a form supplied, to outline their areas of interest within the topic (these notes are not assessed).

Assessment

Assessment details are given in Appendix C.

Unit 2652/2662/2672 - Listening, Reading and Writing 1

1 hour 30 minutes; 80 marks

This Unit is in two sections.

Candidates are issued with their own cassette and need individual listening facilities by means of personal stereos with rewind facilities or by use of language laboratory. The total duration of recorded material in Sections 1A and 2A combined will not exceed 3 minutes.

Section 1

Listening and Reading texts in this section are drawn from the range of topics listed in **Section 5.1**.

1A: Listening

20 marks – AO1

A number of short listening texts (e.g. news flashes, items of general interest, advertisements). The exercises comprise non-verbal test-types which do not involve productive use of the foreign language. All material will be studio recorded.

1B: Reading

10 marks – AO2

A text of 200-300 words requires non-verbal responses.

Section 2 The World of Work

Tasks in this section are set within the context of the World of Work, but the situations are of a general nature and no specialised knowledge is required.

2A: Listening

15 marks – AO1; 5 marks – AO3

One listening text: exercises comprise both non-verbal test types and some questions in the foreign language.

2B: Reading

20 marks – AO2

A text of 150-200 words is an extract from a letter or memo for gist translation into English. Candidates are assessed for comprehension of the foreign language and quality of written English. This task represents the maximum of 10% of assessment allowed for use of English at AS Level.

2C: Writing

10 marks – AO3

One writing task (100 words maximum) – a letter or fax in reply to either the listening text in Section 2A or the reading text in Section 2B, to be written from instructions in English.

Unit 2653/2663/2673 - Reading and Writing

1 hour 30 mins; 60 marks

Three reading texts are set in Sections A and B (maximum 750 words). All texts relate to the broad subject areas for AS listed in **Section 5.1** and are firmly rooted in the target language country or community.

Section A: Reading

15 marks – AO2

On the first two texts candidates are required to demonstrate comprehension by carrying out a series of different exercise types which will **not** involve productive writing in the foreign language.

Section B: Writing

20 marks – AO2; 10 marks – AO3

A writing task (word count to be recommended on the examination paper but no limits to be imposed), in which candidates need to respond to a written text of around 300 words provided as stimulus. Candidates are required to demonstrate comprehension by providing a summary of the main points of the text and offering a personal response to the issues raised by the text.

Section C: Cloze test

15 marks – AO3

A gapped text will offer, for each gap, a choice of three possible answers, to test candidates' awareness of a number of structures listed in Appendix B to this specification. The gapped text will draw on the language and information contained in the written text of Section B.

4.1.2 A2

Unit 2654/2664/2674 – Speaking and Reading 15 minutes; 60 marks

The Speaking test is in two sections. A gap of 5 minutes should be left between candidates.

Centres may choose for the test to be:

- **either** conducted by the teacher, but sent for assessment to an External Examiner appointed by OCR (all candidates must be recorded) (Unit 2654/2664/2674, Component 01)
- **or, where candidature is 20 or more, at both provisional and final entry stages,** conducted **and assessed** by a Visiting Examiner provided by OCR (Unit 2654/2664/2674, Component 03). Centres in close proximity may join together for this purpose.

Note: the Visiting Examiner option is not available in the January session.

Candidates taking AS and A2 units in the same examination session must be examined for Unit 2651/2661/2671 and for Unit 2654/2664/2674 separately, although in Centres where there are small numbers of candidates these tests may be held on the same day.

Section A: Discussion (5-6 minutes)

10 marks – AO1; 10 marks – AO2

Candidates have 20 minutes before the examination to read and prepare responses to a short written stimulus in the foreign language. This stimulus may be taken from a newspaper or periodical, and may present information in a visual or tabulated form as well as some written text. The total length of the stimulus material will not exceed 250 words, and the subject matter is taken from the lists for AS and A2 in Section 5. Candidates will then engage in discussion with the Examiner and respond to questions about the text prepared. Questions test understanding of and response to the actual text studied (AO2); and comprehension of and response to the Examiner (AO1).

Section B: General Conversation (10-12 minutes)

20 marks – AO1; 10 marks – AO3;
10 marks – AO4

Candidates discuss **current** issues associated with the target-language country/community. [*Current is defined as within the learning experience of the candidate, i.e. from the previous seven years.*]

Candidates are required to submit a list of three different subtopics in Section 5.2 which they have prepared to discuss with the Examiner: the Examiner then selects one or two of these to form the basis of the latter part of the conversation. The conversation should not cover the topic dealt with in Section A of the test, nor a topic which was dealt with in Unit 2651/2661/2671, Section B. Candidates should be able to offer some factual knowledge, ideas and opinions related to a country where the language is spoken.

Candidates may bring into the examination notes in the foreign language to support the discussion (such notes must be limited to one side of A4 paper or a maximum of 3 postcards).

Full details of the conduct of the Speaking and Reading test can be found in the booklet *Instructions for Internally Conducted Oral Examinations*.

Unit 2655/2665/2675 – Reading, Listening and Writing 2

2 hours 45 minutes; 80 marks

All the texts in this unit relate to the broad subject areas for A2 listed in **Section 5** and are firmly rooted in the culture of the target language country.

Section A: Listening 20 marks – AO1; 5 marks – AO3

One or two extended listening texts are set (not exceeding 5 minutes). The passage is taken from a statement or talk given by a single speaker or from an interview or discussion involving more than one speaker. Questions are set in the target language and aim to test both overall comprehension of the text and comprehension of specific details. Candidates' responses are also in the target language.

Section B: Reading Comprehension (45 marks) 40 marks – AO2; 5 marks – AO3

One or two extended reading texts are set (maximum 600 words in total). Some exercises may involve a non-verbal response or English language questions requiring answers in English. (Questions and answers in English will not exceed a total of 20 marks, that being the maximum of 10% of English allowed in the examination by the criteria.) There are also a set of questions requiring answers in the foreign language or other tasks requiring writing in the foreign language, such as finishing sentences, definitions etc.

Section C: Writing in the Foreign Language and transfer from English 10 marks – AO3

Candidates are required to transfer the meaning of an English text of 300-400 words into the foreign language by explaining parts of the material in the foreign language. The exercise takes the form of a guided summary of specified parts of the text, to which candidates are invited to add their own opinion.

Unit 2656/2666/2676 – Culture and Society (written paper)

2 hours; 60 mark20 marks – AO3; 40 marks – AO4

A written examination paper, in three sections: Section A - set literary texts (with a choice between context questions and essay questions); Section B - literary topics; Section C - non-literary topics. Candidates answer two questions, which can be from any section, and write two discursive essays in the foreign language, each of no less than 300 words and of a **recommended** maximum of 500 words.

Each answer must be based on a different topic or text.

Texts may **not** be taken into the examination room.

Section A: Set Literary Texts

Candidates may choose to answer one or two questions from this section, or they may omit this section altogether and choose questions in Section B or Section C. Two questions are set on each text in a list of eight set texts. The candidate may choose **either** to answer a question which consists of an extended passage from the text, inviting candidates to comment on a particular aspect or to indicate how the passage reflects the work as a whole; **or** to answer an essay question on an aspect of the chosen text. Questions focus on issues central to the text under discussion and candidates are expected to display detailed knowledge of the text and to show some awareness of the author's aims and how the meaning or the message of the work is conveyed. Candidates are expected to give a personal response to the text, based on sound understanding and appreciation of the work.

Set texts:

FRENCH - UNIT 2656

Examined for the first time June 2006

Camus	La Peste
Ionesco	Tueur sans gages
Molière	Le Bourgeois Gentilhomme
Rocheport	Les Petits Enfants du siècle

Also examined June 2006

Giono	Regain
Proust	Un Amour de Swann
Sartre	Les Mains sales
Voltaire	Candide

Note

All the above texts will be examined until the end of the shelf life of the current specification.

Examined for the last time June 2005

Anouilh	Antigone
Camus	L' Étranger
Mauriac	Le Nœud de vipères
Molière	Le Misanthrope

GERMAN - UNIT 2666

Examined for the first time June 2006

Dürrenmatt	Der Besuch der alten Dame
Böll	Die verlorene Ehre der Katharina Blum
Frisch	Andorra
Mann	Unordnung und frühes Leid & Mario und der Zauberer

Also examined June 2006

Brecht	Der Gute Mensch von Sezuan
Horvath	Jugend Ohne Gott
Kafka	Die Verwandlung
Volker Braun	Unvollendete Geschichte

Note

All the above texts will be examined until the end of the shelf life of the current specification.

Examined for the last time June 2005

Andersch	Sansibar oder der letzte Grund
Böll	Das Brot der frühen Jahre
Frisch	Biedermann und die Brandstifter
Lenz	Das Wrack

SPANISH - UNIT 2676**Examined for the first time June 2006**

Azuela	Los de abajo
Juan Goytisolo	Campos de Níjar
García Lorca	Yerma
José Luis Olaizola	La Guerra del General Escobar

Also examined in June 2006

Allende	Eva Luna
Casona	Los árboles mueren de pie
Márquez	El coronel no tiene quien le escriba
Sénder	Réquiem por un campesino español

Note

All the above texts will be examined until the end of the shelf life of the current specification.

Examined for the last time June 2005

Esquivel	Como agua para chocolate
Lope de Vega	Fuenteovejuna
García Lorca	La casa de Bernarda Alba
Pérez Galdós	Doña Perfecta

Section B: Literary Topics

Candidates may choose to answer one or two questions from this section, or they may omit this section altogether and choose questions in Section A or Section C. One question is set on each topic chosen from a list of six literary topics. The questions focus on the topics rather than on any particular text, and require candidates to show that they have understood the relevance of their reading for the topic. For each topic chosen, candidates are required to refer in detail to one named text of their choice, and should state their choice of text at the beginning of their answer. Centres have a free choice of texts.

Set topics for all languages:

- Young people/children in literature
- Women in literature
- War and its effects in literature
- The individual in society in literature
- Love in literature
- Urban or rural life in literature.

Section C: Non-literary Topics

Candidates may choose to answer one or two questions from this section, or they may omit this section altogether and choose questions in Section A or Section B. Two questions are set on each broad topic chosen from a list of eight non-literary topics. For each of the broad topic areas, a number of sub-topic areas are listed. Prior to the examination, OCR will indicate which two of the listed sub-topics will be tested in the examination, so that teachers and candidates can focus their study more precisely. Candidates are required to relate their answers to a country where the language studied is spoken.

Set non-literary topics:

French

Candidates must relate their essays to a French-speaking country. In the topics below – with the exception of any topic marked with an asterisk * – the words ‘France’ or ‘français’ may be taken as referring to any country where French is spoken.

- Les médias en France

La publicité; la télévision; la presse; la radio; développements récents

- La jeunesse en France

Le chômage; les loisirs; l'éducation; problèmes et préoccupations; conflit des générations

- Le cinéma français*

Évolution; importance dans la vie culturelle; l'étude détaillée de 3 films ou de l'œuvre d'un réalisateur; un acteur ou une actrice; préoccupations contemporaines (finance, concurrence avec le monde anglophone etc)

- L'environnement en France

La protection des animaux; les parcs nationaux et la conservation; l'énergie; mouvements écologiques et la pollution; l'individu et l'environnement

- Une ville ou une région française ou un pays francophone

La vie économique; la vie culturelle; problèmes locaux; l'environnement; l'histoire

- La France multiculturelle*

L'immigration; le racisme; Le Pen et la politique de l'extrême droite; la religion; les jeunes

- La santé en France

Les drogues; le SIDA; le tabagisme; l'alcool; le sport; le régime sain

German

Candidates must relate their essays to a German-speaking country. In the topics below – with the exception of any topic marked with an asterisk * – the words ‘Deutschland’ or ‘deutsch’ may be taken as referring to any country where German is spoken.

- Deutschland 1918-1933*

Die große Inflation; die neue Weimarer Verfassung; der Aufstieg der NSDAP; die goldenen 20er Jahre; die Wirtschaftskrise 1929

- Die Medien im deutschen Sprachraum

Die Werbung; das Fernsehen; das Radio; die Presse; die neuesten Entwicklungen

- Die Gesundheit in Deutschland

Drogenmißbrauch; AIDS; Rauchen; Alkohol; gesunde Ernährung

- Das deutsche Kino*

Ein deutscher Regisseur; ein deutscher Schauspieler; drei deutsche Filme; Probleme der deutschen Filmindustrie; Geschichte des deutschen Films

- Sport in Deutschland

Rolle des Sports in Deutschland; Organisation des Sports; eine wichtige deutsche Sportart; ein bedeutender deutscher Sportler/eine bedeutende deutsche Sportlerin; Drogen im Sport.

- Die Umwelt im deutschen Sprachraum

Waldsterben; Ozonloch; Treibhauseffekt; Müll; Nordseeverschmutzung

- Eine deutsche Gegend oder eine deutsche Stadt

Der wirtschaftliche Aspekt; das kulturelle Leben; lokale Probleme; Geschichte; Umwelt

Spanish

Candidates must relate their essays to a Spanish-speaking country. In the topics below – with the exception of any topic marked with an asterisk * – the words ‘España’ or ‘español’ may be taken as referring to any country where Spanish is spoken.

- España desde la muerte de Franco*

El regionalismo y las autonomías; el separatismo y los grupos terroristas; los medios de comunicación; cambios sociales (el papel de la mujer, la religión, la familia); España y la UE

- El cine de lengua española

Su desarrollo; su importancia en la vida cultural; un estudio de tres películas o de la obra de un director; un actor o una actriz; preocupaciones actuales

- La salud en España

La droga; el SIDA; el tabaco; el alcohol; una vida sana (el deporte, la dieta etc)

- El turismo en España

Su desarrollo; el turismo como fenómeno moderno; efectos positivos y negativos; lo que ofrece España al turista; cambios en la vida rural

- La protección del medio ambiente en España

La protección de las especies animales; los parques nacionales y la conservación; la industrialización y el consumo de energía; el movimiento ecológico y la contaminación; el individuo y el medio ambiente

- Una región o una ciudad de un país hispanohablante o un país latinoamericano de habla española

La vida económica; la vida cultural; problemas locales; el medio ambiente; el turismo

- Cuestiones sociales de Hispanoamérica *

Migración y urbanización; cambios en la vida rural; los marginados; el crimen y la violencia; la enseñanza y la salud

Unit 2657/2667/2677 – Culture and Society (Coursework) **(60 marks) 20 marks – AO3;40 marks – AO4**

Candidates submit either one long piece (1200-1400 words) or two short pieces (each of 600-700 words) of coursework in the foreign language on topics or texts of their choice, provided they are related to a target language country. Where two pieces are chosen, they may be on different topics or texts, or on different aspects of the same topic or text.

Teachers are welcome to seek advice from OCR on their candidates' coursework proposals. Candidates may treat their coursework in whatever way they wish; imaginative and creative work is welcomed, provided that it arises from a body of reading or research and can be appropriately assessed using the criteria provided. There must not be a close relationship between the subject matter drawn on for presentation and discussion in Units 2651/2661/2671 or Unit 2654/2664/2674 and any piece of coursework.

Further guidance is found in Appendix D. All coursework is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which postal moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard for the award of marks in coursework is the same for each Centre, and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

4.1.3 **Minimum Coursework Requirements**

If a candidate submits no work for Unit 2657/2667/2677, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for Unit 2657/2667/2677, then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

4.1.4 **Authentication**

As with all coursework, the teacher must certify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

Note: It is not permitted to submit work that cannot be authenticated.

4.2 **Special Arrangements**

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 *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

4.3 **Differentiation**

In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at their appropriate level of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In coursework, differentiation is by task and by outcome. Candidates undertake assignments which enable them to display positive achievement.

4.4 **Awarding of Grades**

The AS has a weighting of 50% when used in an Advanced GCE award. An Advanced GCE award is based on the certification of the weighted AS (50%) and A2 (50%) marks.

Both AS GCE and Advanced GCE qualifications are awarded on the scale: A to E, and U (unclassified).

4.5 Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

GRADE A

Speaking

Candidates are able to respond readily and to speak fluently. They are willing and able to take the initiative and to develop their answers. They have a good command of idiom and vocabulary and deploy this naturally. There is substantial evidence of the ability to argue a personal viewpoint and to handle, with a marked degree of success, the abstract language of ideas. Pronunciation and intonation are accurate with only the occasional slight mistake or hesitation. There are very few grammatical errors even in more complex language.

Reading and Listening

Candidates show clear understanding of a wide range of complex spoken and written texts in a variety of registers. They have a very good understanding of grammatical markers, e.g. tense, mood and aspects, and a high level of awareness of structure, style and register. They

not only understand the detail of the text but also show an ability to infer meaning and points of view. Where circumstances allow, they respond with insight and imagination. They appreciate the register and syntax of the original and when transferring meaning into English they adapt their style appropriately.

Writing

Candidates are able to communicate information, concepts and opinions clearly. Language and expression are generally appropriate to the subject and sufficiently varied and mature to convey effectively their thought and argument. They use a wide and varied range of syntax and lexis, including idiom and specialised vocabulary, with a high level of accuracy and fluency, and are able to show ease in their manipulation of language. Despite errors, their level of accuracy is generally high, and errors which do occur are normally of a minor nature and may arise from their desire to use more enterprising constructions and vocabulary.

Cultural Component

In relation to the civilisation and culture of countries where the foreign language is spoken, candidates demonstrate a thorough knowledge of the literature/topics studied while focusing appropriately on the aspect(s) of the texts(s)/topic(s) to be dealt with. Detailed knowledge, views, arguments and insights are presented clearly, logically and with some sophistication. Candidates demonstrate independent judgement using appropriate evidence in well-structured, coherent, discursive essays. There is some evidence of original thought and the ability to make qualitative judgements.

GRADE C

Speaking

Candidates have few problems of comprehension and respond readily and without undue hesitation. They have some ability to develop their answers. They show competent use of relevant idiom and vocabulary and avoid significant influence from the first language. There is evidence of the ability to argue a personal viewpoint and some ability to use the abstract language of ideas. They make a fair attempt at accurate and authentic pronunciation and intonation though the end result of their efforts may still show native language interference. Grammatical accuracy is adequate, showing a sound basic understanding of normal usage. Errors are likely to be more frequent when they attempt to use more complex language. They may need prompting, but where hesitation occurs, this may be attributable more to the selection and presentation of material than to gaps in their knowledge of the language.

Reading and Listening

Candidates understand a range of spoken, and written texts in a variety of registers. They show understanding of grammatical markers, e.g. tense and mood and show some awareness of structure and register. They grasp the significant details of the text and are able to identify points of view, attitudes and emotions. They show some appreciation of the register and syntax of the original and when transferring meaning into English, their style is sufficiently clear to convey meaning unambiguously.

Writing

Candidates are able to communicate information and opinions clearly. Language and expression are generally appropriate to the subject, and although limited in range and variety, are adequate to convey their thought and argument. There are relatively few grammatical or factual errors of a serious kind and the general quality of the work tends to demonstrate that errors are due to lapses of attention or incomplete recall, rather than ignorance or failure to understand the problem involved. There is some evidence of ability to use more complex constructions.

Cultural Component

In relation to the civilisation and culture of countries where the foreign language is spoken, candidates demonstrate a sound knowledge of the literature/topics studied while focusing appropriately on the aspect(s) of the texts(s)/topic(s) to be dealt with. Detailed knowledge is presented clearly and logically although there is a preponderance of 'content' and limited evidence of insight and more sophisticated understanding. Candidates show some capacity for independent judgement and are able to marshal appropriate evidence in coherently structured discursive essays.

GRADE E

Speaking

When speaking candidates' production may be hesitant and lacking in fluency and their vocabulary is restricted. The message is clear despite a high frequency of grammatical errors, particularly if an attempt is made to use more complex language. Some candidates may be more fluent, but with a performance marred by frequent, elementary errors. Their pronunciation may be strongly influenced by their native language. They are not willing to develop responses beyond the minimum.

Reading and Listening

Candidates respond to straightforward questions competently. They may experience difficulties with abstract or complex language. In the case of answers in the foreign language they may resort to copying parts of the text because of their lack of comprehension. In the case of questions in English they may attempt to translate. They understand the gist and identify main points but their grasp of detail may be random and they have a limited ability to draw inferences, recognise points of view and emotions and draw conclusions. When transferring meaning into English, they manage to transmit the basic message, but often fail to appreciate grammatical markers, e.g. changes of tense, and their style is frequently clumsy.

Writing


Candidates communicate their ideas in a style which is unsophisticated but appropriate to the purpose, e.g. giving factual information and narrating events. Over a limited range of expression, spelling and grammar are often inaccurate and inconsistent and include even some very basic errors. They have a limited capacity to express and justify points of view. Their vocabulary is likely to be restricted and repetitive and there may be excessive use of simple sentences. They use a limited range of tenses and are prone to native language interference. They have a tendency to use stereotypical phrases.

Cultural Component

In relation to the civilisation and culture of countries where the foreign language is spoken, candidates display adequate knowledge of the literature/topics studied but do not always focus on the aspect(s) under consideration. Narration or description rather than analysis tends to characterise the work of such candidates and essays may lack appropriate structure. References to factual information may be vague or at times inaccurate.

5 Specification Content

The emphasis on topic study and the specification of the areas from which reading and listening materials are drawn imply the need to prepare candidates for all aspects of the examination through the study of topics and themes. It is not intended that the broad topic areas should be regarded as subjects for in-depth study, but as an introduction to aspects of the culture of the target language country, a valuable framework for course progression and for acquiring knowledge of key areas of lexis to support more advanced study of the foreign language. Teachers are free to explore the topic areas in any way they choose. They may find examples given in brackets after the main headings below a useful guide to planning their courses, but these are illustrations and are not intended to be prescriptive or exclusive.

Throughout this section the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. For more information on Keys Skills coverage please refer to Appendix A.

5.1 AS



WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3

Reading and listening materials used in the AS units are drawn from the following broad topic areas and are firmly rooted in the culture of a target-language country:

- Media (newspapers, magazines, TV and radio; the role and influence of the media).
- Advertising (the role and influence of advertising).
- The arts (aspects of cultural life, e.g. film, theatre; the arts as part of leisure time).
- Daily life (patterns of daily life; daily routine; school; the individual's way of life; living conditions; shopping; housing).
- Food and drink (traditional aspects of the national cuisine; healthy eating; fast food).
- Sport and pastimes (individual and team sports; amateur and professional sport; national sporting concerns and traditions; leisure activities).
- Travel, transport and holidays (tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel; tourism and the environment).
- Human interest news items.

Unit 2652/2662/2672 Section B is based on a World of Work context.

Tasks in this section are set within the context of the World of Work, but the situations will be of a general nature and no specialised knowledge is required.

The above areas may – but need not – form the basis of the topic discussion in Unit 2651/2661/2671 (Speaking).

5.2 A2



IT2.1, IT2.2, IT2.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3

Reading and listening material used in A2 is drawn from the following broad areas and is firmly rooted in the culture of a target-language country:

Issues for discussion in the General Conversation section of Unit 2654/2664/2674 must be taken from the subtopics of each broad area. There should be no overlap between each subtopic.

Social issues

- Urban and rural life; housing problems; social exclusion; employment and unemployment; leisure activities; immigration and qualification for residence; the role of women; equality of opportunity for minority groups; religion and belief; patterns of churchgoing; religious minorities.

The Environment

- The individual in his/her surroundings; effect of the environment on individuals; personal and individual ways of contributing to environmental awareness.
- Pollution: air, water pollution; noise; damage to animal world; solutions and cost implications; global warming; acid rain; destruction of rain forests.
- Conservation: saving endangered species and landscapes.

Education

- Education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations.

Law and order

- The role of the police; patterns of crime; public protests and demonstrations; juvenile delinquency.

Politics

- **French:** Aspects of France and the French-speaking world: Le système politique en France; Paris et la Province; les mouvements de droite; l'héritage colonial; le monde francophone.
- **German:** Aspects of Germany and the German-speaking world: Das vereinte Deutschland seit der Wende; Einwanderer in Deutschland; Rechtsradikalismus im neuen Deutschland; Österreich; die Schweiz.
- **Spanish:** Aspects of Spain and the Spanish-speaking world: Los gobiernos regionales; el separatismo; la cultura regional; los partidos políticos; la monarquía; los grupos terroristas y sus actividades; el mundo hispanoamericano.

Technological and scientific advances

- Medical advances: advances in the treatment of disease; ethical problems of medical progress.
- Technological advances: electronic communications; modern communications systems; satellites and space travel.

Human interest news items.

6 Further Information and Training for Teachers

To support teachers using these specifications, OCR will make the following materials and services available:

- a programme of In-Service Training (INSET) meetings;
- specimen question papers and mark schemes;
- past question papers and mark schemes after each examination session;
- guidance on the Conduct and Assessment of Speaking Tests in Modern Foreign Languages;
- coursework guidance materials;
- written advice on coursework proposals;
- individual feedback to each Centre on the moderation of coursework;
- a Report on the Examination compiled by senior examining personnel after each examination session;
- “Key Skills with AS/A Level Modern Foreign Languages”, available from OCR Publications.

If you would like further information about these specifications, please contact OCR or visit the OCR website at www.ocr.org.uk

7 Resources List

The resources referred to below may prove useful in delivering AS GCE and Advanced GCE German, French and Spanish.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The list below contains resources that are available in spring 2004. Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

Useful addresses: all languages

CILT (Centre for Information on Language Teaching)

20 Bedfordbury

LONDON WC2N 4LB Tel: 0207 379 5110

www.cilt.org.uk

(Can provide full list of sources of foreign language teaching material)

BBC Education Information

www.bbc.co.uk/education

BECTA

www.becta.org.uk (for information on ICT and MFL resources.)

Authentik Language Learning Resources Ltd

www.authentik.com (for AS/A Level resource bank)

European Schoolbooks Ltd

The Runnings

CHELTENHAM

Gloucestershire GL53 9PQ Tel: 01242 245252

www.esb.co.uk

(UK agent for many foreign publishers)

Grant and Cutler

55-57 Great Marlborough Street

LONDON W1V 2AY

Tel: 0207 734 2012

www.grantandcutler.com

FRENCH

Ambassade de France (Service Culturel)
23 Cromwell Road
LONDON SW7 2EL Tel: 0207 073 1300

Institut Français du Royaume-Uni
17, Queensberry Place
LONDON SW7 2JR Tel: 0207 073 1350
(Films, cassettes, slides, and teaching materials on all aspects of French culture)

Centre National de Documentation Pédagogique
29 Rue d'Ulm
72530 Paris Cédex 05
www.cndp.fr
(Teaching materials for French schools. Catalogues available)

GERMAN

German Embassy
23 Belgrave Square
London SW1X 8PZ Tel: 0207 824 1570
Website: www.german-embassy.org.uk

Austrian Institute
28 Rutland Gate
LONDON SW7 1PQ Tel: 0207 584 8653
(Books, audio-visual materials, teaching materials)

German Film and Video Library
Unit 2, Drywall Estate
Castle Road
Murston
SITTINGBOURNE
Kent ME10 3RL Tel: 01795 427 614 Fax: 01795 474 871
e-mail: info@edist.co.uk

Goethe-Institut
50 Princes Gate
(Exhibition Road)
LONDON SW7 2PH Tel: 0207 596 4000 Fax: 0207 594 0240
e-mail: mail@london.goethe.org website: www.goethe.de/london
(Books, audio-visual materials, teaching materials)

Inter Naciones
Kennedyallee 91-103
D-53175 BONN Tel: 0049 228 8800
e-mail: bestellung-av@inter-naciones.de
website: www.goethe.de/in/d/av-katalog-F.html
(Books, audio-visual materials, teaching materials)

"Unsere Zeitung"
Ellers und Schünemann Verlagsgesellschaft
Postfach 106067
BREMEN
(Extracts from German press)

SPANISH

Consejería de Educación
Embajada de España
20 Peel Street
LONDON W8 7PD Tel: 0207 727 2462

Instituto Cervantes
102 Eaton Square
LONDON SW1 Tel: 0207 235 0353

Also at 169 Woodhouse Lane, Leeds LS2 AR, and 324/330 Deansgate, Campfield Avenue
Arcade, Manchester M3 4SN

Hispanic and Luso-Brazilian Council
Canning House
2 Belgrave Square
LONDON SW1 Tel: 0207 235 2303

(Large library of books in Spanish, available on loan by post. Produces bibliographies on
selected topics)

The Anglo-Spanish Society
5 Cavendish Square
LONDON W1M 9HA Tel: 0208 761 0955

Servicio de Difusión de la Lengua
Subdirección Gral de Cooperación Internacional
Ministerio de Cultura
Plaza del Rey 1
28004 MADRID

Oficina de Información Diplomática (OID)
Salvador 3
MADRID

RNE Servicio de Transcripciones
Apartado 156.201
28080 MADRID

Latin American Information Centre
 PO Box 24
 MANCHESTER M7 0EX Tel: 0161 708 9240

FRENCH

- E Armstrong (and others), *Au point, nouvelle édition*, Nelson Thornes 2000
- D Bourdais et al. *Essor*, OUP 1998
- J Carter (and others), *Nouvelles perspectives*, Hodder & Stoughton 1998
- B Clarke and R Wilkes, *Pyramide*, Longman 2000-2001
- I Fournier, *French 'A' Level*, National Extension College, 2000
- A McLachlan, *Zénith*, Heinemann Educational, 2000
- D Mort and R Hares, *Tout droit!* and *Droit au but!*, 2nd edition John Murray 2000*
- T Neather (and others), *Prévisions & Réalisations*, Nelson Thornes, 1998
- T Swain and C Salvador, *Tout Terrain*, Hodder & Stoughton, 2002
- Text Link AS/A2 French*, Advance Materials
- SAY Languages, A Level French Topic Packs
- * Endorsed by OCR for use with these specifications

Skills development

- E Aimee (and others), *France: atlas culturel*, Klett Perthes/European Schoolbooks, 1998
- S Barbour, *Lire, imaginer, composer: short stories from the Francophone world*, Advance Materials, 2000
- G Bishop, P Dyson and V Worth-Stylianou, *Dossiers France télévision*, John Murray, 1995
- L Bonato and F Bruera, *A toute France*, Cideb/European Schoolbooks, 1998
- E Broady and U Meinhof, *Télé-textes*, OUP, 2nd edition 1997
- J Jannetta, *AS/A-Level French: question and answer guide*, Philip Allan Updates, 2002
- J Jannetta, *French language skills* and *French language skills 2*, Philip Allan Updates, 1999-2000
- M Jubb, *Upgrade your French*, Arnold, 2002
- B Lien and M Raud, *Thèmes et textes: topics and text studies for advanced French*, John Murray, 1998
- M Pillette, *Bridging the gap in French at 16+*, Collins Educational, 1998
- SAY Languages, *A Level French topic packs*, SAY languages, 2000-
- R Steele, *L'Express: perspectives françaises*, OUP, 1998

Vocational

M Bird and H Lewis, *Hôtel Europa France* (& cassette), 2nd edition, Hodder & Stoughton, 1996

M Danilo and B Tauzin. *Le Français de l'Entreprise*, Clé, 1990

F Delbourgo and P Taylor, *French for business studies*, 2nd edition, Longman, 1998

K Heppell (and others), *Marché Conclu: practical business French*, 2nd edition Hodder & Stoughton, 1992

B Hill (and others), *Breakthrough Business French* (& cassette), Macmillan, 1992

C Le Goff, *Le nouveau French for business*, New edition, Hatier International, 2000

H Renner (and others), *le français du tourisme*, Clé, 1993

A Rouxville, *Parlons affaires*, Sheffield Academic Press, 1993

M Stroud, *Matières Premières*, Hodder & Stoughton, 1997

Grammar

G M Byrne, *Grammar resource book: AS Level: French*, Authentik Language Learning Resources, 2001

French Grammar exercises for students of A-Level French, Classroom Resources, 2001

M Gross, *Practice in French grammar (for students starting post-16 courses)*, 2nd edition, Nelson Thornes, 2001

C Hagger, *A level French grammar*, Language Centre Publications, 1997

M Lang and I Perez, *Modern French grammar workbook*, Routledge, 1997

S Mostefai, *Grammaire française par l'exemple: recueil d'exercices*, LanguageWise Publications, 1998

M Ribière and T Marriott, *Help yourself to advanced French grammar*, Revised edition, Longman, 1998

P Turk and G García Vandaele, *Action grammaire!*, 2nd edition, Hodder & Stoughton, 2000

Listening

J Jackson, *UniS-talk!: French*, University of Surrey, 2000

R Marsden, *Je t'écoute!: intermediate listening practice*, John Murray, 1995

D Padfield, *Feu vert: conversations authentiques en français*, The author, 2003

D Padfield and M Smith, *Micro dans le rue*, Language Centre Publications, 1999

Reading

Carte blanche – AS, Revilo Language Cards, 2001

Collection REPERES – La Découverte (series), Editions La Découverte/European Schoolbooks

Les Essentiels Milan, Grant and Cutler

J Jackson, *UniS-read!: French* and *UniS-read: French A2*, University of Surrey, 2002

Label France: magazine d'information du ministère des Affaires Etrangères, Ambassade de France

G Mermet, *Francoscopie – Qui sont les Français?*, Larousse

Text Link: *AS/A2 French CD/website resource base*, Advance Materials

S Thorpe (ed), *France file 4*, Carel Press, 2003

La Vie Outre-Manche: le magazine, Concorde French Language Publications

Speaking

P Binns, *Jeux de rôles*, Hodder & Stoughton, 2001

T Whelpton and D Jenkins, *Causeries: A guide to your A-Level French oral exam*, TD Publications, 1992

Vocabulary

P Horsefall, *Advanced French vocabulary*, 2nd edition, Nelson Thornes, 2001

P Humberstone, *Mot à mot*, 3rd edition, Hodder & Stoughton, 2000

Teacher's P.E.T *Audio French A-Level vocabulary, Vols 1 and 2*, Progressive Educational Tools, 1999

Writing

J-L Aupoix, *The clever checklist for essays in French*, Classroom Resources, 2000

R Hares and G Elliott, *Compo! 2000: French language essay writing*, Revised edition, Hodder & Stoughton, 1997

I Maun and I Rodrigues, *Bien lire, bien écrire*, Advanced Materials, 2001

Dictionaries/Reference books

Dictionnaire Hachette Multimédia (Electronic reference)

Oxford-Hachette French Dictionary

Larousse de poche

Petit dictionnaire de la langue française, Larousse

Le Micro-Robert

Le Collins-Robert

German

Books

Griesbach. *Aktuell und interessant*, Langenscheidt

Aktuelles aus Radio und Presse, Nelson

Brennpunkt, Neue Ausgabe Nelson (Sixth form German coursebook)

Buntes Deutschland, European Schoolbooks

Der Spiegel: aktuelle Themen in der BRD, OUP

Durchblick & Überblick, Zweite Ausgabe John Murray (Sixth form German coursebook)

Deutschland hier und jetzt, OUP (Sixth form German coursebook)

Luscher. *Deutschland nach der Wende*, Verlag Fuer Deutsch

Eindrücke - Einblicke, Langenscheidt

Einsicht, Neue Ausgabe Hodder & Stoughton (Sixth form German coursebook)

Borbein. *Menschen in Deutschland*, Langenscheidt

Neue Perspektiven, Longman (Sixth form German coursebook)

Skills Development

G Ghisla et al. *Ganz Ohr*, Langenscheidt (Listening material)

G Hasenkamp. *Leselandschaft*, Verlag Fuer Deutsch

Häublein et al. *Memo*, Langenscheidt (Thematic vocabulary)

Vocational

Talking Business German, Stanley Thornes

German for Business Studies, Pitman Publishing

Working with German (Level 2), Stanley Thornes

Unternehmen Deutsch, Chancerel

Magazines/Newspapers

Authentik auf Deutsch

Aktuell, Mary Glasgow

Brigitte

Deutschland - available free from Postfach 29 29, Frankenallee 71-81, 60327 Frankfurt/Main

Der Spiegel

Stern

Thematisch (repromasters), Mary Glasgow

Juma (From TSB GmbH, Grunewaldstraße, D-41066 Mönchen-Gladbach)

Focus

PZ - available from Universum Verlagsanstalt, Postfach 300, 65175 Wiesbaden

Audio-visual materials

Jung in Deutschland (video series), CUP

Deutschland Aktuell (video pack and booklet), Nelson

Eine Reise durch die Bundesrepublik Deutschland, Verlag Fuer Deutsch

Grammars

J Klapper and T McMahon. *Aktion Grammatik!*, 2nd edition Hodder & Stoughton

English Grammar for Students of German, Olivia and Hill

J Clapham. *Basic German Grammar*, John Murray

Alles Klar, Nelson (Grammar through cartoons)

Teste dein Deutsch (Band 1 and 2), Langenscheidt

C Schmidt-Veitner and R Wieland. *Grammatik aus Texten*, Max Hueber

Grammatik à la carte, Diesterweg

Dictionaries/Reference books

Advanced German vocabulary, Mary Glasgow

Oxford-Duden German Dictionary

Wort für Wort, Hodder & Stoughton

Collins Dictionary (new edition 1997)

Modern German Grammar: a practical guide, Routledge

Das ändert sich: alle Wörter mit neuer Rechtschreibung, Rororo

Reference books for teachers

Aus eigener Erfahrung: von GCSE bis A Level, CILT

German for A Level: a resource-based approach, CILT

Tatsachen über Deutschland Inter Nationes, Sozietätsverlag

J Ardagh. *Germany and the German*, Penguin

Spanish

Books

España, ayer y hoy, SGEL

M L Coronado González. *A fondo*, SGEL

Equipo Pragma. *Esto funciona*, EDI-6

Truscott. *Further Breakthrough Spanish*, Macmillan

Zayas-Bazan. *Así somos: temas de hoy y de siempre*, Houghton Mifflin

En español - materiales de prensa, Ministerio de Cultura

Samaniego. *Mundo 21*, Houghton Mifflin

Sánchez. *Entre Nosotros - niveles 2 y 3*, SGEL

Sixth Form Language Worksheets, TASC

Pórtico, Consejería de Educación

España, Consejería de Educación

Documentos hispánicos, Consejería de Educación

Turk and Zollo. *Ahora Mismo, nueva edición*, Hodder & Stoughton

Thacker and Mee. *Al tanto, nueva edición*, Nelson Thornes

Kattán-Ibarra. *Panorama de la Prensa*, OUP

Connor et al. *¡Sigue!, segunda edición*, John Murray

Gómez. *El punto en cuestión*, European Schoolbooks

Sancho and Frutos-Pérez. *Aspectos del mundo hispano*, Advance Materials

Skills Development

Barber. *Developing Reading Skills in Spanish*, TASC

Destrezas: A la escucha, SM

Destrezas: Al habla, SM

Destrezas: Línea a línea, SM

Vocational

Kattán-Ibarra. *Working with Spanish*, Stanley Thornes

Shepherd and Taylor. *Trato Hecho*, Hodder & Stoughton

Gould. *Hotel Europa (España)*, Hodder & Stoughton

Batley-Matias. *Breakthrough Business Spanish*, Macmillan

Shipton. *Spanish Just For Business*, OUP

Kattán-Ibarra and Connell. *Talking Business Spanish*, Stanley Thornes

Cassell's Business Companion (Spanish)

Spain Means Business, BBC

De Prada and Bovet. *Hablando de negocios*, Stanley Thornes

V Davies and A Jaspe. *Spanish for Leisure and Tourism Studies*, Hodder & Stoughton

Magazines/Newspapers

Cambio 16

Historia 16

El País Semanal

España (OID)

Marie-Claire

Anuario el País

El Mundo

Tiempo

Muy Interesante

ABC

Carta de España (available from Paseo del Pintor Rosales 44-46, 28008 Madrid)

Audio-visual materials/Computer software

España hoy, CUP

Desde España, Difusion (Advertisements on video)

Authentik Oído

En español - materiales audio, Ministerio de Cultura

RNE tapes and transcripts, RNE

Broady and Shade. *Tele con textos*, OUP

Taylor. *Developing Listening Skills in Spanish*, TASC

The Spanish Collection, BBC TV

En español - materiales vídeo, Ministerio de Cultura

Viaje al español, Santillana

Encarta, Planeta (Encyclopaedias on CD Rom)

Further IT materials are available from:

Campus 2000, Priory House, St John's Lane, London EC1M 4HD

TECLA, Birkbeck College, 43 Gordon Square, London WC1H 0PD.

TVE Internacional programmes - available by satellite (EUTELSAT II F2)

Films (and a full range of publications) may be borrowed from: Consejería de Educación.

Useful web sites: *El País*, *El Mundo*, *ABC*.

VHS video tapes bought in Spain with pre-recorded materials are compatible with standard UK playback equipment.

Internal Spanish radio programmes (and *Galavisión TV* from Mexico) are available by satellite (Astra), including *Cadena SER*.

Grammars

Hagger and Hutchinson. *A Level Spanish Grammar*, Language Centre Publications

Turk and Zollo. *Acción gramática*, Hodder & Stoughton

Turk. *Palabra por palabra*, Hodder & Stoughton

Leathes. *Basic Spanish Grammar*, John Murray

Spinelli. *English Grammar for Students of Spanish*, Olivia and Hill Press

F Castro. *Uso de la gramática española*, Edelsa

Cholij. *Practice in Spanish Grammar*. Nelson Thornes

Dictionaries/Reference books

Diccionario práctico Larousse - español moderno

Diccionario Planeta Abreviado

Pequeño Diccionario de Sinónimos, Teide

Diccionario de la Lengua Española, SGEL

Diccionario esencial Santillana de la Lengua Española

Diccionario Santillana de Español como lengua extranjera

OUP Spanish Dictionary (also on CD Rom)

Collins Spanish-English / English-Spanish Dictionary

General Reference Works

Hooper. *The New Spaniards*, Penguin

Hooper. *Los nuevos españoles*, Vergara

España: siglo XX (series title Biblioteca Iberoamericana), Anaya


Brennan. *The Face of Spain*, Penguin

Appendix A

Key Skills

These specifications provide opportunities for the development of the Key Skills of Communication, Information Technology, Working With Others and Improving Own Learning and Performance.

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Throughout Section 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

These abbreviations are taken from the Key Skills specifications for use in programmes starting from September 2000. References in Section 5 and Appendix A, for example **IT3.1**, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their students. See also the OCR publication “Key Skills with AS/A Level Modern Foreign Languages”, which is available from OCR Publications.

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website, www.ocr.org.uk

Key Skills Coverage

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills exist.

Preparation for Unit			Communication	IT	Working with Others	Learning Performance
French	German	Spanish	Level 3	Level 2	Level 3	Level 3
2651	2661	2671	✓	✓	✓	✓
2652	2662	2672	✓		✓	✓
2653	2663	2673			✓	✓
2654	2664	2674	✓	✓	✓	✓
2655	2665	2675	✓		✓	✓
2656	2666	2676	✓	✓	✓	✓
2657	2667	2677	✓	✓	✓	✓

Although the Key Skill of Communication is central to the study of Modern Foreign Languages, the Communication specification requires the evidence to be produced in English, Welsh or Irish as the first language. MFL, therefore, offers opportunities for developing, rather than producing, evidence for assessing this Key Skill.

Appendix B

Grammar Lists

AS GCE and Advanced GCE candidates are expected to have studied closely the grammatical system and structures of the relevant foreign language during their course. In the examination they are 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 A2. The examples *in italics* are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

1 French

1.1 *French AS*

Nouns

- Gender
- Singular and plural forms

Articles

- Definite, indefinite and partitive

Adjectives

- Agreement
- Position
- Comparative and superlative
- Demonstrative (*ce, cet, cette, ces*)
- Possessive
- Interrogative (*quel? quelle?*)

Adverbs

- Comparative and superlative
- Interrogative (*comment? quand?*)

Quantifiers/intensifiers (*très, assez, beaucoup*)

Pronouns

- Personal
- Reflexive
- Relative
- Disjunctive/emphatic
- Demonstrative (*celui*, etc.)
- Possessive (*le mien*, etc.)
- Interrogative (*qui? que?*)
- Use of *y*, *en*

Verbs

- Regular and irregular forms of verbs, including reflexive verbs
- Modes of address (*tu*, *vous*)
- Impersonal forms
- Verbs followed by an infinitive (with or without a preposition)
- Dependent infinitives (for example, '*faire réparer*')
- 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
 - perfect

Indirect speech

Inversion after speech

Prepositions

Conjunctions

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

1.2 French A2

All grammar and structures listed for AS Level, plus:

Verbs

- Tenses:
 - future perfect tense
 - conditional perfect tense
 - passive voice: all tenses
 - Subjunctive mood: imperfect (R)

Inversion after adverbs

2 German

German which is generated by OCR, such as rubrics and questions, will conform with the rules of the German spelling reform. Authentic materials will vary - the form adopted in the authentic materials will be retained, other than when the materials are re-set.

2.1 German AS

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
- *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
- 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
- Separable/inseparable
- Modal (*dürfen, können, mögen, müssen, sollen, wollen*)
- Auxiliary (*haben, sein, werden*)
- Infinitive constructions
- Negative forms
- Interrogative forms
- Tenses:
 - present
 - perfect
 - perfect (modal verbs) (R)
 - imperfect/simple past (all verbs)
 - future
 - conditional
 - future perfect
 - conditional perfect
 - pluperfect
 - passive voice (verbs with a direct object)
 - passive voice (verbs with an indirect object)
 - 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

Number, quantity and time (including use of *seit*, *seitdem*)

2.2 German A2

All grammar and structures listed for AS, plus:

Verbs

- Tenses:
 - perfect (all verbs including modal verbs)
 - future perfect
 - conditional perfect
 - passive voice (verbs with an indirect object)
 - subjunctive in conditional clauses (pluperfect)

Other uses of the subjunctive

- With *als*, *als ob*

All forms of indirect speech

Variations of normal word order

3 Spanish

3.1 Spanish AS

Nouns

- Gender
- Singular and plural forms

Articles

- Definite and indefinite (including *lo* plus adjective)

Adjectives

- Agreement
- Position
- Apocopation (*buen, mal*)
- Comparative and superlative
- Demonstrative (*este, ese, aquel*)
- Indefinite (*alguno, cualquiera, otro*)
- Possessive (short and long forms) (*mi, mio*)
- Interrogative (*¿cuánto? ¿qué?*)
- Relative (*cuyo*)
- Exclamatory (*qué*)

Adverbs

- Comparative and superlative
- Interrogative (*¿cómo? ¿cuándo? ¿dónde?*)

Quantifiers/intensifiers

- *muy, bastante, poco, mucho*

Pronouns

- Subject
- Object
- Position and order of object pronouns
- Reflexive
- Relative (*que, quien, el que, el cual*)
- Disjunctive/emphatic
- Demonstrative (*éste, ése, aquél, esto, eso*)
- Indefinite (*algo, alguien*)
- Possessive (*el mío, la mía*)
- Interrogative (*¿cuál? ¿qué? ¿quién?*)

Verbs

- Regular and irregular forms of verbs including reflexive verbs
- 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 quei*)
- 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
 - to express purpose (*para que*)
 - to express possibility/impossibility
 - after conjunctions of time (*cuando llegemos*)
 - in conditional sentences after *si*
 - in other common uses (R)

Prepositions

- Personal *a*
- Uses of *por* and *para*

Conjunctions

Number, quantity and time

- Constructions with *hace*

3.2 Spanish A2

All grammar and structures listed for Advanced Subsidiary, plus:

Verbs

- Tenses:
 - future perfect tense
 - conditional perfect tense
 - passive voice: all tenses
 - past anterior (*hube hablado*) (R)
 - subjunctive mood: all common uses

Appendix C

Assessment Criteria

Assessment of AO3

Assessment Objective 3 – “Show knowledge and apply accurately the grammar and syntax prescribed in the specification”. For ease of reference, the AO3 grids are given with each Unit, although this leads to a certain amount of repetition. The Listening grids 3A and 6B are the same, although one task is at AS level and the other at A2. The level of perception required in the Listening task is established by the difficulty of the recorded text, and not by the candidate’s ability to produce correct language at an appropriate level. Listening tasks often require short answers rather than continuous prose and it is inappropriate to assess variety and range of structures. The Listening grids, therefore, concentrate on accuracy of recognition at word level and differentiation depends on the level of input.

With regard to spoken and written production, there are grids which assess performance on a scale of either 5 marks (AS grid 1C and A2 grid 5A) or 10 marks (AS grids 3A, 3C and A2 grids 4D, 6B), depending on the task assessed. There is necessarily some overlap between the descriptive criteria for AS and A2, but differentiation is achieved, partly by the appropriate level of demand established by the tasks set at each level, and also by a broadening of the range of descriptors at A2 to take greater account of such AO3 considerations as range, variety and appropriateness of vocabulary, structures and idiom.

In those examination tasks where writing in the foreign language consists of providing written answers to questions and where an AO3 grid is applied (Unit 2652/2662/2672 Section B1 Listening; Unit 2655/2665/2675 Section A Listening; Unit 2655/2665/2675 Section B Reading Comprehension) Examiners must ensure that there is adequate material in the answers to warrant award of an AO3 mark. The quantity of language to be assessed will depend on the expected answers in a particular task, and more precise indications will be given at standardisation meetings. With regard to the relationship between marks for Content and Language, an answer scoring 0 for Content cannot score language marks and the final global total for language will be reduced according to the following scale: Candidate scores 0 for answers carrying 2 or 3 for Content – reduce total language mark by 1. Candidate scores 0 for answers carrying 4 or 5 for Content – reduce total language mark by 2.

**Unit 2651 (French), 2661 (German), 2671 (Spanish)
Components 01, 02 and 03: Speaking****Total: 60 marks****Section A**

Role-play

Response to written text	5 marks (AO2)	[Grid 1A]
Response to Examiner	5 marks (AO1)	[Grid 1B]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section B

Topic presentation	20 marks (AO4)	[Grid 1D]
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Topic discussion

Spontaneity and fluency	15 marks (AO1)	[Grid 1E]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of Language	5 marks (AO3)	[Grid 1C]

Section A

Role-play: Grids 1A and 1B

10 marks

Grid 1A: Response to written text

0-1 Very Poor

Little use made of stimulus material. Supplies one or two of the key points, but with many gaps and no detail.

2 Poor

Some attempt made to use the stimulus material, but covers less than half the key points. Many omissions or points not conveyed clearly.

3 Adequate

Performance is inconsistent. Makes a reasonable attempt to use the stimulus material. Covers about half of the key points, but there are some gaps.

4 Good

Makes good use of stimulus material. Covers over half the key points with some detail, but does not extend quite far enough to qualify for very good.

5 Very Good

Makes full use of the stimulus material. Covers virtually all the key points clearly supported by detail.

Grid 1B: Response to Examiner

0-1 Very Poor

Barely able to respond to many of the Examiner's questions. Shows very little initiative or imagination. Unable to react to Examiner's comments.

2 Poor

Some attempt to carry out the task but with limited success. Responses to the Examiner frequently inadequate. Shows little initiative or imagination.

3 Adequate

Inconsistent. Responds satisfactorily to the Examiner, but does not extend a great deal. Some quite good replies but some omissions.

4 Good

Completes the task successfully, showing initiative and imagination most of the time. Is able to keep the momentum going. Extends quite well, but could have gone a little further.

5 Very Good

Completes the task successfully, responding fully to the Examiner's questions and showing initiative and imagination throughout. Takes charge of the conversation. A convincing performance.

Grid 1C: Quality of Language

5 marks

0-1 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

Section B**45 marks****Topic presentation: Grid 1D****20 marks**

Note: The Examiner awards a mark for this grid on the basis of candidates' presentations. Candidates are initially placed in the middle of the mark band, which is considered to be appropriate to their performance in the presentation. Following the subsequent discussion the mark may be adjusted within the band or even into a higher or lower band.

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The Examiner should adapt the general statements below to the specific topic being addressed. Grid 1D focuses on (i) knowledge and factual information; (ii) evidence of planning and preparation; (iii) quality of exposition and presentation. Other issues, such as ideas, opinions and the ability to enter into debate about the topic are dealt with when assessing the discussion (see Grid 1E).

0-4 Very Poor

Conveys very little information about the subject. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously, and not to have planned with care. Poor and hesitant presentation.

5-8 Poor

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of planning and preparation, but presentation is pedestrian.

9-12 Adequate

Solid base of information with evidence of preparation and planning. Material is factually adequate, but with no evidence of wider reading. Material may not always be relevant. Exposition of topic is worthy but somewhat stilted.

13-16 Good

Good exposition and sound organisation of the topic. Makes relevant factual points. Well-informed with a range of relevant factual information. Well planned and organised material. Good exposition of topic.

17-20 Very Good

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues. Detailed planning evident and topic presented with style and flair.

Note: If candidates fail to relate the Presentation/Discussion to aspects of the society or culture of the country or community where the language is spoken then the maximum mark that can be achieved is 8/20 on Grid 1D.

If, in response to the Examiner's questions, there is some superficial reference subsequently made then this could rise to a maximum of 9/20. If more than a superficial reference is made then the full range of marks in the Adequate band can be accessed.

Topic discussion: Grids 1E, 1F and 1C

25 marks

Grid 1E: Spontaneity and fluency

15 marks

0-3 Very Poor

Has very little to offer by way of ideas and opinions. Much irrelevance or superficiality. Cannot really cope with Examiner's non-factual questions. Slow, with frequent pauses. Fluency confined to pre-learnt material.

4-6 Poor

Beginning to develop ideas and opinions, but very patchy. Can respond intelligently to a few of Examiner's non-factual questions. Beginnings of fluency but with some inconsistency or hesitancy.

7-10 Adequate

Shows some ability to develop ideas and opinions and can respond intelligently to a number of the Examiner's non-factual questions. Reasonably fluent and spontaneous.

11-13 Good

Increasing ability to develop ideas and opinions. Can respond intelligently to almost all the Examiner's non-factual questions. Fluent and spontaneous much of the time.

14-15 Very Good

Able to develop ideas and opinions well. A very fluent and spontaneous performance throughout.

Grid 1F: Pronunciation and intonation

5 marks

0-1 Poor

Only comprehensible with difficulty. Heavily influenced by first language. Many sounds mispronounced.

2-3 Adequate

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

4 Good

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

5 Very Good

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 1C: Quality of Language 5 marks**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Only simplest sentence patterns.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g irregular verbs frequently not known. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally good. Shows sound grasp of AS structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Only minor errors and slips. Confident and correct use of a range of structures.

**Unit 2652 (French), 2662 (German), 2672 (Spanish):
Listening, Reading and Writing 1****Total: 80 marks**

Section 1A: Listening	Point by point mark-scheme: 20 marks (AO1)
Section 1B: Reading	Point by point mark-scheme: 10 marks (AO2)
Section 2A: Listening	Point by point mark-scheme: 15 marks (AO1) and 5 marks (AO3) [Grid 2A]
Section 2B: Reading	Point by point mark-scheme for comprehension of text and transfer of meaning: 15 marks (AO2) Quality of written English in the response: 5 marks (AO2) [Grid 2B]0.
Section 2C Writing	10 marks (AO3) [Grid 2C]

Grid 2A: Listening

5 marks

0-1 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.

4 Good

Accuracy generally quite consistent, but there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.

5 Very Good

High and consistent level of accuracy. Only minor slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

Grid 2B: Quality of Written English

5 marks

0-1 Very Poor

Major and persistent errors in grammar, punctuation and spelling.

2 Poor

Frequent serious errors in grammar, punctuation and spelling.

3 Adequate

Still a number of errors in grammar, punctuation and spelling, some of them serious.

4 Good

Very accurate with only a few minor errors in grammar, punctuation and spelling.

5 Very Good

Excellent, almost faultless grammar, punctuation and spelling.

Grid 2C: Writing**10 marks****0-2 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

3-4 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

5-6 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

7-8 Good

Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

9-10 Very Good

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

**Unit 2653 (French), 2663 (German), 2673 (Spanish):
Reading and Writing**

Total: 60 marks

Section A Reading

Point by point mark scheme: 15 marks (AO2)

Section B Writing Task

Quality of language 10 marks (AO3) [Grid 3A]

Comprehension 10 marks (AO2) [Grid 3B]

Response 10 marks (AO2) [Grid 3C]

Section C Cloze test

15 marks (AO3)

Grid 3A: Quality of Language

10 marks

0-2 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

3-4 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

5-6 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

7-8 Good

Accuracy generally consistent. Shows sound grasp of AS and/or A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

9-10 Very Good

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Grids 3B and 3C**20 marks**

These two grids should be applied jointly to the assessment of the candidate's work. For example, a candidate might omit any significant reference to the passage and yet provide an imaginative response to the theme of the text. The best candidates score highly on each grid.

Grid 3B: Comprehension**10 marks**

This grid is intended to assess the candidate's comprehension of the contents of the text. This grid should be read in conjunction with the setter's mark scheme for the paper, which indicates the list of points considered as forming the essential content indicating comprehension of the passage.

0

Work undeserving of any marks (e.g. blank, irrelevant).

1-2 Very Poor

Includes only one or two points from the original passage.

3-4 Poor

Merely transcribes sections from the original passage.

5-6 Adequate

Includes a reasonable number of points from the original passage.

7-8 Good

Includes a good number of points from the original passage.

9-10 Very Good

Provides a comprehensive summary of the original passage.

Grid 3C: Response

10 marks

0

No attempt to provide a personal response.

1-2 Very Poor

Only briefly indicates a personal opinion.

3-4 Poor

Two or three personal opinions indicate the beginnings of a response.

5-6 Adequate

A number of personal views expressed, but little flair or imagination.

7-8 Good

A range of personal views, with a certain originality and imagination.

9-10 Very Good

Responds with a wide range of views which show insight and imagination.

**Unit 2654 (French), 2664 (German), 2674 (Spanish)
Components 01 and 03: Speaking and Reading**

Total: 60 marks

Section A Discussion of Article

Response to and understanding of article	10 marks (AO2)	[Grid 4A]
Comprehension of and response to examiner	10 marks (AO1)	[Grid 4B]

Section B General conversation

Spontaneity, comprehension, responsiveness, fluency	15 marks (AO1)	[Grid 4C]
Pronunciation and intonation	5 marks (AO1)	[Grid 1F]
Quality of language	10 marks (AO3)	[Grid 4D]
Factual knowledge, ideas and opinions.	10 marks (AO4)	[Grid 4E]

Section A: Discussion of article: Grids 4A and 4B

20 marks

Grid 4A Response to and understanding of article

10 marks

0-2 Very Poor

Minimal understanding shown of article. Ideas largely superficial.

3-4 Poor

Limited knowledge shown of article. Considerable gaps in understanding.

5-6 Adequate

A reasonable level of understanding. Needs encouragement to develop ideas.

7-8 Good

Article generally well understood, but ideas rather limited.

9-10 Very Good

Excellent understanding of all aspects of the article.

Grid 4B: Comprehension of and response to Examiner

10 marks

0-2 Very Poor

Severe problems of comprehension. Very marked hesitation. Limited responsiveness.

3-4 Poor

Has general difficulty in understanding. Limited response to the majority of topics raised.

5-6 Adequate

Understands questions on basic concepts but has difficulty with more complicated ideas. Some delay in response.

7-8 Good

Few problems of comprehension. Responds readily and without undue hesitation. Quite forthcoming.

9-10 Very Good

No problems of comprehension. Prompt response to questions. Takes initiative in developing themes.

Section B: General conversation: Grids 4C, 1F, 4D and 4E 40 marks**Grid 4C: Spontaneity, comprehension, responsiveness, fluency
15 marks****0-3 Very Poor**

Severe problems of comprehension. Very marked hesitation. Limited responsiveness. No fluency or feel for the language.

4-6 Poor

Has general difficulty in understanding. Limited response to questions on majority of topics raised. Little fluency or feel for the language. Translates literally from the first language.

7-10 Adequate

Understands questions on basic situations and concepts but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics. Reasonable fluency and feel for the language with occasional use of relevant idiom. Limited expression of ideas.

11-13 Good

Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow Examiner's lead. Good fluency and feel for the language. Shows competent use of relevant idiom

14-15 Very Good

No problems of comprehension. Prompt response to Examiner's questions. Very forthcoming in developing topics. Able to guide the discussion and lead the Examiner, offering and seeking opinions as appropriate. Very good feel for the language and is able to express concepts fluently and in the appropriate idiom.

Grid 1F: Pronunciation and intonation

5 marks

0-1 Poor

Only comprehensible with difficulty. Heavily influenced by first language. Many sounds mispronounced.

2-3 Adequate

A number of errors, with particular problems with more difficult sounds. Otherwise intonation and pronunciation mostly acceptable.

4 Good

Pronunciation and intonation mostly correct, although there may be occasional mispronunciation with more difficult sounds.

5 Very Good

Only occasional errors of pronunciation and intonation. Sounds authentic most of the time.

Grid 4D: Quality of language**10 marks**

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

Grammatical accuracy**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

5 Very Good

High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification.

Range, variety and appropriateness**0-1 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

2 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

3 Adequate

Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

4 Good

Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

Grid 4E Factual knowledge, ideas and opinions 10 marks

Note that it is not possible to be specific in the following grid because of the diversity of topics presented. The examiner should adapt the general statements below to the specific topics being addressed by the candidate. Grid 4E focuses on (i) knowledge and factual information; (ii) evidence of reading and preparation; (iii) ideas and opinions. Note that response to the examiner is assessed as A01 in Grid 4C. The concern here is with knowledge and opinions.

0-2 Very Poor

Conveys very little information about the topics. Material very thin and vague. Much waffle or superficiality. Gives the appearance of not having studied the subject seriously. Insubstantial and hesitant delivery. No, or very few, ideas or opinions expressed.

3-4 Poor

Little information beyond the obvious or commonplace. Material thin, rambling, repetitious. Some evidence of preparation, but delivery is pedestrian, as are the one or two ideas expressed.

5-6 Adequate

Solid base of information with evidence of preparation. Material is factually sound, but with no evidence of wider reading. Material may not always be relevant. Exposition of topics is serious but somewhat stilted. Has begun to think about the issues and express ideas.

7-8 Good

Detailed exposition of the topics. Well-informed with a range of relevant factual information. Well prepared material. Interesting ideas and observations.

9-10 Very Good

Shows well-informed and consistently well-illustrated factual knowledge of the subject. Knowledge is allied to a clear grasp of the subject and understanding of the context and wider issues is expressed in a range of opinions and observations. Detailed preparation evident and topic presented with style and flair.

Note: In cases where candidates fail to offer some factual knowledge, ideas and opinions related to the country where the language is spoken, a maximum of 4 marks (Poor) will be available on Grid 4E.

**Unit 2655 (French), 2665 (German), 2675 (Spanish):
Listening, Reading and Writing 2**

Total: 80 marks

Section A Listening

Point by point mark scheme: 20 marks (AO1)
and Accuracy: **5 marks (AO3) [Grid 5A]**

Section B Reading Comprehension

Questions in English: point by point mark
scheme: 20 marks (AO2).
Questions in French/German/Spanish: point by
point mark scheme: 20 marks (AO2)

5 marks (AO3) [Grid 5B]

Section C Writing

Quality of language: 10 marks (AO3) [Grid 5C]

Grid 5A: Listening

5 marks

0-1 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in spelling, agreements and transcriptions from the spoken word.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, in spelling, agreements and transcriptions from the spoken word.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Still recurrent errors in spelling, agreements and transcriptions from the spoken word.

4 Good

Accuracy generally quite consistent, but there may be errors in more complex areas and/or a number of minor errors in spelling and transcriptions from the spoken word.

5 Very Good

High and consistent level of accuracy. Only minor slips. Confident and correct use of a range of structures. Virtually no problems in transcriptions from the spoken word.

Grid 5B: Reading Comprehension**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders. Only simplest sentence patterns, and those mainly incorrect.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty. Some attempt at use of subordinate clauses and more complex sentence patterns, but errors still even in common structures.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

High and consistent level of accuracy. Mainly minor errors. The overall impression is one of competence. Confident and correct use of a varied range of structures.

Grid 5C: Quality of language**10 marks**

There is a mark out of 5 for grammatical accuracy and another mark out of 5 for range, variety and appropriateness.

Grammatical accuracy**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

2 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

3 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language, but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

4 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

5 Very Good

High and consistent level of accuracy. Mainly minor errors. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness**0-1 Very Poor**

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

2 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

3 Adequate

Some attempt to extend range of vocabulary but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

4 Good

Good range of vocabulary with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns but not always able to maintain correct usage.

5 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

**Unit 2656 (French), 2666 (German), 2676 (Spanish):
Culture and Society (written paper)**

Total: 60 marks

Information about and understanding of topics, 40 marks for each essay
(AO4) [Grid 6A] texts and issues

Quality of Language 20 marks for each essay (AO3)[Grid 6B]

60 marks are allocated to each essay. The marks awarded for two essays (maximum 120) are halved (the ½ rounded up if necessary) to give a final total out of 60.

**Grid 6A (1) Information about topics, texts, relevance and
appropriateness of response**

20 marks

0-3 Very Poor

Extremely brief and/or very inadequate answer. Little or no knowledge of the text/topic. Frequent irrelevance. A very superficial treatment of the task.

4-7 Poor

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. There are omissions and some irrelevancy in completing the task.

8-11 Adequate

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Rather dull treatment of the task.

12-15 Good

Evidence of thought and preparation showing a sound knowledge of the text/topic, supported by factual knowledge. Mainly relevant to the task and demonstrating some imagination and/or originality (where appropriate).

16-18 Very Good

The text/topic is used and pointed to the question, the general issues pertinent to the text/topic have been taken into account in response to the question. There is evidence of an ability to produce an imaginative and/or original response to the task (where appropriate).

19-20 Excellent

Intelligent use of factual information, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. A precise and thorough response to the task showing insight into the text/topic.

Grid 6A (2) Understanding of topics, texts and issues, structure and development of ideas. 20 marks

0-3 Very Poor

May have great difficulty communicating at this level in the foreign language. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

4-7 Poor

Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion. Rambling and disjointed.

8-11 Adequate

Ideas generally organise in a structured way and some ability to organise into paragraphs and sequence the argument, although somewhat superficial.

12-15 Good

Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

16-18 Very Good

The essay has an argument and develops a case but there may be some limitations in scope. There is a clear line of thought and/or evidence of an ability to draw conclusions.

19-20 Excellent

Well-balanced and coherent piece with an excellent introduction and good organisation with clarity and a sense of control. Ideas clearly linked and well-developed. Thoughtful work.

Grid 6B Quality of language 10 marks

Grammatical accuracy 10 marks

1-2 Very Poor

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

3-4 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

5-6 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

7-8 Good

Accuracy generally consistent. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

9-10 Very Good

High and quite consistent level of accuracy. Confident and correct use of the full range of structures contained within the specification. Only minor errors of spelling which do not affect the morphology.

Range, variety and appropriateness 10 marks

1-2 Very Poor

Very limited vocabulary. Frequent anglicisms. Very limited range of structures. Only simplest sentence patterns.

3-4 Poor

Narrow range of vocabulary. Frequent repetition of common words. Some attempt at more complex sentence patterns, but errors still even in common structures.

5-6 Adequate

Some attempt to extend range of vocabulary, but still rather repetitive. Shows some ability to produce syntax and structures appropriate to the task.

7-8 Good

Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in use of a variety of complex sentence patterns, but not always able to maintain correct usage.

9-10 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

**Unit 2657 (French), 2667 (German), 2677 (Spanish):
Culture and Society (Coursework)****Total: 60 marks**

Marks for coursework are allocated as for Unit 2656/2666/2676, and the same range of Grids, 6A and 6B, should be used for the assessment.

60 marks are allocated to each piece of coursework. When candidates submit two short pieces of coursework, the marks overall (maximum 120) will be halved (the $\frac{1}{2}$ rounded up if necessary) to give a total out of 60.

Information about and understanding of topics,	40 marks (AO4) [Grid 6A] texts and issues
Quality of Language	20 marks (AO3) [Grid 6B]

Appendix D

Coursework Guidelines for Units 2657 (French), 2667 (German), 2677 (Spanish)

1 Approval, availability and training

- 1.1 Centres wishing to offer coursework are not required to seek approval in advance. However, Centres are welcome to seek advice from OCR on any queries relating to the acceptability of topics and/or titles. Written advice on coursework proposals will also be available.
- 1.2 OCR will provide INSET meetings - see the separate OCR Training guide for details. The meetings will include workshops during which a number of pieces representing a variety of different standards will be jointly assessed.
- 1.3 Overseas Centres may not choose the coursework unit.
- 1.4 External candidates (i.e. those not following a course of regular instruction) may not enter the coursework unit. Contact OCR if further clarification is needed.
-

2 Coursework requirements

- 2.1 Candidates must submit work totalling 1200-1400 words. They may choose to write either one long piece, or two short pieces of 600-700 words each. If they choose to submit two pieces, they may be on different topics or texts or on different aspects of the same topic or text; they may or may not involve comparisons.
- 2.2 Teachers should give guidance and support in helping candidates to choose topics which are appropriate to their interests, their abilities and their other commitments, and for which resources are readily available.
- 2.3 Topics chosen may be literary or non-literary. Where a literary topic is chosen, the candidate may choose to write about any target language text or texts. **Non-literary topics must be related to a country where the target language is spoken.**
- 2.4 In devising topics, Centres should bear in mind that they must clearly relate to the country being studied, must offer the candidate sufficient scope and there must be appropriate resources available. In particular, Centres are urged to study the Assessment Criteria and to ensure that candidates do not choose topics where progress beyond the factual/descriptive will be hard to achieve. There are no restrictions concerning the timing of the work; candidates may write their piece(s) at any time during the course, but the work must be assessed and ready to be sent for moderation by the date specified by OCR.

- 2.5 Teachers may, if they wish and if time allows, ask candidates to produce more than the minimum number of suitable pieces required, and to select only the best piece(s) for inclusion in the submission for moderation. They should, however, ensure that there is no overlap of material or of re-writing of the same material.
- 2.6 There must not be a close relationship between the subject matter (and material) used for any piece of Coursework and that used for Oral presentation and discussion in Units 2651/2661/2671 and 2654/2664/2674. Candidates may, however, treat aspects of the same wide issue. For example, within the context of 'social problems', one could consider two different themes/topics such as 'the position of women in society' and 'immigration', provided that there is no overlap of material.

3 Organisation of coursework

- 3.1 OCR does not wish to prescribe how individual Centres should organise coursework; it is recognised that circumstances will vary from Centre to Centre and that there will be many different approaches, all equally valid.
- 3.2 Within a given teaching group candidates may choose different options, some offering coursework, some the written paper (Unit 2656/2666/2676). Provided that the writing-up is done independently, they may share the preparation of topics or titles, perhaps giving presentations on individual aspects to the rest of the class.
- 3.3 Experience has shown that candidates perform better when they are allowed some freedom in the choice of topics and titles. **It is contrary to the spirit of coursework for all candidates at a Centre to write on the same topic and titles.**
- 3.4 Topics which are going to form the basis for coursework can form part of normal class teaching, including, for example, oral discussion and textual exercises. Clearly, however, it is not acceptable for candidates to write directly on specific titles which have already been written on in class. Teachers should take care when planning written topic work for class use not to exhaust areas which might eventually prove a rich source for coursework.
- 3.5 Teachers are asked strongly to discourage candidates from using English source material. This is counter-productive, in that candidates do not absorb the necessary vocabulary and syntax and this can lead to poor results where translation is attempted. Where appropriate foreign language resources are not available, a different title should be chosen.

4 Writing conditions

- 4.1 There are no restrictions placed on writing conditions; at the discretion of the Centre, work may be completed at any point during the course, in class under supervision or at home. In either case, the teacher must be able to authenticate with confidence that the coursework is the candidate's own work.
- 4.2 In many cases the coursework will be in the form of discursive essays, though it may legitimately be presented in other forms. Any original piece of extended writing is acceptable (for example brochures, reports, letters, dialogue, narrative or descriptive accounts), but **due account must be taken, in selecting titles, of the assessment grids, and candidates should be strongly discouraged from embarking on any piece which by its nature does not lend itself to scoring at the top end of the criteria.**
- 4.3 Individual pieces of work may incorporate illustrative material (for example correspondence, photographs, tapes, literary quotations, statistical tables) but such material is not to be included in the word count.
- 4.4 The transcript of a live interview, or the translation of material from English, is not acceptable, as this does not constitute an original piece of writing. On the other hand, a piece of work including a report of an interview would be acceptable.
- 4.5 **All pieces of coursework must be firmly linked to the country or countries studied, in line with Assessment Objective 4 of the specification.** Work which is not so connected must not be placed higher than the Poor band for grids 6A1 and 6A2.
- 4.6 The direct copying of material from published sources (or the transfer of the candidate's own written work which has already been marked) is subject to the following conditions:
- Candidates may use, in unchanged form, words or phrases of up to six words from texts, including their own corrected work, but may not copy longer sections or whole sentences **unless reformulated or acknowledged as quotations.**
 - All quotations must be acknowledged by use of footnotes (and do not form part of the word count).
- 4.7 If retaking the coursework unit, a candidate may choose the same topic but must present a new title developing different arguments/aspects.

5 Role of the teacher

5.1 Teachers are expected to advise candidates about the choice of topic and titles and the selection of source material (including, for example, visits, people to interview, textual material), and to guide them as to length and manner of writing, and the planning of the piece(s) of work.

5.2 Choice of title

Care should be taken that titles chosen are not too broad or vague and allow candidates to progress beyond the narrative/descriptive and thus demonstrate the full range of qualities demanded by the assessment criteria. Wherever possible, titles should be phrased in the form of a question rather than just a heading, as this lends a focus to the exercise. This would also give candidates an opportunity to show their ability to analyse and to make independent judgement. In the case of non-discursive work, the title should give a clear indication of the specific angle the candidate is attempting to illustrate.

5.3 Planning

Each piece of work must be preceded by a plan. Candidates should produce an initial draft of the plan, in the form of expanded headings and sub-headings (maximum length - one side of A4), and this draft plan must be discussed further with the teacher, who may give advice on content or structure, and point out any errors in the language. The final plan must be submitted with the coursework, but will not be assessed as such.

Once the title of the piece of work, the resources and the plan have been discussed by the candidate and the teacher, the candidate must be left to write the piece totally independently.

No further advice or help may be given by the teacher after this stage. No preliminary drafts may be submitted to the teacher for comment.

5.4 Checking/correcting of work

The checking or correcting of completed work or early drafts (apart from the plan) by the teacher, native speakers (for example parents, assistants, penfriends) or any other person (including other candidates) is forbidden. Where they feel it is appropriate to do so, Centres should draw this statement to the attention of assistants and parents.

Once a piece of work has been handed in no further changes may be made to it by the candidate.

6 Manner of submission

- 6.1 A coursework cover sheet must be completed and attached to the front of each piece of work. This acts as a checklist to ensure that the coursework has been submitted in the required manner, as detailed below.
- 6.2 Each piece **must** be identified (and numbered if more than one piece is submitted).
- 6.3 The final plan **must** precede each piece of work.
- 6.4 Work may be hand-written or word-processed. Any uncorrected typographical errors will count as language errors.
- 6.5 Work **must** be submitted in double line-spacing.
- 6.6 The total number of words must be shown at the end of each piece. A word, for examination purposes, is defined as anything falling between two spaces (il y a = 3, y a-t-il = 2, l'église = 1)
- 6.7 **Bibliography:** All pieces of work must be accompanied by a complete bibliography. This must include, for books and periodicals, page numbers, publishers and dates, and, for newspaper articles, titles, dates and sources (where known). Video and audio sources used must also be stated. For material taken from Internet sources, the full address is required. So that they can authenticate candidates' work with confidence, teachers are recommended to obtain from candidates a copy of all Internet materials used. If, for some reason, a candidate has used no additional resource material, a note to this effect must be included.
- 6.8 **Length:** A Coursework piece must be between 1200 and 1400 words (600 to 700 if two shorter pieces are submitted). Overlong work must not be accepted; it must be returned unmarked to the candidate with a request for it to be shortened. If the candidate does not comply, **only the first 1450 (or 750) words must be marked**. Work which falls more than 50 words short of the minimum word count (i.e. below 550 for short pieces and below 1150 for long pieces) may be assessed normally for content (Grid 6A); its shortness will be reflected in the mark which can be awarded. For the quality of language (Grid 6B), a normal assessment should be carried out, and the language marks reduced as follows:

100 words short	(i.e. 450-549 words or 1050 -1149 words)	- reduce by 10%
100-200 words short	(i.e. 350-449 words or 950 -1049 words)	- reduce by 20%
200-300 words short	(i.e. 250-349 words or 850 -949 words)	- reduce by 30%

Centres are advised to set an early internal deadline to allow candidates to amend their submission so that it meets the length requirements.

7 Authentication

- 7.1 All coursework must be accompanied by a declaration of authentication signed by the candidate and a Centre Authentication Form.
- 7.2 Teachers should only sign the declaration of authentication if they are satisfied that the work is original; they may not qualify the authentication in any way. It is, however, acceptable to exclude small sections of copied work from the assessment; where the teacher has done this, this must be clearly stated and the excluded sections indicated on the cover sheet.
- 7.3 Setting an early internal deadline is recommended; this would give the candidate time to re-submit work, should teachers be in any doubt about a piece being entirely the candidate's own.

8 Submission of marks and moderation

- 8.1 Each candidate's work must be despatched to the Moderator by 15 May.
- A Centre Authentication Form must be completed for all candidates. In addition, the coursework cover sheet and the coursework mark sheet must be completed and attached to the front of each candidate's submission. Blank samples of these forms for photocopying as needed by Centres will be found in the OCR publication supplied to all Centres and on the OCR website: www.ocr.org.uk.
- 8.3 A computer marksheet (MS1) will be issued, on which Centres are asked to record the total mark awarded to each candidate listed.
- 8.4 Moderators will be appointed to re-mark a sample of each Centre's work, and to recommend acceptance of the Centre's marks or adjustment. In case of difficulty, OCR reserves the right to call for the work of all remaining candidates at a Centre.
- 8.5 Coursework called in for sampling will normally be returned to Centres at the end of the moderation period, except for that which is retained for use during Awards or for archives.
- 8.6 Following moderation, Centres will be notified of any moderation adjustments applied. They will also receive from the Moderator a short written report, based on the moderated work.
- 8.7 **Sample selection**
- Where there are 10 or fewer candidates the Centre should send the complete work of all candidates, together with the moderator copy of the MS1 and all necessary cover sheets.
- If there are more than 10 candidates, the Centre should send the moderator copy of the MS1 for all candidates. The moderator will then request the work of candidates that they require for moderation purposes.

9 Assessment

- 9.1 All coursework is assessed by the candidate's teacher in accordance with the criteria printed in the Specifications booklet.
- 9.2 The work is marked separately for content and language. Each piece is to be marked out of a maximum of 60 marks, according to Grids 6A-6B:

Information about and understanding of topics, texts and issues	40 marks (A04)	[Grid 6A]
Quality of Language	20 marks (A03)	[Grid 6B]

- 9.3 Where two pieces are submitted, the marks awarded overall must be halved to give a total out of 60.
- 9.4 The work must not be annotated in any way by the teacher - it must reach the Moderator in its original state.
- 9.5 Teachers should use the full range of marks available - the top marks should not be equated with native-speaker level. No account must be taken in the assessment of the point in the course at which the work was written.
- 9.6 It is recognised that in many instances the mark descriptions in the assessment grids will not match perfectly individual pieces of work, and a line of "best fit" therefore has to be found.
- 9.7 In Centres where coursework is assessed by more than one teacher, marks **must be internally standardised before submission**, so that the final marks represent a common standard across the whole Centre.