GCSE

French/German/Spanish

August 2011

Contents

The specification has been updated. Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 19, 20, 21, 22, 23, 31, 32, 42, 43 and 55.

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)

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);*

A704/A714/A724 CA (externally assessed): *Writing (French/German/Spanish).*

1.2   GCSE (Short Course)

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

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

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

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   Content

2.1   Overview

GCSE French, German or Spanish J730/J731/J732	
Unit 1 (French A701/German A711/Spanish A721) Listening 20% of the qualification 40 marks Tiered Foundation: 35 minutes written paper Higher: 45 minutes written paper	**Unit 2** (French A702/German A712/Spanish A722) Speaking 30% of the qualification 60 marks Controlled Assessment Internally assessed (Untiered)
Unit 3 (French A703/German A713/Spanish A723) Reading 20% of the qualification 40 marks Tiered Foundation: 35 minutes written paper Higher: 45 minutes written paper	**Unit 4** (French A704/German A714/Spanish A724) Writing 30% of the qualification 60 marks Controlled Assessment Externally assessed (Untiered)

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GCSE Short Course French, German or Spanish Spoken Language J030/J031/J032	
Unit 1 (French A701/German A711/Spanish A721) Listening 40% of the qualification 40 marks Tiered Foundation: 35 minutes written paper Higher: 45 minutes written paper	**Unit 2** (French A702/German A712/Spanish A722) Speaking 60% of the qualification 60 marks Controlled Assessment Internally assessed (Untiered)

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GCSE Short Course French, German or Spanish Written Language J130/J131/J132	
Unit 3 (French A703/German A713/Spanish A723) Reading 40% of the qualification 40 marks Tiered Foundation: 35 minutes written paper Higher: 45 minutes written paper	**Unit 4** (French A704/German A714/Spanish A724) Writing 60% of the qualification 60 marks Controlled Assessment Externally assessed (Untiered)

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2.2   Topic Areas

The topics below apply to all 4 units.

However, for Speaking and Writing controlled assessment tasks, candidates may choose to do a task on one of the topics or sub-topics below, or they can do a task on a topic of their own choice that links closely to their own personal interests. The same topic can be used for Speaking and Writing, as long as the task is different and elicits different details and vocabulary. Each task must be for a different purpose. For example, a letter, email, report or article for Writing and a conversation, interview or presentation for Speaking.

Topic Area 1 Home and local area

- Life in the home; friends and relationships.

- Local area, facilities and getting around.

Topic Area 2 Health and sport

- Sport, outdoor pursuits and healthy lifestyle.

- Food and drink as aspects of culture and health.

Topic Area 3 Leisure and entertainment (includes online)

- Socialising, special occasions and festivals.

- TV, films and music.

Topic Area 4 Travel and the wider world

- Holidays and exchanges.

- Environmental, cultural and social issues.

Topic Area 5 Education and work

- School life in the UK and in the target language country or community.

- Work experience, future study and jobs, working abroad.

2.3   Grammar and Linguistic Structures

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.

2.4   Vocabulary

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. Please note that this list should not be seen as a self-study aid, as only brief meanings have been given and candidates may help from their teacher/tutor to interpret items correctly. The lists are available for each language separately (French, German, Spanish) and can be found on the OCR website (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.

- Prepositions

- At Higher Tier, candidates will be expected to recognise word roots and patterns used in different grammatical functions and combinations, for example:

  réserver   **réservation**   **place réservée**

  producir   **reducir**   **introducir**

  übernachten/Übernachtung   **wandern/Wanderung**

2.5 Overview of each unit

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

Listening

Candidates:

- 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 (of one or two words) in English.

Unit 2: *Speaking* (French A702/GermanA712/Spanish A722)

Speaking

Using French, German or Spanish, candidates:

- Complete two controlled assessment tasks for two different purposes. **Both tasks can be on the same topic/ sub-topic but must be for different purposes**. The topic or topics can be selected from the list in section 2.2 or candidates can choose a topic of personal interest
- Interact with other speakers and present ideas and information. Candidates will be required to respond to some unexpected questions as part of their interaction with other speakers.

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

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 (of one or two words) in English.

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

Writing

Using French, German or Spanish, candidates:

- Communicate on two different subjects for two different purposes. Candidates can choose a topic of personal interest or topics can be selected from the list in section 2.2.
- Tasks can be taken from the same topic area as long as the content is different in each, e.g. one task on school and one on work experience would be acceptable
- Convey information and facts, and express and justify points of view.

3   Schemes of Assessment

3.1   GCSE Scheme of Assessment

<div align="center">GCSE French, German and Spanish J730/1/2</div>

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

20% of the total GCSE marks	No dictionaries are allowed.
Externally assessed Foundation Tier: 35 mins written paper 40 marks Higher Tier: 45 mins written paper 40 marks	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). Candidates hear all the items twice.
	• All rubrics are in English. • 5 exercises for each tier: non-verbal responses or short answers (of one or two words) in English. The material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to the Topic Areas in section 2.2.
	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.
	Exercises 4 and 5 (Foundation Tier) and Exercises 1 and 2 (Higher Tier) are the same and 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.
	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.

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 / sub-topic from the list in section 2.2. Some unexpected questions must be included as part of the interaction.
	Guidance on the type of activities and the control conditions is given in the specimen assessment materials, section 4 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 marks for two speaking tasks for each candidate. At least one task must have been recorded and be available for moderation.
	Centres are required to establish a reliable order of merit and supply a sample for moderation according to the regulations. For each candidate in the chosen sample, centres must send one recording, the two Speaking Notes Forms (Candidates) and a Cover Sheet.

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 Higher Tier: 45 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 (of one or two words) in English. • Exercise 5 (Higher Tier) questions in target language with non-verbal responses.
	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 2.2.
	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) are the same and 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 the final tasks. Online dictionaries are allowed. Online grammar and spell checkers are **not** allowed.
	All candidates complete **two** writing tasks on different subjects for different purposes. Candidates can choose a topic of personal interest or a topic/sub-topic from the list in section 2.2. Guidance on the type of activities and the control conditions is given in the specimen assessment materials, section 4 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 with the Writing Notes Forms (Candidates) and a Cover Sheet for each candidate. **Word count** Candidates aiming at grades G – D should produce between 100 and 175 words per task (i.e. 200 to 350 words across the two tasks). Candidates aiming at grades C - A* should produce between 200 and 300 words per task (i.e. 400 to 600 words across the two tasks).

3.2   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 3.1).

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 3.1).

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 3.1).

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).

3.3   Entry Options

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

OCR GCSE (Short Course) in Spanish Written Language – J132

3.4 Tiers

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.

3.5 Assessment Availability

There is one examination series each year, in June.

All GCSE units will be assessed.

3.6 Assessment Objectives

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): *Listening*	20	-	-	-	20%
Unit 3 (French A703/ German A713/ Spanish A723): *Reading*	-	20	-	-	20%
Unit 2 (French A702/ German A712/ Spanish A722): *Speaking*	-	-	30	-	30%
Unit 4 (French A704/ German A714/ Spanish A724): *Writing*	-	-	-	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): *Listening*	40	-	-	-	40%
Unit 2 (French A702/ German A712/ Spanish A722): *Speaking*	-	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): *Reading*	-	-	40	-	40%
Unit 4 (French A704/ German A714/ Spanish A724): *Writing*	-	-	-	60	60%
	-	-	40%	60%	100%

3.7 Quality of Written Communication

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

4 Controlled Assessment

This section provides general guidance on Controlled Assessment: what Controlled Assessment tasks are, when and how they are available, how to plan and manage Controlled Assessment and what controls must be applied throughout the process.

Detailed guidance relating to Controlled Assessment is given in the JCQ document 'Instructions for conducting Controlled Assessment'. More specific guidance and support is provided in our two guides: 'Guide to Controlled Assessment in GCSE MFL (Speaking)' and 'Guide to Controlled Assessment in GCSE MFL (Writing)' available on the OCR website.

4.1 Controlled Assessment tasks

Controlled Assessment exemplar tasks for speaking and writing are available from Interchange and are included in the Speaking and Writing Guides (as detailed above). Guidance on how to access Controlled Assessment tasks from Interchange is available on the OCR website.

Centres can choose 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 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 Controlled Assessment tasks as guidance.

Centres must adapt their Controlled Assessment tasks every two years, by changing at least one of the suggestions given to candidates on the Teachers Speaking/Writing Information Forms.

4.2 Planning and managing Controlled Assessment

Teaching and Learning

Controlled Assessment is designed to be an integral part of teaching and learning. Activities which develop speaking skills take place regularly in the classroom, using a variety of appropriate resources (as chosen by the teacher). These opportunities allow candidates to practise a wide range of speaking tasks, and teachers can discuss and comment on performance as appropriate.

There are no restrictions regarding time or feedback to individual learners.

When all the necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the Controlled Assessment task.

Preparation (informal supervision)

Informal supervision ensures that the work of individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.

Preparation starts when candidates are given the Controlled Assessment task. <u>Candidates may have up to 6 hours to complete their preparation if desired.</u>

Teachers can give candidates suggestions of information to be included. These must be written on the <u>OCR Controlled Assessment: Speaking Information Form (Teachers)</u>. 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

- Strategies for preparing the final task

- How to prepare the notes or the visual stimulus.

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

During the preparation time, candidates can:

- Use reference materials – dictionaries, internet resources, course books and exercise books

- Make **notes or** prepare a **visual stimulus** to use when they produce the final version of the task:

  o **Notes** should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs.
  o **Notes** must be written on the <u>OCR Controlled Assessment: Speaking Notes Form (Candidates)</u> and this form is submitted with work for assessment.

o   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.

Some of the preparation can be carried out outside of the classroom. Detailed guidance is provided in the   Guide to Controlled Assessment in GCSE MFL (Speaking)

Final task-taking (informal supervision)

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.

Each final task should take between a minimum of 4 minutes up to a maximum of 6 minutes. 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.

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

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

Quality assuring the controls

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.

Unit A704/A714/A724 WRITING

Teaching and Learning

Controlled Assessment is designed to be an integral part of teaching and learning. Activities which develop writing skills take place regularly in the classroom, using a variety of appropriate resources (as chosen by the teacher). These opportunities allow candidates to practise a wide range of writing tasks, and teachers can discuss and comment on performance as appropriate.

There are no restrictions regarding time or feedback to individual learners.

When all the necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the assessment task.

Preparation (informal supervision)

Informal supervision ensures that the contributions of individual candidates are recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but candidates must produce an individual response.

Preparation starts when candidates are given the Controlled Assessment task. Candidates may have up to 6 hours to complete their preparation if desired.

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 **can discuss**:

- The task type

- How to use reference material

- Strategies for preparing for the final task

- How to prepare notes.

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 task

- Comment on or correct the notes

During the preparation time, candidates can:

- Use reference materials – dictionaries, internet resources, course books and exercise books

- Make **notes** to use when they produce the final version of the task:

  o **Notes** should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs.
  o **Notes** must be written on the OCR Controlled Assessment: Writing Notes Form (Candidates) and this form is submitted with work for assessment.

Some of the preparation can be carried out outside of the classroom. Detailed guidance is provided in the Guide to Controlled Assessment in GCSE MFL (Writing)

Final task-taking (formal supervision)

Each 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.

- Candidates should produce the final task independently. There must be no interaction or collaboration between candidates when they produce the final task.

- No assistance or feedback from teaching staff and other candidates is permitted in the production of the final task.

The final task must be produced in one single assessment session, of no longer than 60 minutes.

Candidates aiming at grades G – D should produce between 100 to 175 words per task.
Candidates aiming at grades C – A* should produce between 200 to 300 words per 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 (teachers).**

- 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.

Quality assuring the controls

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.

4.3   Presentation of work

Speaking and **Writing**

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

Work submitted for assessment must include the:

centre number
candidate number
candidate name
specification code and title
assignment title

For Writing only:

- 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.

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 the Guide to controlled assessment in Modern Foreign Languages – 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 (eg 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.

4.4 Task marking

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

All work is marked by OCR assessors.

4.4.1 Assessment criteria

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.

4.4.2 Use of 'best fit' approach to marking grids

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.

4.4.3 Authentication

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.

4.4.4 Internal standardisation

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.

4.4.5 Moderation

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.

4.5 Minimum Requirements for Controlled Assessment

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.

5 Support

5.1 Free resources available from the OCR website

The following materials are available on the OCR website www.ocr.org.uk:

- GCSE French / German / Spanish Specification;

- Specimen assessment materials for all units;

- Vocabulary lists – divided into Topic Areas;

- Guide to Controlled Assessment - Speaking;

- Guide to Controlled Assessment - Writing;

- Additional support material for Controlled Assessment – Speaking (with sample candidate recordings to download from Interchange);

- Additional support material for Controlled Assessment – Writing (with sample candidate responses and commentaries);

- Teachers Handbook;

- Sample Schemes of Work and Lesson Plans.

5.2 Other resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- better published support, available when you need it, tailored to OCR specifications;

- quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials;

- more resources for specifications with lower candidate entries;

- materials which are subject to a thorough quality assurance process to achieve endorsement.

Oxford University Press (OUP) is the publisher partner for OCR GCSE Modern Foreign Languages. Full details of resources can be found in the Teachers Handbook.

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.

5.3   Training

A full range of training events provide valuable support, for the delivery and assessment of OCR qualifications:

Get Ready…An overview of new OCR specifications

Get Started…For teachers preparing to deliver or already delivering OCR specifications

Get Ahead…For teachers wanting to improve delivery and assessment of a current OCR specification

Lead the way…To encourage creativity and innovation

Up-to-date event details and online booking forms are available at www.ocreventbooker.org.uk or view our training e-books at www.ocr.org.uk/training.

5.4   OCR Support Services

5.4.1   OCR Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at you convenience. Sign up at https://interchange.ocr.org.uk.

5.4.2   OCR Active Results service

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools. You can compare your centre against national averages, gain information to support resit decisions and analyse question level results where available.

5.4.3   OCR Social Network

The languages online community can be used to share resources, ask questions, start and take part in discussions. Join at www.social.ocr.org.uk.

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 German Spanish	A701 A711 A721	F	01	Foundation	Listening
		H	02	Higher	
French German Spanish	A703 A713 A723	F	01	Foundation	Reading
		H	02	Higher	

eg for French Listening Foundation Tier, enter A701F.

Controlled Assessment Units: Speaking/ Writing

	Unit Entry code	Entry Option Code	Component code	Tier
French German Spanish	A702A A712A A722A	01, 03	*OCR Repository*	*Speaking*
OR				
French German Spanish	A702B A712B A722B	02, 03	*Postal Moderation*	*Speaking*
French German Spanish	A704 A714 A724	01	*Postal Examined*	*Writing*

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

6.2   Terminal Rules

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

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

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

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

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

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

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

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

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

6.12 Arrangements for Candidates with Particular Requirements

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.

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[*] http://www.jcq.org.uk

7 Other Specification Issues

7.1 Overlap with other Qualifications

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

7.2 Progression from these Qualifications

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

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

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

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

7.6 Language

These specifications and associated assessment materials are in English only.

7.7 Key Skills

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). 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

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.

ICT Application/Development	Opportunities for Using ICT during the Course
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

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.

Citizenship Issue	Opportunities for teaching Citizenship during the Course
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 candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.
	They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.
	They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.
	They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.
C	Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.
	They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.
	They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.
	They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

F	Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.
	They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.
	They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.
	They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

Appendix B: Grammar and Linguistic Structures

French

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:
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
              Total   **30 marks**

Task Two   Communication   15 marks
              Quality of Language   10 marks
              Pronunciation and intonation   5 marks
              Total   **30 marks**

              TOTAL   **60 marks**

	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

	Quality of Language 10 marks
9 – 10	Confident and accurate use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Very fluent, coherent and consistent – only one or two instances of minor errors, usually in the most ambitious language.
7 – 8	A good range of structures and vocabulary, including verb structures and tenses. Uses more complex language features, but makes some mistakes. Fluent most of the time and overall in control of the material.
5 – 6	Uses a range of straightforward structures and vocabulary, which may include different tenses or time frames. Can connect verbs. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
3 – 4	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
1 – 2	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
0	Nothing coherent or accurate enough to be comprehensible

	Pronunciation and Intonation 5 marks
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
	Total	**30 marks**

Task Two	Communication	15 marks
	Quality of Language	15 marks
	Total	**30 marks**
	TOTAL	**60 marks**

Communication 15 marks	
13/14/15	• Responds fully to the task and communicates extremely clearly and without ambiguity. Coherent and detailed. Uses relevant information to convey facts and narrate events. • Develops and justifies individual ideas and points of view convincingly and extensively.
10/11/12	• Communicates relevant information clearly to convey facts and narrate events effectively in response to task. • Expresses and explains ideas and points of view by providing appropriate justifications.
7/8/9	• Produces sufficient relevant information to convey clearly some facts and narrate some events in response to the task. • Expresses some ideas and points of view, sometimes with justifications.
4/5/6	• Communicates the essential information of the task. There may be some instances of repeated or irrelevant material. • Expresses personal opinions, some are developed or justified.
1/2/3	• Communicates some information relevant to the task. There is some repetition or irrelevant material and often a lack of clarity. • Expresses some simple opinions.
0	• Communicates no relevant information in response to the task.

	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)