

## French/German/Spanish

OCR GCSE in French	J730
OCR GCSE in German	J731
OCR GCSE in Spanish	J732
OCR GCSE (Short Course) in French Spoken Language	J030
OCR GCSE (Short Course) in German Spoken Language	J031
OCR GCSE (Short Course) in Spanish Spoken Language	J032
OCR GCSE (Short Course) in French Written Language	J130
OCR GCSE (Short Course) in German Written Language	J131
OCR GCSE (Short Course) in Spanish Written Language	J132

**July 2009**

# Contents

<b>1</b>	<b>About these Qualifications</b>	<b>4</b>
1.1	GCSE (Full Course)	4
1.2	GCSE (Short Course)	5
1.3	Qualification Titles and Levels	5
1.4	Aims and Learning Outcomes	5
1.5	Prior Learning/Attainment	6
<b>2</b>	<b>Summary of Content</b>	<b>7</b>
2.1	GCSE Units	7
2.2	GCSE (Short Course) Units	7
2.3	Topic Areas	7
2.4	Grammar and Linguistic Structures	8
2.5	Vocabulary	8
<b>3</b>	<b>Content</b>	<b>10</b>
3.1	Unit 1: <i>Listening</i> (French A701/German A711/Spanish A721)	10
3.2	Unit 2: <i>Speaking</i> (French A702/German A712/Spanish A722)	10
3.3	Unit 3: <i>Reading</i> (French A703/German A713/Spanish A723)	10
3.4	Unit 4: <i>Writing</i> (French A704/German A714/Spanish A724)	11
<b>4</b>	<b>Schemes of Assessment</b>	<b>12</b>
4.1	GCSE Scheme of Assessment	12
4.2	GCSE (Short Course) Scheme of Assessment	14
4.3	Entry Options	15
4.4	Tiers	16
4.5	Assessment Availability	16
4.6	Assessment Objectives	16
4.7	Quality of Written Communication	18
<b>5</b>	<b>Controlled Assessment</b>	<b>19</b>
5.1	The Controlled Assessment units: Speaking and Writing	19
5.2	Task setting	19
5.3	Task taking	20
5.4	Task marking	28
5.5	Minimum Requirements for Controlled Assessment	30
<b>6</b>	<b>Technical Information</b>	<b>31</b>
6.1	Making Unit Entries	31
6.2	Terminal Rules	32
6.3	Unit and Qualification Re-sits	32
6.4	Making Qualification Entries	32

# Content

6.5	Grading	33
6.6	Enquiries about Results	34
6.7	Shelf-Life of Units	34
6.8	Guided Learning Hours	35
6.9	Code of Practice/Subject Criteria/Common Criteria Requirements	35
6.10	Classification Code	35
6.11	Disability Discrimination Act Information Relating to these Specifications	35
6.12	Arrangements for Candidates with Particular Requirements	37
<b>7</b>	<b>Other Specification Issues</b>	<b>38</b>
7.1	Overlap with other Qualifications	38
7.2	Progression from these Qualifications	38
7.3	Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues	38
7.4	Sustainable Development, Health and Safety Considerations and European Developments	38
7.5	Avoidance of Bias	39
7.6	Language	39
7.7	Key Skills	39
7.8	ICT	40
7.9	Citizenship	40
<b>Appendix A: Grade Descriptions</b>		<b>42</b>
<b>Appendix B: Grammar and Linguistic Structures</b>		<b>44</b>
	French	44
	German	47
	Spanish	51
<b>Appendix C: Assessment Criteria for SPEAKING</b>		<b>55</b>
<b>Appendix D: Assessment Criteria for WRITING</b>		<b>58</b>
<b>Appendix E: Guidance for the Production of Electronic Controlled Assessment: Unit 2 Speaking</b>		<b>60</b>

The specification for this qualification has been updated. Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 23, 31, 32 and 58.

# 1 About these Qualifications

This booklet contains GCSE specifications in French, German and Spanish and OCR's GCSE (Short Course) for teaching from September 2009.

Key features of these specifications are:

- A meaningful and enjoyable educational experience for all candidates
- Known and achievable but challenging goals for candidates of all abilities
- A useful level of linguistic competence that all candidates can achieve
- A suitable stage in a culture of lifelong language learning
- Useful experience of language acquisition
- Reference to other cultures, enabling personal awareness to develop.

Assessment is based on the following principles:

- English is used for questions and instructions so that understanding the task is straightforward and not made unnecessarily complex by the language used.
- A broad range of test types is involved so that candidates are not disadvantaged by performance in any one test type.
- Test types are selected for their effectiveness in allowing candidates to show what they know and can do.

## 1.1 GCSE (Full Course)

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From September 2009 the GCSE is made up of **four** mandatory units. Three units are externally assessed and one is internally assessed and externally moderated.

The **four** units are:

A701/A711/A721 (externally assessed): *Listening (French/German/Spanish)*;

A702/A712/A722 CA (internally assessed): *Speaking (French/German/Spanish)*;

A703/A713/A723 (externally assessed): *Reading (French/German/Spanish)*;

## 1.2 GCSE (Short Course)

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The GCSE (Short Course) is both a 'stand-alone' qualification and also half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two-year GCSE course.

From September 2009 the GCSE (Short Course) is made up of either of the following combinations of **two** units taken from the corresponding GCSE (Full Course):

**Spoken Language:** Unit 1 (French A701/German A711/Spanish A721) Listening and Unit 2 (French A702/German A712/Spanish A722) Speaking

**Written Language:** Unit 3 (French A703/German A713/Spanish A723) Reading and Unit 4 (French A704/German A714/Spanish A724) Writing

*Candidates may choose either combination to suit their own learning needs and skills.*

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

- OCR GCSE in French, German or Spanish.
- OCR GCSE (Short Course) in French, German or Spanish Spoken Language.
- OCR GCSE (Short Course) in French, German or Spanish Written Language.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A\* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.4 Aims and Learning Outcomes

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GCSE specifications in modern foreign languages should encourage candidates to derive enjoyment and benefit from language learning, and be inspired, moved and challenged by

following a broad, coherent, satisfying and worthwhile course of study. Candidates should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. GCSE specifications in modern foreign languages should prepare candidates to make informed decisions about further learning opportunities and career choices.

The specification aims to give candidates the opportunity to:

- Derive enjoyment and benefit from language learning by following a coherent, satisfying and worthwhile course of study
- Develop understanding of the language in a variety of contexts
- Develop knowledge of the language and language learning skills
- Develop the ability to communicate effectively in the language
- Develop awareness and understanding of countries and communities where the language is spoken
- Recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language.

## 1.5 Prior Learning/Attainment

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Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

## 2 Summary of Content

### 2.1 GCSE Units

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Unit 1 *Listening* (French A701/German A711/Spanish A721) (tiered)

Unit 2 *Speaking* (French A702/German A712/Spanish A722)

Unit 3 *Reading* (French A703/German A713/Spanish A723) (tiered)

Unit 4 *Writing* (French A704/German A714/Spanish A724)

### 2.2 GCSE (Short Course) Units

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#### Spoken Language units

Unit 1 *Listening* (French A701/German A711/Spanish A721) (tiered)

Unit 2 *Speaking* (French A702/German A712/Spanish A722)

#### Written Language units

Unit 3 *Reading* (French A703/German A713/Spanish A723) (tiered)

Unit 4 *Writing* (French A704/German A714/Spanish A724)

### 2.3 Topic Areas

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Each topic provides contexts where learners explore the target-language countries and communities.

#### Topic Area 1 Home and local area

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- Life in the home; friends and relationships.
- Local area, facilities and getting around.

#### Topic Area 2 Health and sport

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- Sport, outdoor pursuits and healthy lifestyle.

- Food and drink as aspects of culture and health.

### Topic Area 3      Leisure and entertainment (includes online)

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- Socialising, special occasions and festivals.
- TV, films and music.

### Topic Area 4      Travel and the wider world

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- Holidays and exchanges.
- Environmental, cultural and social issues.

### Topic Area 5      Education and work

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- School life in the UK and in the target language country or community.
- Work experience, future study and jobs, working abroad.

For Speaking and Writing controlled assessment tasks, candidates may choose to do a task on one of the above topics or sub-topics but they can do a task on a topic of their own choice that links closely to their own personal interests.

## 2.4 Grammar and Linguistic Structures

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Candidates are required to show knowledge and understanding of a nationally agreed list of grammar and linguistic structures. There are separate lists for each language to be found in Appendix B.

## 2.5 Vocabulary

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The vocabulary lists described below will be an invaluable guide for teachers when planning their teaching and learning programmes and preparing candidates for the assessment. The lists are available for each language separately from the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

**Foundation Tier:** Assessment tasks for Foundation Tier Listening and Reading will be based on material in this vocabulary list. The assessments will contain some unfamiliar vocabulary but this will not be tested.

**Higher Tier:** Assessment tasks for Higher Tier Listening and Reading will be based on material in both the Foundation and Higher Tier lists. Assessments will contain some unfamiliar vocabulary, and some of this will be tested, since the national subject criteria require candidates to use a range of techniques to deduce meaning.



## Speaking and Writing

In Controlled Assessment tasks, candidates may use vocabulary from the Foundation and Higher tier lists but can also use vocabulary that specifically suits the tasks they choose to do and their own personal interests.

### Prior knowledge

It is expected that candidates will be already familiar with the following:

- Numbers – (ordinal and cardinal)
- Days of the week, months of the year and seasons
- Towns, countries and nationalities
- Feminine and plural forms of the words listed
- Prefixes and suffixes of words already listed
- Straightforward and common cognates
- Target-language words used in English
- English words used in the target language.
- At Higher Tier, candidates will be expected to recognise word roots and patterns used in different grammatical functions and combinations, for example:

<b>réserver</b>	<b>réserve</b>	<b>place réservée</b>
<b>producir</b>	<b>reducir</b>	<b>introducir</b>
<b>übernachten/Übernachtung</b>		<b>wandern/Wanderung</b>

- Prepositions
- Items already listed in the Grammar and Linguistic structures list (Appendix B)

## 3 Content

### 3.1 Unit 1: *Listening* (French A701/German A711/Spanish A721)

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#### Listening

Candidates should be able to:

- Listen for, identify and note main points and extract some detail from spoken texts of increasing length, speed and complexity
  - Demonstrate their understanding with a variety of non-verbal responses and some short answers in English.
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### 3.2 Unit 2: *Speaking* (French A702/German A712/Spanish A722)

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#### Speaking

Using French, German or Spanish, candidates:

- Complete two controlled assessment tasks for two different purposes. Both tasks can be on the same topic but must be for different purposes. The topic or topics can be selected from the list in section 2.3 or candidates can choose a topic of personal interest
  - Interact with other speakers and present ideas and information.
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### 3.3 Unit 3: *Reading* (French A703/German A713/Spanish A723)

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#### Reading

Candidates:

- Read, identify and note main points and extract some detail from written texts of increasing length and complexity
- Demonstrate their understanding with a variety of non-verbal responses (in English and the target language) and short answers in English.

### 3.4 Unit 4: *Writing* (French A704/German A714/Spanish A724)

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#### Writing

Using French, German or Spanish, candidates:

- Communicate on two different topics for two different purposes. Topics can be selected from the list in section 2.3 or candidates can choose a topic of personal interest
  - Convey information and express and justify points of view.
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# 4 Schemes of Assessment

## 4.1 GCSE Scheme of Assessment

### GCSE French, German and Spanish J730/1/2

#### Unit 1 (French A701/ German A711/ Spanish A721): *Listening*

20% of the total GCSE marks	No dictionaries are allowed.
Externally assessed	Candidates are allowed 5 minutes to read the question paper before the recording is played. The listening material lasts up to 30 minutes (Foundation Tier) or 40 minutes (Higher Tier).
Foundation Tier: 35 mins written paper	Candidates hear all the items twice.
40 marks	<ul style="list-style-type: none"><li>• All rubrics are in English.</li><li>• 5 exercises for each tier: non-verbal responses or short answers in English.</li></ul>
Higher Tier: 45 mins written paper	The material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to the Topic Areas in section 2.3.
40 marks	<p>Exercises 1 to 3 (Foundation Tier) contain factual information and are targeted at grades g, f, and e. Candidates are required to listen for, identify and note main points and extract some details from short texts containing simple language spoken clearly and deliberately.</p> <p>Exercises 4 and 5 (Foundation Tier) and Exercises 1 and 2 (Higher Tier) contain factual material and points of view, and are targeted at grades d and c. Candidates are required to listen for, identify and note main points and extract details and opinions from language spoken clearly and at near normal speed. There may be some re-phrasing and hesitation.</p> <p>Exercises 3 to 5 (Higher Tier) are targeted at grades b, a and a*. Candidates are required to listen for, identify and note main points and extract details from longer and more complex language extracts spoken clearly and at near normal speed. There may be limited background noise and some re-phrasing and hesitation. Candidates may be required to listen for gist comprehension. They should recognise points of view, attitudes and emotions and be able to draw conclusions from what they hear.</p>

## Unit 2 (French A702/ German A712/ Spanish A722): *Speaking*

30% of the total GCSE marks  
Internally assessed

Controlled Assessment  
60 marks  
(Untiered)

Dictionaries are allowed in the preparation of speaking tasks. **No dictionaries are allowed during the taking of the final task.**

All candidates complete **two** speaking tasks which must include some interaction with another speaker or other speakers. Candidates can choose a topic of personal interest or a topic from the list in section 2.3.

Guidance on the type of activities and the control conditions is given in the specimen assessment materials, section 5 of this specification and in the separate Controlled Assessment Guidance Booklet for Speaking.

Each task must:

- Be for a different purpose
- Last between 4 – 6 minutes.
- Differentiation is by outcome (see the assessment criteria in Appendix C).
- 30 marks each task.

This unit is internally assessed and externally moderated.

Teachers submit two speaking tasks for each candidate together with the Speaking Notes Forms.

Centres are required to establish a reliable order of merit and supply a sample for moderation according to the regulations.

## Unit 3 (French A703/ German A713/ Spanish A723): *Reading*

20% of the total GCSE marks  
Externally assessed  
Foundation Tier: 35 mins  
written paper  
40 marks

No dictionaries are allowed.

- All rubrics are in English.
- There are 5 exercises for each tier: non-verbal responses, short answers in English.
- Exercise 5 (Higher Tier) questions in target language with non-verbal responses.

Higher Tier: 45 mins  
written paper  
40 marks

The material may include signs, instructions, messages, e-mails, postcards, letters, internet sources, articles and brochures of varying length. The texts are based on the Topic Areas in section 2.3.

Exercises 1 to 3 (Foundation Tier) contain factual material and are targeted at grades g, f, and e. Candidates are required to identify and note main points, and extract some details from short texts containing straightforward language.

Exercises 4 and 5 (Foundation Tier) and Exercises 1 and 2 (Higher Tier) contain factual material and points of view, and are targeted at grades d and c. Candidates are required to identify and note main points, and extract details and points of view from a variety of texts.

Exercises 3 to 5 (Higher Tier) are targeted at grades b, a and a\*. Candidates are required to identify and note main points, and extract details and points of view from a variety of texts of increasing complexity. They are also required to read for gist comprehension. They should recognise points of view, attitudes and emotions and be able to draw conclusions from what they read.

#### Unit 4 (French A704/ German A714/ Spanish A724): *Writing*

30% of the total GCSE marks

Externally assessed

Controlled Assessment

60 marks

(Untiered)

Dictionaries are allowed in both the preparation and completion of tasks. Online dictionaries are allowed. Online grammar and spell checkers are **not** allowed.

All candidates complete **two** writing tasks on two different topics, and for different purposes.

Candidates can choose a topic of personal interest or a topic from the list in section 2.3.

Guidance on the type of activities and the control conditions is given in the specimen assessment materials, section 5 of this specification and in the separate Controlled Assessment Guidance Booklet for Writing.

- Differentiation is by outcome (see the assessment criteria in Appendix D).
- 30 marks each task.

This unit is externally assessed. Teachers submit **two** writing tasks for each candidate together with the Writing Notes Forms.

#### **Word count**

Candidates aiming at grades G – D should produce up to 350 words across the two tasks.

Candidates aiming at grades C – A\* should produce up to 600 words across the two tasks.

## 4.2 GCSE (Short Course) Scheme of Assessment

Candidates can take either the short course in Spoken Language or the short course in Written Language.

#### GCSE (Short Course) French, German or Spanish Spoken Language J030/1/2

##### Unit1 (French A701/ German A711/ Spanish A721): *Listening*

40% of the total GCSE (Short Course) marks

Externally assessed

Foundation Tier: 35 minutes written paper

Higher Tier: 45 mins written paper

40 marks

The content is the same as Unit 1 GCSE course (see section 4.1).

##### Unit 2 (French A702/ German A712/ Spanish A722): *Speaking*

60% of the total GCSE (Short Course) marks

Internally assessed

Controlled Assessment

60 marks

(Untiered)

The content is the same as Unit 2 GCSE course (see section 4.1).

## GCSE (Short Course) French, German or Spanish Written Language J130/1/2

### Unit 3 (French A703/ German A713/ Spanish A723): *Reading*

40% of the total GCSE (Short Course) marks

Externally assessed

Foundation Tier: 35 minutes written paper

Higher Tier: 45 mins written paper

40 marks

The content is the same as Unit 3 of the full GCSE course (see section 4.1).

### Unit 4 (French A704/ German A714/ Spanish A724): *Writing*

60% of the total GCSE (Short Course) marks

Externally assessed

Controlled Assessment

60 marks

(Untiered)

The content is the same as Unit 4 of the full GCSE course (see section 4.1).

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## 4.3 Entry Options

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GCSE candidates must be entered for all four units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification codes:

OCR GCSE in French – J730

OCR GCSE in German – J731

OCR GCSE in Spanish – J732

GCSE (Short Course) Spoken Language candidates must be entered for Units 1 and 2 (A701 and A702 **or** A711 and A712 **or** A721 and A722).

GCSE (Short Course) Written Language candidates must be entered for Units 3 and 4 (A703 and A704 **or** A713 and A714 **or** A723 and A724).

OCR GCSE (Short Course) in French Spoken Language – J030

OCR GCSE (Short Course) in German Spoken Language – J031

OCR GCSE (Short Course) in Spanish Spoken Language – J032

OCR GCSE (Short Course) in French Written Language – J130

OCR GCSE (Short Course) in German Written Language – J131

## 4.4 Tiers

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Listening and Reading skills: there are examination papers for Foundation Tier and for Higher Tier. Candidates can take a combination of Foundation Tier and Higher Tier units to match their abilities. However, they can take only one tier for each skill.

Examination papers at Foundation Tier assess grades C to G.

Examination papers at Higher Tier assess grades A\* to D.

A candidate entered for the Foundation Tier cannot be awarded a grade higher than Grade C. Candidates achieving marginally less than the minimum mark for Grade D on the Higher Tier will be awarded Grade E. Candidates failing to achieve this standard will be ungraded.

Speaking and Writing skills: These are differentiated by outcome, so no tiered entry is needed for these units.

## 4.5 Assessment Availability

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There is one examination series each year, in June.

From 2010 onwards, all GCSE units will be assessed.

## 4.6 Assessment Objectives

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

AO1 Understand Spoken Language

AO2 Communicate in Speech

AO3 Understand Written Language

AO4 Communicate in Writing



## AO weightings – GCSE

The relationship between the units and the assessment objectives of the Scheme of Assessment is shown in the following grid.

Unit	% of GCSE				Total
	AO1	AO2	AO3	AO4	
Unit 1 (French A701/ German A711/ Spanish A721): <i>Listening</i>	20	-	-	-	20%
Unit 3 (French A703/ German A713/ Spanish A723): <i>Reading</i>	-	20	-	-	20%
Unit 2 (French A702/ German A712/ Spanish A722): <i>Speaking</i>	-	-	30	-	30%
Unit 4 (French A704/ German A714/ Spanish A724): <i>Writing</i>	-	-	-	30	30%
	20%	20%	30%	30%	100%

## AO weightings – GCSE (Short Course)

The relationship between the units and the assessment objectives of the Scheme of Assessment is shown in the following grid.

Unit	% of GCSE (Short Course) in Spoken Language				Total
	AO1	AO2	AO3	AO4	
Unit 1 (French A701/ German A711/ Spanish A721): <i>Listening</i>	40	-	-	-	40%
Unit 2 (French A702/ German A712/ Spanish A722): <i>Speaking</i>	-	60	-	-	60%
	40%	60%	-	-	100%

Unit	% of GCSE (Short Course) in Written Language				Total
	AO1	AO2	AO3	AO4	
Unit 3 (French A703/ German A713/ Spanish A723): <i>Reading</i>	-	-	40	-	40%
Unit 4 (French A704/ German A714/ Spanish A724): <i>Writing</i>	-	-	-	60	60%
	-	-	40%	60%	100%

## 4.7 Quality of Written Communication

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- *Quality of written communication* in English is not assessed in these specifications.

# 5 Controlled Assessment

## 5.1 The Controlled Assessment units: Speaking and Writing

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These units have been designed applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment sections of the units include more detail and any specific requirements.

## 5.2 Task setting

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### 5.2.1 The OCR approach

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OCR assumes a limited level of control in relation to the setting of tasks. A number of exemplar Controlled Assessment tasks will be available from OCR for the Controlled Assessment units. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a structured learning programme that covers the requirements for the knowledge and skills of the unit.

### 5.2.2 Using Controlled Assessment tasks

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Centres can choose from tasks offered by OCR. These tasks can be used with a minimum amount of adaptation or centres can choose to set their own tasks. These tasks may be set within overarching scenarios and briefs more relevant to centres' own environments and targeted at their particular cohorts of learners.

Controlled Assessment tasks may be adapted or independently set by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level.

The same OCR Controlled Assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance.

## 5.3 Task taking

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### 5.3.1 The OCR approach

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#### **Speaking**

- Medium level of control.

#### **Writing**

- High level of control.
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The task taking parameters are defined for several key controls and the remainder set by centres as outlined below.

### 5.3.2 Definitions of the controls

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OCR expects teachers to supervise and guide candidates. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. When supervising tasks in the preparation time, teachers are expected to:

- Offer candidates advice about how best to approach such tasks
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

#### **Authenticity control**

#### **Speaking and Writing**

Candidates will complete all work for assessment under direct teacher supervision except as outlined below. Teachers must be able to authenticate work as the candidate's own and insist on acknowledgement and referencing of any sources used.

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## Feedback control

### Speaking and Writing

#### Speaking

#### Practising tasks

As part of normal teaching and learning activities, candidates can practise a wide range of speaking tasks, and teachers can discuss task types and comment on performance as appropriate to the range of students that they teach.

There are no limits on type and format of feedback.

#### Preparation for tasks

When the task for assessment has been determined, candidates are allowed preparation time.

It is recommended that this is no longer than **2 hours**.

It should be supervised by a teacher, teaching assistant or a language assistant in the centre.

During the preparation time, candidates can:

- Use reference materials – dictionaries, internet resources and course books
- Make **notes** or prepare a **visual stimulus** to use when they produce the final version of the task:
  - **Notes** should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs.
  - **Notes** must be written on the OCR Controlled Assessment: Speaking Notes Form (Candidates) and this form is submitted with work for assessment.
  - A **visual stimulus** is a non-verbal image, it can be a photograph (**Note**: words, letters and symbols are **not** allowed). This is not submitted but must be retained in the centre until the December following the June examination series.

Teachers **can discuss**:

- The task type
- How to use reference material
- How to prepare the notes or the visual stimulus.

Teachers **can** give candidates suggestions of information to be included. These must be written on the OCR Controlled Assessment: Speaking Information Form (Teachers). This is not submitted but must be retained in the centre until the December following the June examination series.

Teachers **must not**:

- Tell candidates words and phrases to be included in French, German or Spanish
- Comment on or correct the notes
- Practise the task with candidates
- Practise recording the task with candidates.

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## Final tasks

The final task is produced under supervised control (teacher, teaching assistant or language assistant can supervise candidates).

**Candidates can** have access to the notes on the **Speaking Notes Form, the Speaking Information Form** and the **visual stimulus**.

**No dictionaries** are allowed during the taking of the final task.

There must be **no feedback** or assistance given to candidates during task taking.

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## Writing

### Practising tasks

As part of normal teaching and learning activities, candidates can practise a wide range of tasks for writing, and teachers can discuss task types and comment on performance as appropriate to the range of students that they teach.

There are no limits on type and format of feedback.

### Preparation for tasks

When the task for assessment has been determined, candidates are allowed preparation time.

It is recommended that this is no longer than **2 hours**.

It should be supervised by a teacher, teaching assistant or a language assistant in the centre. Supervision must be sufficient to make sure that plagiarism does not take place. No assistance or feedback from teaching staff and other candidates is permitted in the preparation time.

During the preparation time, candidates can:

- Use reference materials – dictionaries, internet resources and course books
- Make **notes** to use when they produce the final version of the task:
  - **Notes** should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs
  - **Notes** must be written on the OCR Controlled Assessment: Writing Notes Form (Candidates) and this form is submitted with work for assessment.

Teachers **can discuss**:

- The task type
- How to use reference material
- How to prepare the notes.

**Teachers can** give candidates suggestions of information to be included. These must be written on the OCR Controlled Assessment: Writing Information Form (Teachers). This is not submitted but must be retained in the centre until the December following the June examination series.

Teachers **must not**:

- Tell candidates words and phrases to be included in French, German or Spanish
- Correct words or phrases that candidates produce in preparation for the tasks
- Comment on or correct the notes.

---

## Final tasks

The final task is produced under supervised control (teacher, teaching assistant or language assistant can supervise candidates). Supervision must be sufficient to make sure that plagiarism does not take place.

- No assistance or feedback from teaching staff and other candidates is permitted in the production of the final task.
- Candidates should produce the final task independently.
- There must be no interaction between candidates when they produce the final task.

**Candidates can** have access to:

- The notes on the **Writing Notes Form (Candidates)**
- The suggestions of information to be included on the **Writing Information Form**.
- A bilingual dictionary.

**Candidates must not** have access to:

- Previous drafts of the task
- Online resources: foreign language grammar and spell checkers, electronic translations, online web pages that could provide ready-made phrases for the task.

**Note:** Candidates can word process their tasks but the above restrictions about online resources must apply.

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## Word count

Candidates aiming at grades G – D should produce up to 350 words across the two tasks.

Candidates aiming at grades C – A\* should produce up to 600 words across the two tasks.

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### Time control

#### Speaking

The time limit available to candidates to complete the assessment tasks for **Speaking** is between a minimum of 4 minutes and a maximum of 6 minutes.

Speaking tasks may be carried out in any appropriate location as long as they are supervised. They may take place in the classroom or any other part of the school. They may also even be taken in a suitable environment outside the school such as on a school visit.

#### Writing

The time available to candidates to complete the final assessment tasks for **Writing** is between 45 minutes and 1 hour.

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## Collaboration control

### Speaking

In Speaking, candidates can carry out the tasks individually or as group work.

In group work in Speaking, candidates must be given the opportunity to provide an individual response sufficient to meet the assessment criteria.

### Writing

In Writing, all work should be done independently by individual candidates.

There must be no collaboration between candidates.

---

## Resource control

### Speaking

Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. The use of specialist equipment (such as video/audio recorders) and software will be required.

### Writing

Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For the most part, basic workplace equipment will be adequate.

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### 5.3.3 Quality assuring the controls

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It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.



### 5.3.4 Completing the tasks

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#### Speaking

##### Final tasks

The final task is produced under supervised control (teacher, teaching assistant or language assistant can supervise candidates).

Candidates can have access to the **Speaking Notes Form**, the **visual stimulus** and the **Speaking Information Form**.

No dictionaries are allowed during the taking of the final task.

There must be **no feedback** or assistance to candidates during the taking of the final task.

#### Writing

##### Final tasks

The final task is produced under supervised control (teacher, teaching assistant or language assistant can supervise candidates). Supervision must be sufficient to make sure that plagiarism does not take place:

- No assistance or feedback from teaching staff and other candidates is permitted in the production of the final task.
- Candidates should produce the final task independently.
- There must be no interaction between candidates when they produce the final task.

Candidates **can** have access to:

- The notes on the **Writing Notes Form**
- The suggestions of information to be included on the **Writing Information Form**
- A bilingual dictionary.

Candidates **must not** have access to:

- Previous drafts of the task
- Online resources: foreign language grammar and spell checkers, electronic translations, online web pages that could provide ready-made phrases for the task.

**Note:** Candidates can word process their tasks but the above restrictions about online resources must apply.

##### Word count

Candidates aiming at grades G – D should produce up to 350 words across the two tasks.

Candidates aiming at grades C – A\* should produce up to 600 words across the two tasks.

## 5.3.5 Presentation of work

### Speaking and Writing

Candidates must observe certain procedures in the production of written Controlled Assessments:

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the work at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for assessment must be marked with the:

centre number

candidate number

candidate name

specification code and title

assignment title

### Speaking

#### Recording speaking tasks

The final tasks will need to be recorded in order to provide a sample of tasks to be sent for moderation. As the sample may be sent either electronically to the OCR repository or on CD/DVD to the moderator, the tasks must be recorded directly onto the appropriate electronic software (see Appendix E). Recordings can be audio or video, thus allowing flexibility in how tasks are recorded.

Centres will be required to record an adequate sample of tasks to provide sufficient evidence for moderation. For more information see OCR Guidance to Centres: Controlled Assessment-Speaking.

The recording of each task should be continuous and must not be edited in any way. At the beginning of each recorded file, the teacher or supervisor should give the following information:

- Date of the recording
- Centre number
- Candidate number and name
- Unit number and component number.

Both the candidate and any other participants (e.g. the teacher, student peers) should be audible.

Teachers are asked to check that each task has been recorded at the correct audible level by reviewing the last few seconds of the recording.

Each CD or DVD should be labelled with the centre number and unit number. To label CDs and DVDs appropriate marker pens should be used. The use of biro, for example, may make the contents of the disk unreadable. Centres should also complete each CD/DVD insert.

For more technical information, consult the OCR website and the document *Digital Audio Technology: Guidance to Centres and Assessment Personnel*.

## Writing

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix E.

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## 5.4 Task marking

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### 5.4.1 The OCR approach

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#### Speaking

Two tasks are marked by the centre assessor(s) using OCR assessment criteria and guidance, and a sample moderated by the OCR appointed moderator.

#### Writing

High level of control in relation to the marking of tasks. All work is marked by OCR assessors.

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### 5.4.2 Assessment criteria

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The assessment criteria contain levels of criteria for the skills that the learner is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated learner work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

### 5.4.3 Use of 'best fit' approach to marking grids

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#### Speaking

Task(s) should be assessed by the teacher according to the marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, one of the descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the learner.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the learner's work *convincingly* meets the statement, the highest mark should be awarded
- Where the learner's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- Where the learner's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect

from candidates working at that level'.

Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement.

One mark per assessment criterion is required. The final mark for the learner for each task is out of a total of 30 and is found by totalling the marks for each of the marking criteria strands. The marks for each task are then added together to give a total mark for the unit out of 60.

#### 5.4.4 Authentication

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Teachers/course tutors must be confident that the work they mark is the learner's own. This means that teachers should introduce sufficient checks to be in a position to judge the authenticity of the learner's work.

Candidates must not plagiarise or copy work. Plagiarism is the submission of another's work as one's own and can be caused by the failure to acknowledge the source correctly. Plagiarism and copying are considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

**Note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form, available separately from the OCR website, includes a declaration for teachers to sign. It is a requirement of the *QCDA Common Criteria for all Qualifications* that proof of authentication is received.

#### 5.4.5 Internal standardisation

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##### Speaking

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.4.6 Moderation

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### Speaking

#### Information on process

All work is assessed by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the assessment criteria defined in Appendix C.

Each candidate's work, submitted for moderation, should have a cover sheet attached to it. This will include a summary of the marks awarded for each task. If the work is submitted in digital format the cover sheet should be included electronically within each candidate's file.

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## 5.5 Minimum Requirements for Controlled Assessment

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### Speaking

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

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# 6 Technical Information

## 6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for Controlled Assessments.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

In Listening and Reading, there are examination papers for Foundation and Higher Tier. Candidates may be entered for any combination of Foundation or Higher Tier papers to reflect their abilities. Candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of the components. It is not possible to enter a candidate for both components within the same series.

For Speaking, there are two controlled assessment tasks. Task 1 – either Component 01 or 02 - is recorded and moderated. The moderation samples can be submitted either via the OCR Repository or by Postal Moderation. The entry code you choose determines the method of submission. Task 2 - Component 03 - does not need to be recorded and only marks (rather than samples) need to be submitted. (Any scaling calculated on the basis of performances of Task 1 will be applied on a pro-rata basis to Task 2)

For Writing, two controlled assessment tasks must be submitted by post. These tasks are assessed by OCR examiners.

### Externally Assessed Units: Listening/ Reading

	Unit Entry code	Entry Option Code	Component code	Tier	Unit titles
French	A701	F	01	Foundation	<i>Listening</i>
German	A711				
Spanish	A721				
		H	02	Higher	
French	A703	F	01	Foundation	<i>Reading</i>
German	A713				
Spanish	A723				
		H	02	Higher	

e.g. for French Listening Foundation Tier, enter A701F.

## Controlled Assessment Units: Speaking/ Writing

	Unit Entry code	Component code	Submission method	Unit titles
French	A702A	01, 03	<i>OCR Repository</i>	<i>Speaking</i>
German	A712A			
Spanish	A722A			
OR				
French	A702B	02, 03	<i>Postal Moderation</i>	<i>Speaking</i>
German	A712B			
Spanish	A722B			
French	A704	01	<i>Postal Examined</i>	<i>Writing</i>
German	A714			
Spanish	A724			

e.g. for electronic submission of French Speaking work, enter A702A 01 and 03.

## 6.2 Terminal Rules

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Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

## 6.3 Unit and Qualification Re-sits

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Candidates may re-sit each unit only once before entering for qualification certification for a GCSE or GCSE (Short Course) and must also satisfy the terminal rules in section 6.2.

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

## 6.4 Making Qualification Entries

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

Candidates may enter for:



- GCSE certification (entry code: French J730/ German J731/ Spanish J732).
- GCSE (Short Course) Spoken Language certification (entry code: French J030/ German J031/ Spanish J032).
- GCSE (Short Course) Written Language certification (entry code: French J130/ German J131/ Spanish J132).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE short course certification is available from June 2010.

GCSE certification is available from June 2011.

## 6.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A\* to G. Units are awarded a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/80.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Tier	(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
			a*	a	b	c	d	e	f	g	
F	20%	55	/	/	/	48	40	32	24	16	0
H	20%	80	72	64	56	48	40	36	/	/	0

-	30%	120	108	96	84	72	60	48	36	24	0
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Higher tier candidates may achieve an 'allowed e'. Higher tier candidates who miss a grade 'e' will achieve a uniform mark in the range f–u but the unit grade will be indicated as 'u'.

Candidate's uniform marks for each unit are aggregated and grades for the qualification are generated on the following scale:

Qualification	Max UMS	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE	400	360	320	280	240	200	160	120	80	0
GCSE (Short Course)	200	180	160	140	120	100	80	60	40	0

In Foundation Tier, candidates achieving less than the minimum mark for Grade G will be ungraded. In Higher Tier, candidates achieving marginally less than the minimum mark for Grade D may be awarded Grade E or will be ungraded.

## 6.6 Enquiries about Results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the JCQ Post-Results Services booklet and the OCR Admin Guide for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 6.7 Shelf-Life of Units

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

## 6.8 Guided Learning Hours

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GCSE French/German/Spanish each require 120 to 140 guided learning hours in total.

GCSE (Short Course) French/German/Spanish Spoken Language each require 60-70 guided learning hours in total.

GCSE (Short Course) French/German/Spanish Written Language each require 60-70 guided learning hours in total.

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

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These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCDA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Modern Foreign Languages.

## 6.10 Classification Code

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Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification codes for this specification are 5650 (French), 5670 (German), 5750 (Spanish).

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

## 6.11 Disability Discrimination Act Information Relating to these Specifications

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

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If

this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk)

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Access arrangements permissible for use in these specifications are in line with QCDA's GCSE subject criteria equalities review and are as follows:

	AO1 (Listening)	AO2 (Speaking)	AO3 (Reading)	AO4 (Writing)
Readers	Yes for written Q	N/A	Only allowed for Q in English	Yes
Scribes	Yes for responses in English	N/A	Yes for responses in English	See JCQ Regulations*
Practical Assistants	Yes	Yes	Yes	Yes
Word Processors	Yes	N/A	Yes	Yes
Transcripts of recorded text	For use by lip speaker	N/A	N/A	N/A
Transcripts of candidate's script	Yes	Yes	Yes	Yes
BSL signers	Yes for written Q in English	No	Yes for Q in English only	Yes for Q in English only
MQ papers	Yes	Yes	Yes	Yes
Extra time	Yes	Yes	Yes	Yes

\* <http://www.jcq.org.uk>

## 6.12 Arrangements for Candidates with Particular Requirements

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

# 7 Other Specification Issues

## 7.1 Overlap with other Qualifications

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There is no overlap between the content of these specifications and those for other qualifications.

## 7.2 Progression from these Qualifications

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GCSE qualifications are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

These specifications provide progression from the Entry Level Certificates in French, German and Spanish Specifications.

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

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These specifications can contribute to an understanding of these issues during the study of relevant language topic areas. For example spiritual, moral, ethical, social and cultural issues may arise in the study of all the topic areas listed in section 2.2. Legislative and economic issues could appear in topic areas 2 and 5.

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

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

## 7.5 Avoidance of Bias

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

## 7.6 Language

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These specifications and associated assessment materials are in English only.

## 7.7 Key Skills

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These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
1	✓	✓			✓		✓	✓	✓	✓	✓	✓
2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓			✓		✓		✓	✓	✓	✓
4	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through these specifications are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills Co-ordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 7.8 ICT

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In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of French, German or Spanish.

The assessment of this course requires candidates to read and respond to texts from ICT based sources. In Unit 4 (writing), candidates may be required to draft faxes and emails, but this will be done on the examination paper using pen and ink.

This section offers guidance on ICT opportunities which may or may not contribute to the provision of evidence for IT Key Skills.

<b>ICT Application/Development</b>	<b>Opportunities for Using ICT during the Course</b>
Read ICT based material in the target language.	Find and print out suitable material from CDs, the internet, intranet.
Listen to ICT based materials in the target language.	Find and listen to suitable material from CDs, MP3s, the internet and intranet.
Word process in the target language.	Draft and write at various lengths in the target language.
Proofread own work.	Improve drafts.
Produce DTP versions of work for publication or display.	Use DTP to enhance work where linguistic quality has been checked.

## 7.9 Citizenship

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of Citizenship issues during the course.

It is recognised that the limited level of mastery of a modern foreign language will affect Candidates' performance in all the above activities.



<b>Citizenship Issue</b>	<b>Opportunities for teaching Citizenship during the Course</b>
The importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion.	Topic 3 – Leisure and entertainment Topic 4 – Social issues
The United Kingdom's relations in Europe, including the European Union.	Topic 3 – Leisure and entertainment Topic 4 – Travel and the wider world Topic 5 – Education and work
The wider issues and challenges of global interdependence and responsibility, including sustainable development	Topic 4 – Travel and the wider world

Express, justify and defend orally and in writing a personal opinion about various issues, problems or events.	All Topics:  The expression and justification of points of view are required throughout the specification.
Contribute to group and exploratory class discussion, and take part in formal debates.	The expression and justification of points of view are required throughout the specification.
Use imagination to consider other people's experiences and be able to think about, express and critically evaluate views that are not their own.	The expression and justification of points of view are required throughout the specification.  The ability to consider other people's experiences and points of view is required in Listening and Reading assessments.

# Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content 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 assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

## Grade A

Candidates understand the gist of a range of different types of authentic and simulated spoken language relating to a range of contexts, containing some complex language. They can identify main points, details and points of view and draw conclusions. They can summarise what they have heard.

Candidates initiate and develop conversations and discussions, present ideas and information, and narrate events. They express and explain ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with accurate pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand a variety of authentic written texts relating to a range of contexts. They can identify main points, recognise points of view, attitudes and emotions and can draw conclusions. They understand unfamiliar language and extract meaning from more complex language and some longer texts.

Candidates convey information and narrate events. They express and explain ideas and points of view. They write for different purposes using a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate and the message is clear although there may still be some errors, especially when candidates use more complex structures.

## Grade C

Candidates show understanding of a variety of spoken material. They can identify and note main points, details and opinions. The spoken language includes a variety of structures, may relate to past and future events and covers a range of contexts including some that may be unfamiliar.

Candidates take part in conversations and simple discussions which contain a variety of structures and may include different tenses or time frames. They express personal opinions, present information and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates can identify and extract details and points of view from authentic and simulated written texts, drawn from a range of material that includes a variety of structures and may relate to past and future events. They show understanding of unfamiliar language.

Candidates write for different purposes or contexts that may be factual or imaginative and include a variety of structures which may include different tenses or time frames. They can communicate information and express personal opinions. The style is basic but despite some errors the writing conveys a clear message.

## **Grade F**

Candidates show understanding of simple familiar language spoken clearly. They respond appropriately and can identify and note main points and extract some details.

Candidates take part in simple conversations, can present simple information and can express their opinions. Their pronunciation is understandable, and although there may be grammatical inaccuracies the main points are communicated.

Candidates show understanding of the main points and some details from short, simple written texts that relate to familiar contexts. They can use context to work out the meaning of some unfamiliar language.

Candidates write short texts relating to familiar contexts, using simple sentences. There may be mistakes in spelling and grammar but the main points are communicated.

# Appendix B: Grammar and Linguistic Structures

## French

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GCSE candidates will be expected to have acquired knowledge and understanding of French grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. *The examples in brackets are indicative, not exclusive.* For structures marked (R), only receptive knowledge is required.

### French (foundation tier)

#### Nouns:

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gender

---

singular and plural forms

---

**Articles:** definite, indefinite and partitive, including use of *de* after negatives

#### Adjectives:

---

agreement

---

position

---

comparative and superlative: regular and *meilleur*

---

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

---

indefinite (*chaque, quelque*)

---

possessive

---

interrogative (*quel, quelle*)

#### Adverbs:

---

comparative and superlative:

---

regular

---

interrogative (*comment, quand*)

---

adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)

---

---

common adverbial phrases

---

**Quantifiers/Intensifiers:** (*très, assez, beaucoup, peu, trop*)

---

**Pronouns:**

---

personal: all subjects, including *on*

---

reflexive

---

relative: *qui*

---

relative: *que* (R)

---

object: direct (R) and indirect (R)

---

position and order of object pronouns (R)

---

disjunctive/emphatic

---

demonstrative (*ça, cela*)

---

indefinite (*quelqu'un*)

---

interrogative (*qui, que*)

---

use of *y, en* (R)

---

**Verbs:**

---

regular and irregular verbs, including reflexive verbs

---

all persons of the verb, singular and plural

---

negative forms

---

interrogative forms

---

modes of address: *tu, vous*

---

impersonal verbs (*il faut*)

---

verbs followed by an infinitive, with or without a preposition

---

**Tenses:**

---

present

---

perfect

---

imperfect: *avoir, être* and *faire*

---

other common verbs in the imperfect tense (R)

---

---

immediate future

future (R)

conditional: *vouloir* and *aimer*

pluperfect (R)

passive voice: present tense (R)

imperative

present participle (R)

**Prepositions**

**Conjunctions**

**Number, quantity, dates and time** including use of *depuis* with present tense

### **French (higher tier)**

All grammar and structures listed for foundation tier, plus:

**Adjectives:** comparative and superlative, including *meilleur*, *pire*

**Adverbs:** comparative and superlative, including *mieux*, *le mieux*

**Pronouns:**

use of *y*, *en*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

demonstrative (*celui*) (R)

possessive (*le mien*) (R)

**Verbs and tenses:**

future

imperfect

conditional

pluperfect

---

passive voice: future, imperfect and perfect tenses (R)

---

perfect infinitive

---

present participle, including use after *en*

---

subjunctive mood: present, in commonly used expressions (R)

---

**Time** including use of *depuis* with imperfect tense

---

## German

---

GCSE candidates will be expected to have acquired knowledge and understanding of German grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. *The examples in brackets are indicative, not exclusive.* For structures marked (R), only receptive knowledge is required.

### German (foundation tier)

#### The case system

##### Nouns:

---

gender

---

singular and plural forms, including genitive singular and dative plural

---

weak nouns: nominative and accusative singular (*Herr, Junge, Mensch, Name*) (R)

---

adjectives used as nouns (*ein Deutscher*)

##### Articles:

---

definite and indefinite

---

*kein*

##### Adjectives:

---

adjectival endings: predicative and attributive usage, singular and plural, used after

---

definite and indefinite articles, demonstrative and possessive adjectives

---

adjectival endings after *etwas, nichts, viel, wenig, alles* (R)

---

comparative and superlative, including common irregular forms (*besser, höher, näher*)

---

demonstrative (*dieser, jeder*)

---

---

possessive

---

interrogative (*welcher*)

---

**Adverbs:**

---

comparative and superlative, including common irregular forms (*besser, lieber, mehr*)

---

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

---

adverbs of time and place (*manchmal, oft, hier, dort*)

---

common adverbial phrases (*ab und zu, dann und wann, letzte Woche, nächstes Wochenende,*

---

*so bald wie möglich*)

---

**Quantifiers/Intensifiers** (*sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen*)

---

**Pronouns:**

---

personal, including *man*

---

reflexive: accusative

---

reflexive: dative (R)

---

relative: nominative

---

relative: other cases (R) and use of *was* (R)

---

indefinite: *jemand, niemand*

---

interrogative: *wer, was, was für*

---

interrogative: *wen, wem* (R)

---

**Verbs:**

---

regular and irregular verbs

---

reflexive

---

modes of address: *du, Sie*

---

mode of address: *ihr* (R)

---

impersonal (most common only, eg *es gibt, es geht, es tut weh*)

---

separable/inseparable

---

modal: present and imperfect tenses, imperfect subjunctive of *mögen*

---

infinitive constructions (*um ... zu ...; verbs with zu ...*) (R)

---



---

negative forms

---

interrogative forms

---

**Tenses:** present

---

perfect: excluding modals

---

imperfect/simple past: *haben, sein* and modals

---

imperfect/simple past: other common verbs (R)

---

future

---

pluperfect (R)

---

imperative forms

---

**Prepositions:**

---

fixed case and dual case with accusative and/or dative

---

with genitive (R)

---

**Clause structures:**

---

main clause word order

---

subordinate clauses, including relative clauses

---

**Conjunctions:**

---

co-ordinating (most common, eg *aber, oder, und*)

---

subordinating (most common, eg *als, obwohl, weil, wenn*)

---

**Number, quantity, dates and time** including use of *seit* with present tense

---

### German (higher tier)

All grammar and structures listed for foundation tier, plus:

---

**Nouns:** weak nouns

---

**Adjectives:** adjectival endings after *etwas, nichts, viel, wenig, alles*

---

**Pronouns:**

---

reflexive: dative

---

---

relative: all cases, and use of *was*

---

interrogative: *wen, wem*

---

**Verbs:**

---

mode of address: *ihr*

---

impersonal

---

infinitive constructions (*ohne ... zu ...; um ... zu ...; verbs with zu ...*, eg *beginnen, hoffen, versuchen*)

---

modal: imperfect subjunctive of *können, sollen*

---

tenses: imperfect/simple past of common verbs

---

future

---

conditional: *würde* with infinitive

---

pluperfect

---

imperfect subjunctive in conditional clauses: *haben* and *sein*

---

**Prepositions:** with genitive (most common, eg *außerhalb, statt, trotz, während, wegen*)

---

**Conjunctions:** co-ordinating and subordinating

---

**Time:** use of *seit* with imperfect tense

---

# Spanish

---

GCSE candidates will be expected to have acquired knowledge and understanding of Spanish grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. *The examples in brackets are indicative, not exclusive.* For structures marked (R), only receptive knowledge is required.

## Spanish (foundation tier)

### Nouns:

gender

singular and plural forms

### Articles:

definite and indefinite

*lo* plus adjective (R)

### Adjectives:

agreement

position

comparative and superlative: regular and *mayor, menor, mejor, peor*

demonstrative (*este, ese, aquel*)

indefinite (*cada, otro, todo, mismo, alguno*)

possessive, short form (*mi*)

possessive, long form (*mío*) (R)

interrogative (*cuánto, qué*)

### Adverbs:

formation

comparative and superlative: regular

interrogative (*cómo, cuándo, dónde*)

adverbs of time and place (*aquí, allí, ahora, ya*)

common adverbial phrases

---

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

---

**Pronouns:**

---

subject

---

object (R)

---

position and order of object pronouns (R)

---

reflexive

---

relative: *que*,

---

relative: *quien, lo que* (R)

---

disjunctive (*conmigo, para mí*)

---

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

---

indefinite (*algo, alguien*)

---

interrogative (*cuál, qué, quién*)

---

**Verbs:**

---

regular and irregular verbs, including reflexive verbs

---

all persons of the verb, singular and plural

---

modes of address: *tú* and *usted*

---

radical-changing verbs

---

negative forms

---

interrogative forms

---

reflexive constructions (*se puede, se necesita, se habla*)

---

uses of *ser* and *estar*

---

present indicative

---

present continuous

---

preterite

---

imperfect: in weather expressions with *estar, hacer*

---

imperfect (R)

---

immediate future

---

---

future (R)

---

perfect: most common verbs only

---

conditional: *gustar* only in set phrases

---

pluperfect (R)

---

gerund (R)

---

imperative: common forms including negative

---

subjunctive, present: (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*)

---

subjunctive, imperfect: *quisiera*

---

impersonal verbs: most common only

---

**Prepositions:**

---

common, including personal *a*

---

*por* and *para*

---

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

---

**Number, quantity, dates**

---

**Time:** use of *desde hace* with present tense (R)

---

**Spanish (higher tier)**

All grammar and structures listed for foundation tier, plus:

---

**Articles:** *lo* plus adjective

---

**Adjectives:**

---

comparative and superlative

---

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

---

relative (*cuyo*)

---

**Adverbs:** comparative and superlative

---

**Pronouns:**

---

object

---

position and order of object pronouns

---

relative: all other uses including *quien, lo que, el que, cual*

---

---

---

possessive (*el mío, la mía*)

---

**Verbs and tenses:**

---

future

---

imperfect

---

imperfect continuous

---

perfect

---

pluperfect

---

conditional

---

passive voice (R)

---

gerund

---

present subjunctive: imperative, affirmation and negation, future after conjunctions of time

---

(*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*)

---

imperfect subjunctive (R)

---

**Time:**

---

use of *desde hace* with present tense

---

use of *desde hace* with imperfect tense (R)

---

# Appendix C: Assessment Criteria for SPEAKING

Task One	Communication	15 marks
	Quality of Language	10 marks
	Pronunciation and intonation	5 marks
	<b>Total</b>	<b>30 marks</b>
Task Two	Communication	15 marks
	Quality of Language	10 marks
	Pronunciation and intonation	5 marks
	<b>Total</b>	<b>30 marks</b>
<b>TOTAL</b>		<b>60 marks</b>

Communication 15 marks	
14 - 15	The candidate responds fully to all tasks/questions, including open-ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued.
12 - 13	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus.
10 - 11	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information.
8 - 9	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation.
6 - 7	Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions. Makes some attempt to deal with unpredictable elements. Hesitant at times.
4 - 5	Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions. Attempts to link straightforward ideas. Hesitation usually in response to unpredictable elements.
2 - 3	Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive. Communicates briefly in response to direct questions. Hesitant delivery.
1	Conveys only isolated pieces of information, even in response to very simple tasks/questions. Brief and monosyllabic. Single words in response to questions and

	delivery is slow and hesitant.
0	Communicates no relevant information
<b>Quality of Language 10 marks</b>	
9 - 10	<p>Confident and accurate use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses.</p> <p>Very fluent, coherent and consistent – only one or two instances of minor errors, usually in the most ambitious language.</p>
7 - 8	<p>A good range of structures and vocabulary, including verb structures and tenses.</p> <p>Uses more complex language features, but makes some mistakes. Fluent most of the time and overall in control of the material.</p>
5 - 6	<p>Uses a range of straightforward structures and vocabulary, which may include different tenses or time frames. Can connect verbs.</p> <p>The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.</p>
3 - 4	<p>Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures.</p> <p>Everyday messages are sufficiently accurate to be comprehensible.</p>
1 - 2	<p>Only a few phrases or short sentences are accurate enough to be recognisable.</p> <p>Very simple sentence structure.</p>
0	Nothing coherent or accurate enough to be comprehensible

<b>Pronunciation and Intonation 5 marks</b>	
5	Very accurate for a non-target language speaker though there may be some minor slips.
4	Mostly accurate with occasional errors.
3	Generally accurate, though there may be some instances of first language interference.
2	Inconsistent but still some instances of accurate pronunciation and intonation.



1	Very few instances of clear pronunciation and intonation, significant first language influence prevents clarity.
0	Nothing coherent enough to be comprehensible.

# Appendix D: Assessment Criteria for WRITING

Task One	Communication	15 marks
	Quality of Language	15 marks
	<b>Total</b>	<b>30 marks</b>
Task Two	Communication	15 marks
	Quality of Language	15 marks
	<b>Total</b>	<b>30 marks</b>
	<b>TOTAL</b>	<b>60 marks</b>

Communication 15 marks	
13/14/15	<ul style="list-style-type: none"> <li>• Responds fully to the task and communicates extremely clearly and without ambiguity. Coherent and detailed. Uses relevant information to convey facts and narrate events.</li> <li>• Develops and justifies individual ideas and points of view convincingly and extensively.</li> </ul>
10/11/12	<ul style="list-style-type: none"> <li>• Communicates relevant information clearly to convey facts and narrate events effectively in response to task.</li> <li>• Expresses and explains ideas and points of view by providing appropriate justifications.</li> </ul>
7/8/9	<ul style="list-style-type: none"> <li>• Produces sufficient relevant information to convey clearly some facts and narrate some events in response to the task.</li> <li>• Expresses some ideas and points of view, sometimes with justifications.</li> </ul>
4/5/6	<ul style="list-style-type: none"> <li>• Communicates the essential information of the task. There may be some instances of repeated or irrelevant material.</li> <li>• Expresses personal opinions, some are developed or justified.</li> </ul>
1/2/3	<ul style="list-style-type: none"> <li>• Communicates some information relevant to the task. There is some repetition or irrelevant material and often a lack of clarity.</li> <li>• Expresses some simple opinions.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Communicates no relevant information in response to the task.</li> </ul>

### Quality of Language 15 marks

14 - 15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
12 - 13	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
10 - 11	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.
8 - 9	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
6 - 7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
4 - 5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
2 - 3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing coherent or accurate enough to be comprehensible.

# Appendix E: Guidance for the Production of Electronic Controlled Assessment: Unit 2 Speaking

The Controlled Assessment in Unit 2 comprises two tasks. For each candidate, the two tasks together form a Controlled Assessment portfolio, stored electronically.

## Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the two Controlled Assessment tasks. The evidence for each task should be contained within a separate file within the top-level folder.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree to store Controlled Assessment and summary forms.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate for reviewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable player is available are acceptable. Where this is not available, the file format is not acceptable.

Evidence submitted is likely to be in the form of digital audio and video files.

To ensure compatibility, all files submitted must be in the formats listed below.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Audio or sound formats

MPEG Audio Layer 3 (.mp3)

### Movie formats for digital video evidence

MPEG (.mpg)

QuickTime movie (.mov)

Macromedia Shockwave (.aam)

Macromedia Shockwave (.dcr)

Flash (.swf)

Windows Media File (.wmf)

MPEG Video Layer 4 (.mp4)