

OCR GCSE IN FRENCH (1925) GERMAN (1926) GUJARATI (1927) AND SPANISH (1928)

Key Features

- A clear progression route to the revised OCR A/AS Language specifications.
- Few changes from current OCR specifications (1525-1528)
- Candidates can *mix 'n match* Higher Tier and Foundation Tier
- Allows a choice of *internally* or *externally* assessed Speaking
- Writing *Coursework* can be offered instead of the *Writing Paper*
- Wide range of support materials, including Defined Content Vocabulary lists

Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621).
- Coursework guidance materials.
- Speaking guidance materials.
- Examples of marked work.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of coursework.


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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

OCR GCSE IN FRENCH (1925) GERMAN (1926) GUJARATI (1927) AND SPANISH (1928)

SECTION A: SPECIFICATION SUMMARY

TIERS

In Listening, Speaking, Reading and Writing, there are papers for Foundation Tier and for Higher Tier. Candidates may enter any combination of Foundation or Higher Tier papers to reflect their abilities. However, only one tier may be entered for each skill.

Question papers offered at Foundation Tier target grades G to C.

Question papers offered at Higher Tier target grades D to A*.

Coursework is differentiated by outcome, so no tiered entry is needed for that unit.

UNITS

Assessment is by means of **4 units of assessment**. Candidates must take Unit 1 (Listening) and Unit 3 (Reading) plus, either Unit 2 (Externally Assessed Speaking) or Unit 5 (Internally Assessed Speaking) **and** either Unit 4 (Terminal Writing) or Unit 6 (Written Coursework). Candidates who choose Unit 6 (Written Coursework) may not take either Unit 4 (Terminal Writing) or Unit 5 (Internally Assessed Speaking).

Unit	Unit Code / Option Code				Title	Duration	Weighting
	Fr	Ger	Guj	Sp			
1	2351F	2361F	2371F	2381F	Listening / Foundation	40 mins approx	25%
	2351H	2361H	2371H	2381H	Listening / Higher	40 mins approx	25%
2	2352F	2362F	2372F	2382F	Speaking (Externally Assessed) / Foundation	10-12 mins	25%
	2352H	2362H	2372H	2382H	Speaking (Externally Assessed) / Higher	12-15 mins	25%
3	2353F	2363F	2373F	2383F	Reading / Foundation	45 mins	25%
	2353H	2363H	2373H	2383H	Reading / Higher	50 mins	25%
4	2354F	2364F	2374F	2384F	Writing / Foundation	40 mins	25%
	2354H	2364H	2374H	2384H	Writing / Higher	60 mins	25%
5	2355F	2365F	2375F	2385F	Speaking (Internally Assessed) / Foundation	10-12 mins	25%
	2355H	2365H	2375H	2385H	Speaking (Internally Assessed) / Higher	12-15 mins	25%
6	2356	2366	2376	2386	Writing Coursework	n/a	25%

QUESTION PAPERS

Listening (2351/2361/2371/2381)

Candidates hear everything in the target language twice. The passages may include instructions, messages, announcements, monologues, dialogues, discussions, factual material, narrative and expressions and justifications of points of view, all of varying length. There is progression as higher grades are targeted. Candidates give their answers mainly using objective-type items or in the target language. However, up to 20% of the marks for Listening may be for answers in English.

Speaking (2352/2362/2372/2382 OR 2355/2365/2375/2385)

The papers are identical for Internal and External assessment. Candidates perform two Role-plays, deliver a prepared Presentation and take part in a Discussion and a Conversation. The conversation topics are chosen from a limited and accessible range. All conversations are tape-recorded. Internally Assessed Speaking may not be offered in combination with Coursework.

Reading (2353/2363/2373/2383)

The passages may include signs, instructions, messages, emails, faxes, postcards, letters, articles, brochures and narratives, all of varying length. There is progression as higher grades are targeted. Candidates give their answers mainly using objective-type items or in the target language. However, up to 20% of the marks for Reading may be for answers in English.

Writing (Terminal examination) (2354/2364/2374/2384)

Candidates write answers targeted at different grades ranging from a list-writing exercise to a more extended text of 150 words. There is progressive opportunity for them to demonstrate increasing sophistication in their writing.

Writing Coursework (2356/2366/2376/2386)

Candidates submit 3 pieces of work in accordance with the Coursework regulations. At least one of the pieces submitted must be done under controlled conditions. Drafts of non-controlled Coursework may be checked by teachers using the OCR correction sheet only. Coursework may not be offered in combination with Internally Assessed Speaking.

ENTRY OPTIONS

Candidates may enter Foundation Tier or Higher Tier in Listening, Reading and Speaking. Speaking may be assessed either Internally or Externally. Candidates offering Internally Assessed Speaking **may not** offer Coursework.

They may enter either Foundation Tier or Higher Tier in Writing, or may offer (untiered) Coursework. Candidates offering Coursework **may not** offer Internally Assessed Speaking.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

These specifications rest on the following principles:

- the principle of providing a meaningful and enjoyable educational experience for candidates
- the principle of providing known and achievable but challenging goals for candidates of all abilities
- the principle of providing a useful level of linguistic competence for candidates
- the principle of providing a suitable waystage in a culture of life-long learning
- the principle of providing useful experience of the means of language acquisition
- the principle of enabling personal awareness to develop by reference to other cultures.

Additionally, testing will build on previous practice using the following principles:

- the principle of using mainly target-language testing, with limited amounts of English
- the principle of using English where experience suggests candidates may have difficulty understanding the task rather than the language used
- the principle of a broad range of test types so that candidates are not unduly disadvantaged by performance in any one test type
- the principle of test types being selected for their effectiveness in allowing candidates to show what they know and can do.

These specifications make a distinctive contribution to national provision by

- providing a Defined Content vocabulary list for both Foundation and Higher Tiers
- allowing a choice of internally or externally assessed Speaking
- allowing Centres that choose Coursework to determine titles within defined parameters.

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

1.2 CERTIFICATION TITLE

These specifications will be shown on a certificate as:

OCR GCSE in French
OCR GCSE in German
OCR GCSE in Gujarati
OCR GCSE in Spanish

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

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.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

1.5 PROGRESSION

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

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

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

1.6 OVERLAP WITH OTHER QUALIFICATIONS

None.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for any of these GCSE specifications **may not** also enter for any other GCSE specification with the **same** certification title in the same examination series.

Candidates who enter for any of these GCSEs **may**, however, also enter for any GNVQ language unit specification (GLUs) with the certification title French/German/Gujarati/Spanish in the same examination series. They **may** also enter for any NVQ qualification. They **may** also enter for the Entry Level Certificate in French/German/Gujarati/Spanish.

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

Centres should be aware that candidates who enter for more than one 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.

The classification codes for these specifications are:

French 5650
German 5670
Gujarati 5970
Spanish 5750.

1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

These specifications have been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation in English only.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

The specifications are designed to give students opportunities to:

- develop understanding of the spoken and written forms of French/German/Gujarati/Spanish in a range of contexts, including materials from countries and communities where French/German/Gujarati/Spanish is spoken
- develop the ability to communicate effectively in French/German/Gujarati/Spanish through both the spoken and the written word using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of French/German/Gujarati/Spanish and the ability to apply it
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity
- develop knowledge of countries and communities where French/German/Gujarati/Spanish is spoken
- develop positive attitudes to modern foreign language learning
- provide a suitable foundation for further study of French/German/Gujarati/Spanish or for the practical use of French/German/Gujarati/Spanish.

3 Assessment Objectives

There are four assessment objectives:

- AO1 understand and respond to spoken language;
- AO2 communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification;
- AO3 understand and respond to written language;
- AO4 communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.

The four assessment objectives are weighted equally, each carrying 25% of the marks.

4 Scheme of Assessment

4.1 TIERS

In Listening, Speaking, Reading and Writing, there are papers for Foundation Tier and for Higher Tier. Candidates may enter any combination of Foundation or Higher Tier papers to reflect their abilities. However, only one tier may be entered for each skill.

Question papers offered at Foundation Tier target grades G to C.

Question papers offered at Higher Tier target grades D to A*.

Coursework is differentiated by outcome, so no tiered entry is needed for that unit.

4.2 UNITS

Assessment is by means of **4 units of assessment**. Candidates must take Unit 1 (Listening) and Unit 3 (Reading) plus, either Unit 2 (Externally Assessed Speaking) or Unit 5 (Internally Assessed Speaking) **and** either Unit 4 (Terminal Writing) or Unit 6 (Written Coursework). Candidates who choose Unit 6 (Written Coursework) may not take either Unit 4 (Terminal Writing) or Unit 5 (Internally Assessed Speaking).

Although the specifications are linear, in that all units must be taken in the same session and there is no facility for carrying over results in individual units, candidate entry operates as though it were modular, i.e. candidates are entered for the units they will take according to the permitted combinations. Candidates must also be entered for certification for the specification [French (1925), German (1926), Gujarati (1927) or Spanish (1928)] to claim their overall grade. This is calculated by aggregation of the uniform marks they gain in their units.

Unit	Unit Code / Option Code				Title	Duration	Weighting
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	2351H	2361H	2371H	2381H	Listening / Higher	40 mins approx	25%
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3	2353F	2363F	2373F	2383F	Reading / Foundation	45 mins	25%
	2353H	2363H	2373H	2383H	Reading / Higher	50 mins	25%
4	2354F	2364F	2374F	2384F	Writing / Foundation	40 mins	25%
	2354H	2364H	2374H	2384H	Writing / Higher	60 mins	25%
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	2355H	2365H	2375H	2385H	Speaking (Internally Assessed) / Higher	12-15 mins	25%
6	2356	2366	2376	2386	Writing Coursework	n/a	25%

Unit Entry Options

All candidates for Units 2351/2361/2371/2381, 2352/2362/2372/2382, 2353/2363/2373/2383, 2354/2364/2374/2384 and 2355/2365/2375/2385 must select a single option and be entered under the relevant option code.

Entry Code	Option Code	Units to be taken	
2351/2361/2371/2381	F	01	Listening / Foundation
	H	02	Listening / Higher
2352/2362/2372/2382	F	01	Speaking (Externally Assessed) / Foundation
	H	02	Speaking (Externally Assessed) / Higher
2353/2363/2373/2383	F	01	Reading / Foundation
	H	02	Reading / Higher
2354/2364/2374/2384	F	01	Writing / Foundation
	H	02	Writing / Higher
2355/2365/2375/2385	F	01	Speaking (Internally Assessed) / Foundation
	H	02	Speaking (Internally Assessed) / Higher

4.3 QUESTION PAPERS

All papers are based on contexts in the context list. (See Sub-section 5)

No dictionaries are allowed, except in Unit 6, Coursework.

Unit 1: Listening

Candidates are allowed 5 minutes to read the question papers before the tape is started. Candidates hear all spoken materials twice.

Exercises are intended to test comprehension and do not test the quality of any language produced by the candidate as long as communication is achieved. The candidate's responses should be sufficiently clear to be understood by a sympathetic native speaker of the language.

Rubrics are in the required language of response, although more complex rubrics may be in English.

The Foundation Tier consists of Sections 1 and 2, lasts approximately 40 minutes, and is marked out of 50.

The Higher Tier consists of Sections 2 and 3, lasts approximately 40 minutes, and is marked out of 50.

Section 1 Foundation Tier

(targeted grades G, F, E)

This section is marked out of 30. Up to 5 of the marks may be for answers in English.

Candidates are required to listen for, identify and note main points and extract some details from short spoken texts containing simple language spoken clearly and deliberately. These passages may include instructions, messages, announcements, monologues and dialogues of varying length.

Exercise 1 will consist of short recordings. The task consists of 5 questions with visual material and rubrics in English and is tested by non-verbal responses or by short answers in English.

A further three, four or five exercises consist of short recordings containing factual information. Rubrics are in the target language. Comprehension is tested by a variety of verbal and non-verbal test types, and there may also be a requirement to choose and copy words in the target language.

Section 2 Foundation and Higher Tiers

(targeted grades D, C)

This section is marked out of 20. Up to 5 of the marks may be for answers in English.

Candidates are required to listen for, identify and note main points and extract details and points of view from language spoken clearly and at near normal speed. The range of spoken material includes past, present and future events. The passages are drawn from a variety of topics using familiar language. There may be some re-phrasing and hesitation.

There are up to 4 exercises.

There is a variety of spoken texts of increasing complexity which may include instructions, messages, announcements, monologues, dialogues and discussions. They contain factual material and expressions of points of view.

Section 3 Higher Tier

(targeted grades B, A, A*)

This section is marked out of 30. Up to 5 of the marks may be for answers in English.

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 normal speed. There may be limited background noise and some re-phrasing and hesitation. Candidates may be required to listen for gist. They should recognise points of view, attitudes and emotions and be able to draw conclusions from what they hear. The passages are drawn from a variety of topics.

There will be up to 5 exercises.

Some exercises may require the candidates to choose and copy responses in the target language.

There is a variety of spoken texts of increasing complexity which may include messages, radio extracts, monologues, dialogues, discussions. They contain factual material and expressions and justifications of points of view.

Unit 2: Speaking (Externally Assessed)

This unit uses the same material as Unit 5, Speaking (Internally Assessed) but is assessed by OCR. It may not be offered with Unit 5.

The Foundation Tier consists of Role Plays 1 and 2, Presentation, Discussion and Conversation, lasts 10-12 minutes, and is marked out of 50. There will be 8 Role Play cards for each section at Foundation Tier French and proportionately fewer for German, Spanish and Gujarati, according to candidate entries.

The Higher Tier consists of Role Play 2 and Role Play 3 (Narrative), Presentation, Discussion and Conversation, lasts 12-15 minutes, and is marked out of 50. There will be 8 Role Play cards for each section at Higher Tier French and proportionately fewer for German, Spanish and Gujarati, according to candidate entries.

No dictionaries are allowed.
All tests are recorded on cassette.

Role Play 1 (targeted grades G, F, E)

This role play is marked out of 8 for communication.
Candidates are required to carry out four activities following instructions in English.

Role Play 2 (targeted grades D, C)

This role play is marked out of 8 for communication.
Candidates are required to carry out four activities following instructions in English. One of the tasks will contain an unpredictable element.

Role Play 3 (Narrative) (targeted grades B, A, A*)

This role play is marked out of 8 for communication, and should last no longer than 3 minutes. Candidates are required to narrate events using past tenses following a verbal and visual stimulus. The stimulus material is grouped, with the main points indicated. As well as following the outline in their stimulus, candidates may develop the story, and gain credit for their ability to respond to interruption, and their ability to express and justify their emotions and opinions.

Presentation (all grades)

This is marked out of 4 for communication only. Candidates are required to present a topic of their own choice and should talk for almost exactly one minute. Teachers should not interrupt the Presentation, except when the candidate is having difficulty in continuing. After a minute has elapsed, the Discussion and Conversation should begin.

Discussion and Conversation (all grades)

This is marked out of 10 for communication, and should last no longer than 7 minutes, including about 2 minutes' Discussion of the Presentation and about 4 – 5 minutes' Conversation.

The Discussion should continue the Presentation topic, with the teacher choosing questions to allow the candidate to show what he/she knows and can do. The exact questions must not be known by the candidate in advance, though it is permissible to practise areas of discussion with the candidate before the examination.

The Conversation **must** cover **two** topics chosen from the following seven:

- home life;
school life;
self, family and friends;
free time;
your local area;
careers, work, work experience;
holidays.

The teacher's version of the Role Play 2 card will list 4 of the 7 topics, and the teacher must choose two of them. The two chosen topics **must not** overlap with the Presentation and **must not** be known to the candidate in advance.

Overall linguistic assessment 20 marks

(all grades)

All elements of the test except the Presentation are assessed for overall linguistic quality, which includes the range and variety of vocabulary, tenses and syntax as well as the ability to apply the grammar of the target language.

Unit 3: Reading

No dictionaries are allowed.

Exercises are intended to test comprehension. Assessment does not include evaluation of the quality of any language produced by the candidate. Candidates' responses should be sufficiently clear to be understood by a sympathetic speaker of the language.

Rubrics are in the required language of response, although more complex rubrics may be in English.

The Foundation Tier consists of Sections 1 and 2, lasts 45 minutes, and is marked out of 50. The Higher Tier consists of Sections 2 and 3, lasts 50 minutes, and is marked out of 50.

Section 1 Foundation Tier

(targeted grades G, F, E)

This section is marked out of 30. Up to 5 of the marks may be for answers in English.

Candidates are required to read texts, identify and note main points and extract some details from short passages containing simple language. These passages may include signs, instructions, messages, emails, faxes, postcards, letters, internet sources articles and brochures of varying length.

Exercise 1 consists of short items. The task consists of 5 questions with visual material and rubrics in English and is tested by non-verbal responses or by short answers in English.

A further three, four, five or six exercises consist of short texts containing factual information. Comprehension is tested by a variety of verbal and non-verbal test types, and there may also be a requirement to choose and copy words in the target language.

Section 2 Foundation and Higher Tiers

(targeted grades D, C)

This section is marked out of 20. Up to 5 of the marks may be for answers in English.

Candidates are required to identify and note main points and extract details and points of view from a variety of texts, including ICT-based sources. The range of material includes past, present and future events, and expressions of points of view. The passages are drawn from a variety of topics using familiar language.

There are up to 4 exercises.

There is a variety of texts of increasing complexity which may include signs, instructions, messages, emails, faxes, postcards, letters, articles and brochures of varying length.

Section 3 Higher Tier

(targeted grades B, A, A*)

This section is marked out of 30. Up to 5 of the marks may be for answers in English.

There are up to 5 exercises.

Some exercises may require the candidates to choose and copy responses in the target language.

Candidates are required to identify and note main points and extract details and points of view from a variety of texts, including ICT-based sources. The range of material includes past, present and future events, and expressions and justifications of points of view. Candidates are also required to read for gist. They are required to recognise points of view, attitudes and emotions and to draw conclusions from what they read. The passages are drawn from a variety of topics.

There is a variety of texts of increasing complexity which may include instructions, messages, emails, faxes, postcards, letters, brochures, articles and narratives of varying length.

Unit 4: Writing (Terminal examination)

(Written Coursework, Unit 6, may be offered as an alternative to Unit 4, but **not** in conjunction with Unit 5, Speaking Internally Assessed.)

No dictionaries are allowed.

The Foundation Tier consists of Sections 1 and 2, lasts 40 minutes, and is marked out of 50.
The Higher Tier consists of Sections 2 and 3, lasts 60 minutes, and is marked out of 50.

Section 1 Foundation Tier**(targeted grades G, F, E)**

This section is marked out of 30.

There will be assessment of communication and of the quality of language offered by the candidate.

Exercise 1 consists of a list-writing exercise.

Exercise 2 consists of an exercise requiring manipulation of language in response to verbal or visual stimuli.

Exercise 3 consists of simple connected writing in short sentences such as a message, email, fax or postcard. Candidates are required to communicate certain points.

Section 2 Foundation and Higher Tiers**(targeted grades D, C)**

This section is marked out of 20.

There is assessment of communication and of the quality of language offered by the candidate.

There is a choice of two questions.

Using sentences, candidates write a letter, fax or email of 90-100 words, with certain points to communicate. These include familiar topics and experiences including present, past and future events and involving the use of different tenses. Candidates are required to express opinions.

Section 3 Higher Tier**(targeted grades B, A, A*)**

This section is marked out of 30.

There is assessment of communication and of the quality of language offered by the candidate.

Candidates write an essay, a report or an article of 140-150 words.

There is a choice of two questions.

Candidates are required to communicate certain points. They are required to give factual information, narrate events, and express and justify points of view.

They should use an appropriate register. Their sentences, which should often contain a subordinate clause or another verbal construction, are required to have generally accurate spelling and grammar, and a broad range of vocabulary, idiom, structure and tenses.

Unit 5: Speaking Internally Assessed

This unit may not be offered with Unit 6, Writing Coursework, nor with Unit 2 Speaking (Externally Assessed). Apart from the mode of assessment, this unit is the same as Unit 2.

This unit is teacher-assessed. Centres conduct and mark the test, establish a reliable Centre order of merit (see section 10 for further details) and then supply a sample for moderation according to the regulations.

Unit 6: Written Coursework

(Coursework may **not** be offered in conjunction with Unit 5, Speaking Internally Assessed)

Written Coursework is teacher-assessed. Centres mark the work, establish a reliable Centre order of merit and then supply a sample for moderation according to the regulations.

This unit is marked out of a maximum of 90 marks (3 pieces × 30 marks).

All grades are available. There is no tiering.

Candidates are required to submit 3 pieces of work, drawn from **three different** contexts. Criteria essential for access to certain grades, such as the use of a variety of tenses, must be shown over the 3 pieces submitted, taken together. Teachers are at liberty to select from a larger portfolio of a candidate's work if they wish. Teachers may mix the levels of candidates' work to obtain the most advantageous submission permitted.

At least one piece **must** be done under controlled conditions. Teachers are at liberty to use controlled conditions for more than one piece of work if they wish. Controlled conditions are defined in Appendix E. Candidates may **only** have a dictionary to refer to. They may know the sub-context in advance for a controlled conditions piece, but may **not** know the exact title.

Work not done under controlled conditions may have one draft corrected using the OCR correction sheet **only**. No further teacher comment or marking is allowed before the final piece is handed in.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

Regardless of the tier or option entered, each unit carries the same weighting.

The relationship between the units and the assessment objectives of the scheme of assessment for each tier is shown in the following grid.

	AO1	AO2	AO3	AO4	Total
Unit 1	25%				25%
Units 2 or 5		25%			25%
Unit 3			25%		25%
Units 4 or 6				25%	25%
Overall					100%

4.5 INTERNAL ASSESSMENT (COURSEWORK)

Internal assessment is available for either one (**but not both**) of the following units:

- Unit 5, Speaking Internally Assessed;
- Unit 6, Writing Coursework.

Unit 5, Speaking Internally Assessed is the alternative to Unit 2, Speaking Externally Assessed.

Unit 6, Writing Coursework is the alternative to Unit 4, Writing Paper.

Examples of appropriate tasks for Coursework are given in Sub-section 6.
Full details of internal assessment can be found in Sub-section 7.

4.6 CERTIFICATION

Candidates must be entered for certification code 1925 (French), 1926 (German), 1927 (Gujarati) or 1928 (Spanish) to claim their overall grade.

Rules of Combination

Candidates take **four** units.

All candidates take 2351/2361/2371/2381 and 2353/2363/2373/2383
plus **one** from 2352/2362/2372/2382 and 2355/2365/2375/2385
and **one** from 2354/2364/2374/2384 and 2356/2366/2376/2386.

Candidates are not required to take units of the same tier.

Terminal Rules

Candidates must take all four units in the terminal session.

4.7 UNIT AVAILABILITY

All units are available in June only. The first session will be June 2003.

4.8 ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates may only produce work using ICT for non-controlled Coursework.

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

Candidates are also expected to read and respond to texts from ICT-based sources.

4.9 DIFFERENTIATION

Differentiation is achieved by targeting examination tasks at an appropriate range of levels of ability allowing all candidates to demonstrate what they know, understand and can do.

In Speaking and in Coursework, differentiation is by task and by outcome.

4.10 AWARDING OF GRADES

Externally assessed units will have a minimum total weighting of 75% and internal assessment will have a maximum weighting of 25%.

A candidate's marks for each of the units taken will be combined in the appropriate weightings to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.11 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Sub-section 5; 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.

Grade F

Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Candidates write short sentences and respond to written texts by substituting words and phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

Grade C

Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.

Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions 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 identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade A

Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

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

Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.






Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

CONTEXTS

Candidates will be required to show knowledge of the following five contexts and their sub-contexts, which are based on the National Curriculum Orders for Modern Foreign Languages.

- 1** Everyday activities  C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3
- (a) home life;
 - (b) school life;
 - (c) eating and drinking;
 - (d) health and fitness.
- 2** Personal and social life  C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3
- (a) people – the family and new contacts;
 - (b) free time (social activities, sports, personal interests, weekends and days off school, entertainment);
 - (c) making appointments;
 - (d) special occasions.
- 3** The world around us  C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3
- (a) local and other areas;
 - (b) shopping and public services;
 - (c) environment;
 - (d) going places.
- 4** The world of work  C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3
- (a) jobs and work experience;
 - (b) careers and life-long learning.
- 5** The international world  C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3
- (a) the media;
 - (b) world issues, events and people;
 - (c) tourism and holidays;
 - (d) tourist and holiday accommodation.

NOTE: ICT; Citizenship; Spiritual, Moral, Ethical, Social and Cultural Issues; Health, Safety and Environmental Issues; and, in particular, the European Dimension, as referred to in Sub-section 8; and Key Skills, as detailed in Sub-section 9, can all be explored in many or all of the contexts and sub-contexts above. OCR do not wish to limit the possibilities for teachers and pupils to exploit any or all of these in any of these areas by defining which context or sub-context is most relevant in a particular area for a particular teaching group.

GRAMMAR AND LINGUISTIC STRUCTURES

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

They should also know key words and phrases used in rubrics, which are listed in Appendix D.

VOCABULARY

A vocabulary list for Foundation Tier is available separately for each language and can be ordered from OCR's Publications Department.

Knowledge of words outside the list is not needed to answer questions at Foundation Tier in Listening and Reading, although other words may be found in the papers. Occasionally, some items will be glossed to aid candidates.

TASK LIST

A list of tasks for each sub-context can be found at Appendix A. Questions set will be based on the task list.

SECTION D: COURSEWORK

6 Written Coursework Tasks

6.1 NATURE OF COURSEWORK

Unit 6 Coursework may be submitted as an alternative to Unit 4 Writing. Candidates offering Coursework **may not** also offer Unit 5, Speaking Internally Assessed.

Coursework addresses AO4. See Sub-section 3.

The requirements for Coursework are given in Sub-section 4.

Coursework gives candidates particular opportunities to address the following points from the National Curriculum Programme of Study for Modern Foreign Languages:

- 2f how to adapt language they already know for different contexts
- 2j how to redraft their writing to improve its accuracy and presentation, including the use of ICT
- 3d how to use dictionaries and other reference materials appropriately and effectively
- 3e how to develop their independence in learning and using the target language
- 5d producing ... different types of ... written language, including texts produced using ICT
- 5e using a range of resources, including ICT, for accessing and communication information
- 5f using the target language creatively and imaginatively.

6.2 EXEMPLAR COURSEWORK TASKS

Rubrics should be in the required language of response, however, because these specifications cover several languages, the examples given here are in English.

Additional exemplar Coursework tasks are given in the Coursework Guide, Appendix E. Additional marked examples of Coursework for each language will be available.

Targeted grades G, F, E

From a plan or a map or a tourist brochure, write a diary of visits and activities during a week on holiday. Write about 40 words. Mention:

transport arrangements;
activities;
accommodation.

Targeted grades D, C

From a brochure or similar authentic source material write a short article about your visit to a particular region. Write about 100 words. Say:

what you did;
what you saw;
where you stayed;
where you will go next year.

Targeted grades B, A, A*

Last year, you won the lottery. Write about 150 words, including the following points:

describe what you have done with the money;
describe what you will do with the money;
give your opinions about the things you did and bought;
justify your opinions and say what emotions you felt.

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (e.g. coursework). The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, 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;
- 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.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre e.g. research work. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:

Centre number
Centre name
candidate number
candidate name
specification code and title
assignment title.

7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

See Appendix E, Sub-section 6.

7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, 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 internally assessed 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 marking criteria.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work. This might include details of the task.

A separate cover sheet containing reference to the criteria applied and their location within the project is recommended.

7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

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

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

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching

8.1 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/Gujarati/Spanish.

The assessment of this course requires candidates to read and respond to texts from ICT-based sources. Optionally, candidates offering Coursework may offer up to two pieces of non-controlled work done using ICT. Those taking Writing as an option 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 opportunities for using ICT during the course. Such opportunities 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.
Word-process in the target language	Draft and write at various lengths in the target language
Proof-read own work	Improve drafts
Produce DTP versions of work for publication or display	Use DTP to enhance work where linguistic quality has been checked

8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes 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 of all the above activities.

Citizenship Programme of Study	Opportunities for teaching Citizenship Issues during the course
1g the importance of free press, and the media's role in society, including the internet, in providing information and affecting opinion	Context 5d - media
1I the United Kingdom's relations in Europe, including the European Union	Context 5c – life in other countries Context 5e – people and personalities abroad Context 5f – world events and issues
1j the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21	Context 3c – environment Context 5f – world events and issues
2a research a topical political, spiritual, moral, social or cultural issue, problem, or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics	Context 5f – world events and issues
2b express, justify and defend orally and in writing a personal opinion about such issue, problems or events	Context 5f – world events and issues The expression and justification of points of view are required throughout the specification.
2c 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.
3a use imagination to consider other people's experiences and be able to think about, express and critically evaluate views that are not their own	Context 5c – life in other countries 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 pervades Listening and Reading texts.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development.

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their own strengths and weaknesses, and their will to achieve.

The study of a modern foreign language permits all of these facets to develop.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong, and of moral conflict, a concern for others and the will to do what is

right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others.

The study of a modern foreign language permits all of these facets to develop. Some contexts, such as 3g *crimes and accidents* may lend themselves especially to this end.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national, global) and an ability to relate to others and to work with others for the common good.

The study of a modern foreign language permits all of these facets to develop. As the use of language is a social activity, skill at conducting various relationships is fostered by the study of a modern foreign language.

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences.

The study of a modern foreign language permits all of these facets to develop. Throughout the contexts there is constant scope for developing pupils' cultural awareness, most especially where the target language is used in more than one country.

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing these specifications and associated specimen assessments.

The following contexts used in these specifications are particularly relevant to health, safety and environmental issues:


- 1c eating and drinking;
- 1d good health, bad health, injuries;
- 3 The world around us, especially;
- 3c environment;
- 3g crimes and accidents;
- 5f world events and issues.


8.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing these specifications and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.

All of the contexts in these specifications can be taken to support the European Dimension.

9 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification  has been designed to support the teaching and learning of the content.

Opportunities for developing the Key Skills of Communication and Information Technology are indicated by  in Sub-section 5 and Appendix A. The wider Key Skills of Working with Others and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specifications.

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

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓		✓	✓	✓	
Level 2	✓		✓	✓	✓	

Detailed opportunities for generating Key Skills evidence through these specifications are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

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

10 Reading List

TEXTBOOKS

At the time of the publication of these specifications Hodder and Stoughton are preparing GCSE Skills Handbooks to accompany these courses. They will be endorsed by OCR for use with these specifications subject to OCR's quality assurance procedure before final publication. For further details, please contact the Modern Languages team at OCR Cambridge Office.

Crossland S & Woods C	“Achieve!” GCSE French Skills Handbook	Hodder & Stoughton ISBN 0340 80102
	“Achieve!” GCSE French Skills Cassette	ISBN 0340 80100 X
	“Achieve!” GCSE German Skills Handbook	ISBN 0340 80104 2
	“Achieve!” GCSE German Skills Cassette	ISBN 0340 80103 X
	“Achieve!” GCSE Spanish Skills Handbook	ISBN 0340 80106 9
	“Achieve!” GCSE Spanish Skills Cassette	ISBN 0340 80105 0

The publishers listed below offer textbooks for GCSE. Generally, for modern foreign languages, GCSE textbooks published since 1995 are likely to be suitable for these specifications. However, many older materials also provide adequate coverage of the bulk of the specifications. Teachers should contact publishers direct for current product information.

The lists given in this section are not intended to be exhaustive. Organisations omitted are invited to let OCR have their details for inclusion in future publications.

Teachers will need to use their professional judgement in assessing the suitability of the material available.

Addison Wesley Longman, Edinburgh Gate, Harlow CM20 2JE Tel: 01279 623626

A & C Black (Publishers) Ltd, 35 Bedford Row, London WC1R 4JH Tel: 020 7242 0946

Collins Educational, 77-85 Fulham Palace Road, London W6 8JB Tel: 020 8741 7070

Hodder & Stoughton Educational Ltd, 338 Euston Road, London NW1 3BH
Tel: 020 7873 6000

John Murray (Publishers) Ltd., 50 Albemarle Street, London W1X 4BD Tel: 020 7493 4361

NFER-Nelson, Darville House, 2 Oxford Road East, Windsor SL4 1DF Tel: 01753 858961

Oxford University Press, Walton House, Great Clarendon Street, Oxford OX2 6DP
Tel: 01865 556767

Stanley Thornes Ltd, Ellenborough House, Wellington Street, Cheltenham GL50 1YD
Tel: 01242 228888

NON-TEXTBOOK AND ADDITIONAL MATERIALS

The following organisations provide materials which support modern foreign language teaching. Some of the organisations listed in the previous section also have non-textbook materials in their catalogues.

Association for Language Learning, 150 Railway Terrace, Rugby CV21 3HN
Tel 01788 546443

Authentique, 27 Westland Square, Dublin 2, Eire Tel 00 353 16 771512

Centre for Information on Language Teaching and Research, 20 Bedfordbury, London WC2N 4LB
Tel: 020 7379 5101

Larousse Publishers, 24-30 Great Titchfield Street, London W1P 7AD Tel: 020 7631 0878

Language Centre Publications, Queensway, Leamington Spa CV31 3JT
Tel: 01926 886914

Letts Educational, Aldine House, Aldine Street, London W12 8AW Tel: 020 8740 2266

Malvern Language Guides, PO Box 76, Malvern WR14 2YP Tel: 01684 577433

Mary Glasgow Magazines, 1 Kineton Road Industrial Estate, Southam CV47 2DG
Tel: 01926 815560

Miniflashcard Language Games, PO Box 1526, London W7 1ND Tel: 020 8567 1076

Revilo, PO Box 71, Winchester SO21 8YL

RETAILERS

The following retailers provide specialist services for modern foreign languages, although most booksellers can obtain most titles fairly quickly:

BH Blackwell Ltd, Continental Department, Broad Street, Oxford OX1 3BQ
Tel: 01865 249111

European Schoolbooks Ltd, The Runnings, Cheltenham GL51 9PQ Tel: 01242 245252

Grant & Cutler Ltd, 55-57 Great Marlborough Street, London W1V 2AY
Tel: 020 7734 2012

11 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

12 Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 0121 628 2950).
- Specimen question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621).
- Coursework guidance materials.
- Speaking guidance materials.
- Examples of marked work.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of coursework.

Appendix A: Task List

The Language Tasks listed below amplify and illustrate the Context List in Sub-section 5.

Tasks are relevant to the four assessment objectives as and when appropriate. For example, where information or views are to be given, described or explained, Speaking (AO2) and Writing (AO4) are the relevant objectives; but where information is to be sought, although the above skills may be required in order to elicit information, the skills of Listening (AO1) and Reading (AO3) are involved in understanding the response.

GENERAL TASKS

These general tasks are applicable in many or most contexts and illustrate the differentiation of language functions between Foundation and Higher Tier.

Foundation Tier


- Use and understand common formulas of polite conversation.
- Use and understand common formulas such as lack of comprehension and requesting clarification or repetition.
- Use and understand common classroom language.
- Give and seek information about what is available or what is possible.
- Agree and disagree.
- Accept or refuse items and suggestions.
- Express feelings and emotions, such as interest, liking, enthusiasm, excitement, amusement and their opposites.
- Express and seek views and opinions. Explain and give reasons for these opinions.
- Give a straightforward account of an event or period of time.
- Identify attitudes and emotions from what is said or written.
- Draw conclusions from what is said or written.

Higher Tier

- Act as intermediary or interpreter.
- Give an extended account or report of a period of time or sequence of events.
- Summarise or report views, attitudes or emotions.
- Suggest possible changes in a given context and assess what might happen as a result.
- Discuss the advantages and disadvantages of aspects of a topic.
- Compare and contrast aspects of a topic.

In each of the lists below the later tasks exemplify the sorts of task in each sub-context that may give candidates the opportunity to provide evidence of the type of language required to fulfil the higher level requirements of the specification. These later tasks reflect the examples shown above under Higher Tier general tasks.

1 EVERYDAY ACTIVITIES

 C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

1(a) Home Life

- Give and seek general information about people's homes.
- Give and seek information about household routine.
- Give descriptions of and seek information about rooms.
- Express, seek and explain views and opinions about features of the home.
- Give an account of a period of time the candidate spent or plans to spend at home.
- Discuss the good and bad points of the candidate's home and home life.
- Suggest possible changes in the home and evaluate the effects these would produce.

1(b) School Life

- Give and seek general information about people's schools or colleges.
- Give and seek information about subjects studied and about likes and dislikes.
- Express, seek and explain views and opinions about features of school.
- Give an account of a period of time the candidate spent or plans to spend at school.
- Explain and discuss the reasons for liking or disliking school/college, such as the subjects studied, people, atmosphere and the degree of freedom.
- Suggest possible changes in the school/college and evaluate the effects these would produce.

1(c) Eating and Drinking



- Give and seek information about dislikes, likes and preferences among foods and drinks.
- In a café or restaurant, explain preferences and requirements to the staff.
- In a café or restaurant, modify requirements depending on personal preferences and what is not available.
- In a café or restaurant, point out problems or errors and deal with payment.
- Give an account of a typical or special meal in the past or being planned.
- In the café or restaurant explain problems and request that appropriate action be taken.
- Explain and discuss the advantages and disadvantages of particular health regimes and of the typical diet or cuisine in other countries.

- Suggest possible changes in the candidate's eating and drinking patterns, and evaluate the effects these would produce.

1(d) Health and Fitness

- Give and seek information about symptoms, including for how long symptoms have been felt.
- Give and seek information about injuries such as cuts, sprains and broken bones.
- Give and seek information about what people eat and do to keep healthy.
- Request and understand the instructions for medicines or remedies.
- Give an account of a period of time when someone sustained an injury or was unwell.
- Give an account of an injury which was treated by the health services, discussing the causes and the consequences and estimating who was to blame for the occurrence.
- Discuss the benefits and dangers to health of taking medicines and drugs.
- Suggest possible changes in diet and lifestyle patterns and evaluate the effects these would produce.
- Describe the sorts of diet and exercise that help people stay healthy.

2 PERSONAL AND SOCIAL LIFE

  C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

2(a) People – The Family and New Contacts

- Give and seek information about family members.
- Give and seek general information about family members and friends.
- Describe family members (including pets), friends and other persons, mentioning their appearance and temperament.
- Use and understand the language associated with being introduced to new contacts.
- Use and understand language associated with invitations and suggestions about various activities.
- Explain or justify decisions and preferences in response to invitations or in respect of friends and family.
- Discuss the good and bad points of life in the family or in another culture.
- Suggest possible changes to life in the family and evaluate the effects these would produce.

2(b) Free Time

- Give and seek information about people's interests, pastimes and leisure activities in the home and in town.
- Describe a free time activity, event or performance.

- Express, seek and explain views and opinions about free time activities or performers.
- Give an account of a period of free time in the past or still being planned.
- Discuss the good and bad points of leisure time, activities, performances, performers and the free time facilities in the candidate's area.
- Suggest possible changes to free time facilities and evaluate the effects these would produce.
- Discuss what activities the candidate might pursue or suggest if time, opportunity and finances permitted.

2(c) Making Appointments

- Give and seek information about where and when to meet.
- Use and understand the language involved in accepting, rejecting, modifying and confirming different possibilities for meeting.
- Recognise and evaluate views and attitudes.

2(d) Special Occasions

- Give and seek information about special events.
- Give and seek information about festivals or special events in the candidate's own area or in cultures where the target-language is spoken.
- Express, seek and explain views and opinions about special events and festivals.
- Discuss and compare features of target-language cultures with those of the candidate's own area.

3 THE WORLD AROUND US



C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

3(a) The Local and Other Areas

- Give and seek information about the candidate's local area.
- Give an account of an area the candidate has visited or plans to visit.
- Express, seek and explain views and opinions about the candidate's area or other places.
- Discuss and compare features of the candidate's own area with that of other areas.
- Suggest possible changes and evaluate the effects these would produce.

3(b) Shopping and Public Services

- Seek information about different shops, departments, post offices, and banks.
- In a shop find out what is available.
- Find out about cost and if there are reductions or special offers.

- Specify requirements, for example colour, size and material, and the weights, measures or packages.
- Modify requirements as necessary, for example requesting alternative colours and sizes.
- Use and understand the language associated with rejecting, choosing, confirming and making payment.
- Express, seek and explain views and opinions about clothing, fashions, souvenirs and foods.
- Give an account of a period of time in the shops, either in the past or still being planned.
- In the Post Office find out the cost of sending items.
- Request an appropriate number of stamps and deal with payment.
- In a bank or other money exchange explain how much money is to be changed and in what way.
- Seek information about such aspects as rates of exchange, commission and the location of the cash-desk.
- When telephoning understand the instructions in a phone box and find out a required number.
- Use appropriate language when answering the phone and to obtain the appropriate person when calling.
- To a suitable authority explain that something has been lost and describe such aspects as the appearance of the item, any contents and where and when it was lost.
- In a shop explain problems or make complaints about an item and request that appropriate action be taken.
- Discuss the shops and shopping habits in the candidate's area and in countries where the target-language is spoken.
- Discuss what clothing or other items the candidate might buy if finance permitted, and explain the reasons for the choice.

3(c) The Environment

- Give and seek information about the weather.
- Give and seek information about problems affecting the environment, whether man-made or natural.
- Give and seek information about remedial measures such as conservation and recycling.
- Express, seek and explain views and opinions about issues affecting the environment and about different features of the weather.
- Give and seek information about weather conditions some time in the past or a forecast for a time in the future.
- Discuss what different activities might be possible depending on different weather conditions.
- Assess what are the most urgent issues affecting the environment.
- Suggest possible changes and evaluate the effects these would produce.

3(d) Going Places

- Give and seek directions on how to get to places on foot.
- Give and seek information about the best way to reach a destination by car or by public transport, including how long the journey might take.
- Give and seek information about a regular journey to school/college or to work.
- Give and seek information about availability of public transport to a given destination.
- Check whether a course of action is appropriate, for example whether it is the right bus, road, platform or time.
- Give and seek information about times and timetables, including the need to change if necessary.
- Understand information in road, traffic and transport bulletins.
- Use and understand the language associated with buying or reserving tickets.
- Give an account of a journey, either in the past or still being planned.
- Give a basic account of an accident or transport problem or an item lost, describing actions taken.
- When travelling by car when there are mechanical problems briefly outline the problem, describe the location of the car and ask where help can be obtained.
- Deal with an element of the unexpected in travel, for example delays, breakdowns or cancellations.
- Discuss and explain views on the advantages and disadvantages of different forms of transport.
- Give an account of an accident, explain what happened, describe actions taken and discuss causes, blame and consequences.

4 THE WORLD OF WORK



C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

4(a) Jobs and Work Experience

- Give and seek information about any job or work done by the candidate or by the candidate's friends or family.
- Give and seek information about any pocket money the candidate receives.
- Use and understand the language necessary to find out information about a job and to make an application for a job.
- Give and seek information about how the candidate spends money received either from work or as pocket money.
- Express, seek and explain views and opinions about aspects of a job such as the hours, pay, conditions and people.
- Discuss the advantages and disadvantages of having a job, considering such aspects as time, money and personal development.
- Suggest possible changes to a particular job and evaluate the effects these would produce

4(b) Careers and Life-Long Learning

- Give and seek information about preferences for work or for further study.
- Express, seek and explain views and opinions about different types of further education and different types of career.
- Discuss the advantages and disadvantages of different opportunities for further study and of different careers.

5 THE INTERNATIONAL WORLD



C2.2; IT2.1-2.2; WO2.1-2.3; LP2.1-2.3

5(a) The Media

- Give and seek information about features of the different media.
- Give and seek information about habits for listening, viewing and computing.
- Express, seek and explain views and opinions about the media.
- Discuss preferences amongst different media and also amongst, for example, different magazines or different types of television programme.
- Suggest possible changes in the media and evaluate the effects these would produce.

5(b) World Issues, Events And People

- Give and seek information about major stories, events and individuals in the news.
- Express, seek and explain views and opinions about events and people.
- Discuss reasons and motives behind events, people and ideas in the news.
- Give an account of an event, real or imaginary, such as might be reported in the media.

5(c) Tourism and Holidays

- Give and seek information about the tourist possibilities of the candidate's own area and of other aspects such as climate, accommodation, events and places of interest.
- Give and seek information about a typical holiday.
- Give an account of a period of time on holiday, either in the past or still being planned.
- Express, seek and explain views and opinions about different aspects of holidays.
- Discuss preferences for different types of holiday and for different aspects of holidays.
- Compare and contrast holidays in the UK with those in other cultures.
- Discuss the advantages and disadvantages of tourism.
- Describe the holiday the candidate would take if time and finances were no object.

5(d) Tourist and Holiday Accommodation

- Before starting a journey, seek information about possible accommodation including such aspects as availability, cost, meals and facilities.
- Give information about requirements for accommodation.
- On arrival, give and seek information when checking in at the accommodation either having reserved or asking about availability.
- Seek information about such matters as facilities, meals and regulations.
- Accept or refuse as necessary and modify requirements in response to what is possible or available.
- During the stay, give and seek information about problems such as noise or items missing.
- At a youth hostel, give and seek information about hiring equipment and about duties required.
- On departure, deal with payment, including pointing out errors where necessary.
- Discuss the advantages and disadvantages of different types of accommodation on holiday.
- Describe the accommodation of a holiday in the past explaining how features of the accommodation affected the holiday for good or ill.
- Describe the candidate's ideal holiday accommodation.

Appendix B: Grammar and Linguistic Structures

The lists of Grammar and Linguistic structures given here for French, German and Spanish have been nationally agreed by QCA for use by all Awarding Bodies for GCSE.

FRENCH

GCSE candidates will be expected to have acquired knowledge and understanding of the grammar of French during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists, which are divided into Foundation and Higher tier.

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
demonstrative (*ce, cet, cette, ces*)
indefinite (*chaque, quelque*)
possessive
interrogative (*quel, quelle*)

Adverbs: formation
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 subject, 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 forms of 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: *lequel, auquel, dont* (R)
object, direct and indirect
position and order of object pronouns
demonstrative (*celui*)
possessive (*le mien*)

Verbs: dependent infinitives (*faire réparer*) (R)
tenses: future
imperfect

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 the grammar of German during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists, which are divided into Foundation and Higher tier.

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 (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
demonstrative (*dieser, jeder*)
possessive
interrogative (*welcher*)
- Adverbs:** comparative and superlative
interrogative (*wann, warum, wo, wie, wie viel*)
adverbs of time and place (*manchmal, oft, hier, dort*)
common adverbial phrases
- 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:** weak, strong and mixed forms of verbs
reflexive

modes of address: *du, Sie*
 mode of address: *ihr* (R)
 impersonal (most common only eg *es gibt, es geht, es tut*)
 separable/inseparable
 modal: present and imperfect tenses, imperfect subjunctive of *mögen*
 infinitive constructions (*um ... zu*)
 infinitive constructions (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

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 and subordinating (most common eg *und, aber, wenn, weil*)

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 ...* ; verbs with *zu ...* eg *beginnen, hoffen, versuchen*)
infinitive constructions: *lassen* with infinitive (R)
modal: imperfect subjunctive of *können*
tenses: perfect: modal verbs (R)
 imperfect/simple past
 future

conditional: *würde* with infinitive
pluperfect
passive voice: verbs with a direct object (R)
subjunctive in conditional clauses: imperfect *haben* and *sein*

Prepositions: with genitive

Conjunctions: subordinating: *damit, ob, so dass*
subordinating: *als ob, seitdem* (R)

Time: use of *seit* with imperfect tense

GUJARATI

GRAMMAR AND STRUCTURES

1 VERBS

ROOT દા.ત. કર વાંચ રમ લખ

TENSE ત્રણ સાદા કાળ

Present, Future and Past - Inflections for number, person, gender and case.

પુરુષ	વર્તમાન કાળ	ભવિષ્ય કાળ	ભૂત કાળ
	એક વ. બહુ વ.	એક વ. બહુ વ.	એક વ. બહુ વ.
પહેલો	હું છું અમે છીએ	હું હોઈશ અમે હશું	હું હતો/હતી અમે હતા
બીજો	તું છે તમે છો	તું હોઈશ તમે હશો	તું હતો/હતી તમે હતા/હતાં
ત્રીજો	તે છે તેઓ છે	તે હશે તેઓ હશે	તે હતો/હતી તેઓ હતા/હતાં

Auxilliary Verbs 'To be' of : 'છ' and 'હો'

Present tense	હું/છે/છો/છીએ	દા.ત. હું શિક્ષક છું
Past tense	હતું/હતો/હતી/હતા/હતાં	દા.ત. તેઓ ઘરમાં હતા
Future tense	હોઈશ/હોઈશું/હશે/હશે/હશે	દા.ત. તેઓ કાલે સૂરતમાં હશે.

Use of Auxilliary Verbs

દા.ત. નદીમાં પૂર આવ્યાં છે. ('છે' establishes the verb 'આવ્યાં')

Imperfect Tenses - Formation by addition of relevent Auxilliary Verbs

Present Imperfect	હું કામ કરું છું.
Past Imperfect	હું કામ કરતો હતો.
Future Imperfect	હું કામ કરતો હોઈશ.

Perfect Tenses- Formation of addition of relevent Auxilliary Verb and agreement with number and gender

Present Perfect	મેં પુસ્તક વાંચ્યું છે.
Past Perfect	મેં પુસ્તક વાંચ્યું હતું.
Future Perfect	મેં પુસ્તક વાંચ્યું હશે.

Continuous Tenses

Present Continuous	હું ચાલું છું.	અમે ચાલીએ છીએ.
Past continuous	હું ચાલતો હતો.	અમે ચાલતા હતા.
Future Continuous	કાલે હું ચાલતો હોઈશ.	કાલે અમે ચાલતા હોઈશું.

Perfect participles - Formation by adding 'ઈનિ'

દા.ત. જોઈનિ કરીને આવીને રાજુએ આવીને કહ્યું

Use of present, past and future participles and nouns derived from verbs (રમીને, દોડતો) functioning as participles

દા.ત. તે રમીને ફરવા ગઈ. જા, દોડતો જઈને દૂધ લઈ આવ.

Imperative

દા.ત. ત્યાં જા. તમારું કામ જલદી કરો.

Negatives

દા.ત. ન, ના, નથી, નહીં તમે ન આવો. મારી પાસે કુતરો નથી.

Compound Verbs

દા.ત.	લઈ આવો/ લઈ જાઓ	આ પુસ્તક ઘેર લઈ જાઓ.
	જોવા લાગ્યા	તેઓ પંખીઓ જાવા લાગ્યા.
	કરવી જોઈએ	દરરોજ કસરત કરવી જોઈએ.
	ખોલવું પડશે	સભામાં તમારે ખોલવું પડશે.

II NOUNS

Usage of Proper, Common, Collective, Material and Abstract Nouns

Gender નર જાતિ નારી જાતિ નાન્યતર જાતિ

Singular and Plural એક વચન બહુ વચન

Plurals formed by adding 'ઓ' to the Singular Nouns ending in 'અ, આ, ઇ, ઈ, ઉ or ઊ

દા.ત. ચોપડી - ચોપડીઓ બાળક - બાળકો પશુ - પશુઓ

Plurals formed by replacing 'ઓ' by 'આ' in the Singular Nouns ending in 'ઓ'

દા.ત. ઘોડો - ઘોડા દડો - દડો દરવાજો - દરવાજા

Plurals formed by replacing 'ઉ' by 'આં' in the Singular Nouns ending in 'ઉ'

દા.ત. છોકરું - છોકરાં ઘેટું - ઘેટાં સસલું - સસલાં

Certain nouns with specific usage of number – Singular Nouns generally treated as plurals
 દા.ત. ઘઉં ચણા સમાચાર અછબડા

Cases – Inflectional endings

એ, નો, ની, નું, ના/નાં, થી, માંથી, માં, પર
 દા.ત. આ માણસને જુઓ. આ કલમથી લખો. રામને પૈસા આપો.

III ADJECTIVES AND ADVERBS

1. Adjectives

Usage of Adjectives - Quantity, Number, Demonstrative, Interrogative, Possessive and Quality.

Quantity	દા.ત.	મને <u>અડધો</u> રતલ ખટ્ટાં જોઈએ છે.
Number	દા.ત.	મને <u>ચાર</u> કેળાં જોઈએ છે.
Demonstrative	દા.ત.	<u>પેલી</u> ટેકરી સુંદર દેખાય છે. (here 'પેલી' indicates the furtherness of 'ટેકરી')
Interrogative	દા.ત.	તમને <u>કયું</u> મકાન પસંદ છે ?
Possessive	દા.ત.	<u>મારી</u> ચોપડી નથી મળતી.
Quality	દા.ત.	આ મકાન <u>સરસ</u> છે.

Position	આ સારો માણસ છે	(qualifying adjective)
	આ માણસ સારો છે	(predicative adjective)

Agreement in gender, number and case

Changing Adjectives

દા.ત.	પુ.	સ્ત્રી	ના.
એ.વ.	સારો છોકરો	સારી છોકરી	સારું છોકરું
બ.વ.	સારા છોકરા	સારી છોકરીઓ	સારાં છોકરાં

Unchanging Adjectives

દા.ત.	એ.વ.	લાલ ઘોડો	લાલ ગાય	લાલ ફૂલ
	બ.વ.	લાલ ઘોડા	લાલ ગાયો	લાલ ફૂલો

2. Adverbs

Usage of Adverbs -Different types denoting Time, Place, Manner, Quantity, Affirmation, Negation, Reason, Interrogative, Certainty and Probability.

Time

દા.ત. હમણાં ઠંડી છે. હું હમેશાં ચાલીને આવું છું. અત્યારે મારી માતા દુકાને હશે.

Place

દા.ત. દુકાનો નજીક છે. ત્યાંથી હું ખરીદી કરીશ. ઘરની આસપાસ દુકાનો છે.

Manner

દા.ત. તમે ઝડપથી ચાલો. તે ધીમે ધીમે લખે છે. તેને એકદમ આંચકો આવ્યો.

Quantity

દા.ત. તેને જરાક થાક લાગ્યો છે. તેને પરીક્ષામાં બહુ ગુણો મળ્યા છે.

Affirmation

દા.ત. ભલે, હું તૈયાર રહીશ. સારું, હું આવી શકીશ.

Negation

દા.ત. કમલ જમવા નહીં આવે.

Reason

દા.ત. બસ નથી આવી એટલે હું મોડી થઈશ.

Interrogative

દા.ત. તમે ક્યારે આવશો ? તમારે ક્યાં જવું છે ?

Certainty

દા.ત. અમે જરૂર આવીશું. તમે ખરેખર સરસ ગાયું.

Probability

દા.ત. હું કદાચ ખરીદી કરવા જઈશ

Formation of Adverbs - case forms of current Gujarati words, built up from other parts of speech.

દા.ત. Nouns	ઉતાવળથી	રાતનો/ની/ના	રાતે	આજે
Adjectives	ધીરો/રી/રું	બહુ	સાફ	ધીમે
Pronouns	ત્યાંથી	શાથી	ક્યાંથી	
Verbs	ફરીને	ફરી	ફરીથી	

Position - Immediately before the verb it modifies or the object of the verb

દા.ત. તેણે આ કામ ઉતાવળથી કરવું. તેણે ઉતાવળથી આ કામ કરવું.

Adverbial Phrases

Formation by reduplication

દા.ત. વારંવાર ઘરઘર જીવોતેવો એકાએક ચાલતાં ચાલતાં

Correlated Adverbs

દા.ત. જમજમ તેમતેમ જ્યાંજ્યાં ત્યાંત્યાં જ્યારેત્યારે

Comparison of Adjectives and Adverbs

The Comparative Degree

દા.ત. અજય રાજુ કરતાં વધારે ઊંચો છે. મારા ભાઈ કરતાં મારી બહેન ઊંચી છે.
આ ફૂલ પેલા ફૂલ કરતાં વધુ સુંદર છે.

The Superlative Degree

Gujarati equivalents for 'than all'

દા.ત. સૌ સૌ કરતાં સર્વથી સર્વ કરતાં બધાથી/બધાંથી
મારી બહેન અમારામાં સૌથી ઊંચી છે.

Superlative Phrases

દા.ત. મોટામાં મોટું ઓછામાં ઓછું વધારેમાં વધારે નજીકમાં નજીક

IV QUANTIFIERS

Agreement in number and gender

ચોડું જરાક જ ઘણું ઘણા પૂરતા જોઈએ તેટલા
વધું પડતું એટલું એવું આમ બહુ નહીં તદ્દન
એટલું બીજું એટલા બીજા/એટલાં બીજાં બની શકે તેટલા વધારે
ઓછું પૂરું ખૂબ બધું કેટલુંક

V INTERROGATIVES

કેટલા/લી/લું કેટલાં કેમ શા માટે કોનાથી શું/શી/શા/શો
ક્યાં ક્યારે કોણ કોણે કોને કોનું/કોની/કોનો/કોના
ક્યાંથી/શોમાંથી ક્યાંના ક્યામાં/શોમાં ક્યારથી કયા/કયો/કઈ/કયું
કેવી રીતે શાનાથી

VI DEMONSTRATIVES

Agreement with number and gender

આ તે તેઓ પેલી/પેલો/પેલા/પેલું આવા/આવી/આવો/આવું
તેવું/તેવી/તેવો/તેવા

VII INDEFINITES

કેટલાક કઈ કેટલીક સર્વે બધાં કોઈક કંઈક/કશુંક

VIII PRONOUNS

Usage of Personal, Reflexive, Emphatic, Definite / Indefinite, Demonstrative, Interrogative and Relative Pronouns

Subject Personal Pronouns

pronouns with case endings in agreement with number and gender

First Personal Pronoun 'હું', Second Personal Pronoun 'તું', and Third Personal Pronoun 'તે' and the delension of 'હું, તું અને તે'

એક વચન	બહુ વચન
હું/તું/તે/એ	અમે/તમે/તેઓ
મને/તને/તેને/એને	અમને/તમને/તેઓને
મેં/મારે/તેં/તારે/તેને	અમને/તમને/તેઓને
મારાથી/તારાથી/તેનાથી/એનાથી	અમારાથી/તમારાથી/તેઓથી
મારો/મારી/મારું/મારા	અમારો/અમારી/અમારું/અમારા
તારો/તારી/તારું/તારા	તમારો/તમારી/તમારું/તમારા
તેનો/તેની/તેનું/તેના/એના	તેમનો/તેઓનો/તેમની/તેઓની/ તેમનું/તેઓનું/તેમના/તેઓના/તેમના/તેઓના
મારામાં/તારામાં/તેમાં/તેનામાં/એનામાં	અમારામાં/તમારામાં/તેનામાં/તેઓમાં/તેઓનામાં

Sometime 'આપ' is used to show respect for the person spoken to (આપ, આપને, આપનું, આપનામાં, આપનાથી)

Use of plural forms 'અમે' (to express 'we' as distinct from 'you') and 'આપણે' to express 'I and you' and / or 'we and you'

Declension of 'આપણે'

આપણે આપણને આપણાથી આપણો/આપણી/આપણું/આપણા આપણામાં

Reflexive / Emphatic Pronouns

Self - પોતે

એક વચન

હું પોતે, હું જાતે

તું પોતે, તું જાતે

તે પોતે, તે જાતે

બહુ વચન

અમે પોતે, અમે જાતે, અમારી જાતે

તમે પોતે, તમે જાતે, તમારી જાતે

તેઓ પોતે, તેઓ જાતે, તેમની જાતે

આપણે પોતે, આપણે જાતે, આપણી જાતે

Declension of 'હું પોતે, તે પોતે' and 'તે પોતે'

મારા પોતાથી

તારા પોતાથી

તેના પોતાથી

મારો પોતાનો

તારો પોતાનો

તેનો પોતાનો

દા.ત.

મેં મારો પોતાનો ઓરડો સાફ કર્યો

તેં તારો પોતાનો ઓરડો સાફ કર્યો

તેણે તેનો પોતાનો ઓરડો સાફ કર્યો

મેં પોતે જ ઓરડો સાફ કર્યો

તેં પોતે જ ઓરડો સાફ કર્યો

તેણે પોતે જ ઓરડો સાફ કર્યો

Definite Pronouns

દા.ત.

આ

તે

Indefinite Pronouns

દા.ત.

કોઈક

દરેક

અમુક

Demonstrative Pronouns

દા.ત.

આ

આ બધાં

તે

તે બધાં

Interrogative Pronouns

દા.ત.

કોણ (used for persons)

શું (used for things)

તે કોણ છે ?

તેને શું જોઈએ છે ?

તમે શું કરો છો ?

તમે કોણ છો ?

Relative Pronouns

જે / તે

જેવું/તેવું

જેવડું/તેવડું

જેટલું/તેટલું

IX NUMBER, QUANTITY and TIME

All cardinal Numbers એક બે ત્રણ ચાર.....

Ordinal Numbers

Agreement with gender પહેલો/લી/લું બીજો/જી/જું.....

Fractions

Agreement in number and gender with noun possessed

પા અડધો/ધી/ધું પોણો/ણી/ણું આખો/ખી/ખું સવા દોઢ અઢી
સવાસો દોઢસો અઢીસો સાડાત્રણસો.....

X DATES AND TIME

Day, Month and Year ૨૦ ઓક્ટોબર ૧૯૯૯

Years દા.ત. ઓગણીસ સો ને નવાણું ૧૯૯૯ accepted in Written Examination

Time of Day

O'clock. quarter past, half past, quarter to

દા.ત. એક (વાગ્યો છે) બે (વાગ્યા છે) સવા દોઢ
પોણો સવા બે અઢી પોણા ત્રણ સાડા ત્રણ

At O'clock, Minutes Past, Minutes To

દા.ત. એક વાગે પાંચને દસે પાંચમા દસે

A.M. and P.M.

દા.ત. સવારે દસ વાગે રાત્રે દસ વાગે બપોરે બે વાગે
આ મહિને ગઈ કાલે સવારે

XI PREPOSITIONS AND PREPOSITIONAL PHRASES

As listed in vocabulary	દા.ત.	માટે (રામ માટે)	અંદર (ઓરડાની અંદર)
બહાર (ઘર બહાર)		પાછળ (ઘરની પાછળ)	તરફ (ગામ તરફ)
ના પછી (રવિવારના પછી)		ના વગર (તેના વગર)	ના બદલે (ચાના બદલે)
ની સાથે (દૂધની સાથે)		ની નીચે (ઝાડની નીચે)	

XII CONJUNCTIONS

As listed in vocabulary દા. ત. ને, અને, કારણ કે, તેથી, કેમ કે, અથવા, પણ, પરંતુ, નહિ તો, નહિતર, કે, જો, તો, કાં તો, જેથી.

XIII INTERJECTIONS

દા.ત.	આહા	અહો	અરે	અરેરે	હાય રે
	ઓ મા	બાપ રે	સરસ	શાબાશ	વાહ
	હા	હાજી	વારુ	ભલે	ઠીક
	નારે	ના ના	નહીં	એય	અલ્યા
	જો તો				

SPANISH

GCSE candidates will be expected to have acquired knowledge and understanding of the grammar of Spanish during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists, which are divided into Foundation and Higher tier.

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 and long forms (*mi, mío*)
interrogative (*cuánto, qué*)

Adverbs: formation
comparative and superlative: regular
interrogative (*cómo, cuándo, donde*)
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*)
indefinite (*algo, alguien*)
interrogative (*cuál, qué, quién*)

Verbs: regular and irregular forms of 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*
 tenses: present indicative
 present continuous
 preterite
 imperfect: in weather expressions with *estar, hacer*
 immediate future
 future (R)
 perfect
 conditional: *gustar* only in set phrases
 pluperfect (R)
 gerund (R)
 imperative: common forms including negative
 subjunctive, present:(R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*),
 for formal positive and negative commands
 for familiar negative commands
 subjunctive, imperfect: *quisiera*
 impersonal verbs: most common only

Prepositions: common, including personal *a*
 uses of *por* and *para*

Conjunctions

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

Spanish - Higher Tier

All grammar and structures listed for Foundation tier plus:

Articles: *lo* plus adjective

Adjectives: comparative and superlative
 possessive (*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: tenses: future
 imperfect
 imperfect continuous

pluperfect
conditional
passive voice (R)
gerund
present subjunctive: imperative, affirmation and negation,
future with *cuando*,
after verbs of wishing, command, request, emotion
to express purpose (*para que*)
imperfect subjunctive (R)

Time: use of *desde hace* with the imperfect tense

Appendix C: Target Language Test Types

INTRODUCTION

The following target language test types may be found in examination papers for these specifications. This list is not exhaustive, but is intended to illustrate the range of exercises which OCR uses. Teachers should also consult the specimen materials produced by OCR to accompany these specifications.

1 Listening (AO1) and Reading (AO3)

Objective Question Types

- Multiple choice + visuals.
- Multiple choice + verbal options.
- True/false/not in text (tick correct box only).
- Grid completion (eg who holds which opinion/who has which intention).
- Table completion (response via box ticking).
- Matching (response via ticking correct box or writing appropriate letter). Stimuli could include visuals, for example matching drawings/signs to correct person.
- Visual transfer techniques (for example candidates draw in appropriate symbols on a map or plan).
- Questionnaire completion (box ticking, adding figures, etc).
- Choosing correct word from a box of possible answers.

Non-objective question types

- Questions requiring answers in English or in the target language.
- Note completion.
- Table completion.

2 Speaking (AO2)

- Closed role-play with very predictable outcomes.
- Open role-play containing an unpredictable element and with scope for candidate to use some imagination.
- Extended open role-play with scope for candidate to use imagination to expand on a framework common to all candidates, to express points of view and to justify them.
- Verbal and visual stimuli.
- Presentation of a pre-prepared topic.

- Free Discussion of pre-prepared topic.
- Free Conversation based on a selection from a known list of topics.

3 Writing (AO4)

- Lists.
- Manipulation of language in response to verbal or visual stimuli.
- Blank filling.
- Diary entries.
- Messages.
- Emails.
- Faxes.
- Postcards.
- Letters, both formal and informal.
- Essays.
- Reports.
- Articles.

Appendix D: Rubrics

TARGET-LANGUAGE EXAMINATION RUBRICS - FRENCH

The following lists are not exhaustive or prescriptive. They are intended to illustrate the sorts of target-language settings and instructions that candidates are likely to meet in the examinations.

OCR's intention is always to explain the task to the candidate in the simplest possible terms, and in the examination each new task-type is illustrated by an example.

A General rubrics not specific to any one unit

Question words	e.g. Qu'est-ce que, où, qui etc.
Here is...	Voici...
The following questions/sentences	Les questions/phrases suivantes
She is speaking/writing about...	Elle parle/écrit de ...
Read	Lisez
Look at	Regardez
Write	Écrivez
Copy	Copiez
Tick	Cochez
Ring	Encerclez
Choose	Choisissez
Match	Faites correspondre
Answer	Répondez
Fill in	Remplissez
Fill in	Complétez
in English	en anglais
in French	en français
in numbers	en chiffres
in the list	dans la liste
true or false	vrai ou faux
Not mentioned	Pas mentionné
Example	Exemple
For each person/sentence...	Pour chaque personne/phrase...
Look at the notes/grid/drawings	Regardez les notes/la grille/les dessins
Answer the questions	Répondez aux questions
Fill in the blanks	Remplissez les blancs
Fill in the details	Remplissez les détails
Fill in the table	Complétez la table
Look for/Find the words	Cherchez/Trouvez les mots
Tick the correct boxes/words	Cochez les bonnes cases/les bons mots
Tick only FOUR boxes	Cochez seulement QUATRE cases
Ring ONE of the three words	Encerclez UN des trois mots
Write the corresponding letter	Écrivez la lettre qui correspond
Choose the description which best	Choisissez la description qui le mieux
You will not need all the letters	Vous n'aurez pas besoin de toutes les lettres

B Rubrics specific to particular units

Listening

You are going to hear...
...talking about ...
Listen (to)
...conversation/dialogue
...broadcast

Vous allez entendre...
...qui parle(nt) de ...
Écoutez
...une conversation/un dialogue
...une émission

Listening and Reading

...a message/conversation
...an extract/adverts
...magazine/text/e-mail
...interview/newspaper

...un message/une conversation
...un extrait/des annonces
...une magazine/un text/e-mail
...un interview/un journal

Writing

You are sending...
Write...
...list/letter
...postcard/article
Describe (what)
Ask (what)...
Tell him/her (what)...
Explain (what)...
Ask a question...
Give your impressions
Give your opinion and your reasons
Write in full sentences
Write about 100 words
Mention...

Vous envoyez...
Écrivez...
...une liste/une lettre ...
...une carte postale/un article
Décrivez (ce que)...
Demandez (ce que)...
Dites-lui (ce que)...
Expliquez (ce que) ...
Posez une question...
Donnez vos impressions
Donnez votre opinion et dites pourquoi
Écrivez des phrases complètes
Écrivez environ 100 mots
Mentionnez...

TARGET-LANGUAGE EXAMINATION RUBRICS – GERMAN

The following lists are not exhaustive or prescriptive. They are intended to illustrate the sorts of target-language settings and instructions that candidates are likely to meet in the examinations.

OCR's intention is always to explain the task to the candidate in the simplest possible terms, and in the examination each new task-type is illustrated by an example.

A General rubrics not specific to any one unit

Question words e.g.	Was, wo, warum etc.
Here is...	Hier ist...
The following questions/sentences	Die folgenden Fragen/Sätze
S/he is speaking/writing about...	Er/Sie spricht/schreibt über ...
Read	Lesen Sie
Look at	Schauen Sie an
Write	Schreiben Sie
Copy	Kopieren Sie
Tick	Kreuzen Sie an
Ring/Choose	Wählen Sie
Answer	Beantworten Sie
Fill in	Füllen Sie aus
in English	auf Englisch
in German	auf Deutsch
in numbers	in Ziffern
true or false	richtig oder falsch
Example	Beispiel
For each person/sentence...	Für jede Person/Frage...
Look at the notes/grid/drawings	Schauen Sie die Notizen/Tabelle/ Bilder
Answer the questions	Beantworten Sie die Fragen
Fill in the blanks	Füllen Sie die Lücken aus
Fill in the details	Füllen Sie die Einzelheiten aus
Fill in the table	Füllen Sie die Tabelle aus
Look for/Find the words	Finden Sie die Worte
Tick the correct boxes/words	Kreuzen Sie die richtigen Kästchen/ Worte an
Tick only FOUR boxes	Kreuzen Sie nur VIER Kästchen an
Write the corresponding letter	Schreiben Sie den entsprechenden Buchstaben
Choose the description which best fits	Wählen Sie die passendste Beschreibung

B Rubrics specific to particular units

Listening

You are going to hear...
Listen (to)
...dialogue
...broadcast

Sie werden ...hören
Hören Sie zu
...einen Dialog
...eine Sendung

Listening and Reading

...a message
...an extract/adverts
...text/e-mail
...interview/newspaper

...eine Mitteilung
...einen Ausschnitt/Anzeigen
...ein Text/e-mail
...ein Interview/eine Zeitung

Writing

Write...
...list/letter
...postcard/article
Describe (what)
Ask (what)...
Explain (what)...
Ask a question...
Give your impressions
Give your opinion and your reasons
Write about 100 words
Mention...

Schreiben Sie...
...eine Liste/einen Brief ...
...eine Postkarte/einen Artikel
Beschreiben Sie (, was)...
Fragen Sie (, was)...
Erzählen Sie (, was)...
Stellen Sie eine Frage...
Geben Sie Ihre Eindrücke
Geben Sie Ihre Meinung und sagen warum
Schreiben Sie etwa 100 Worte
Erwähnen Sie...

TARGET - LANGUAGE EXAMINATION RUBRICS - GUJARATI

The following lists are not exhaustive or prescriptive. They are intended to illustrate the sorts of target - language settings and instructions that candidates are likely to meet in the examinations.

OCR's intention is always to explain the task to the candidate in the simplest possible terms, and in the examination each new task-type is illustrated by an example.

A General rubrics not specific to any one component

Question words	દા.ત. કેમ, શા માટે, ક્યાં, ક્યારે, કોણ, કેવી રીતે, શું, કોને, કઈ...
Here is	અહીં... છે
The following questions/sentences	નીચેના સવાલો / વાક્યો
She is speaking/writing about.....	તેના વિષે બોલે / લખે છે
Read	વાંચો
Look at	જુઓ
Write	લખો
Copy	નકલ કરો
Tick	(✓) કરો
Ring	વર્તુલ (○) કરો
Choose	પસંદ કરો
Match	મેળ કરો
Answer	જવાબ આપો
Fill in	ભરો / પૂરો (ખાલી જગા)
in English	અંગ્રેજીમાં
in Gujarati	ગુજરાતીમાં
in numbers	આંકડામાં
...in the listની યાદીમાં
true or false	સાચું કે ખોટું
Not mentioned	ઉલ્લેખ કરેલો નથી
Example	દાખલો
For each person/sentence....	દરેક વ્યક્તિ / વાક્ય માટે ...
Look at the notes/grid/drawings	વિગત, ખાના, ચિત્રો જુઓ
Answer the questions	સવાલના જવાબ આપો
Fill in the blanks	ખાલી જગા ભરો / પૂરો
Fill in the details	વિગત ભરો / લખો
Fill in the table	ખાનાં ભરો

Look for/Find the words
Tick the correct boxes/words

શબ્દો શોધો
સાચા ખાનામાં ચિહ્ન (✓) કરો/મૂકો

Tick only FOUR boxes
Ring ONE of the three words
Write the corresponding letter
Choose the description which
best
You will not need all the letters

ફક્ત ચાર ખાનામાં ચિહ્ન (✓) કરો
ત્રણમાંથી એક શબ્દને ફરતે વર્તુલ કરો
તેને મળતો અક્ષર લખો
યોગ્ય વર્ણન પસંદ કરો
તમને બધા અક્ષરોની જરૂર નહીં પડે

B Rubrics specific to particular components

Listening

You will hear
Listen carefully
You are listening to ...
Listen to
.... talking about

...conversation / dialogue
News / advertisement on the
radio/television
It will be repeated
For you to read the questions and..
There will be pauses to answer them

તમે સાંભળશો
ધ્યાનથી સાંભળો
તમેને સાંભળો છો
... ને સાંભળો
...વિષે વાત કરે છે...
...વાતચીત / વાર્તાલાપ
રેડિયો/ ટેલિવિઝન પર સમાચાર/જાહેરાત
તે ફરીવાર બોલાશે
તમારે માટે સવાલો વાંચવા અને ...
જવાબ લખવા સમય મળશે

Listening and Reading

a message / conversation
an extract / adverts
magazine / text / e-mail
interview / newspaper

સંદેશો / વાતચીત
...થી લીધેલી વિગત/ફક્કરો / જાહેરાત
મેગેઝીન / લખાણ / ઈ-મેઈલ
મુલાકાત / સમાચારપત્ર

Reading

Answer each question
Circle....
Letter / postcard / information
Signs
Read carefully

સવાલનો જવાબ લખો
વર્તુલ (●) કરો
કાગળ / પત્ર / પોસ્ટકાર્ડ/ માહિતી
નિશાની
ધ્યાનથી વાંચો

Speaking

Start the conversation	વાતચીતની શરૂઆત કરો
...will start the conversation	...વાતચીતની શરૂઆત કરશે
Prepare the following points in Gujarati	નીચેના મુદ્દાઓ ગુજરાતીમાં તૈયાર કરો
Greet	નમસ્કાર પાઠવો
Introduce yourself	તમારી ઓળખ આપો
Say	કહો
Ask	પૂછો

Writing

You are sending	તમે મોકલો છો
Write	લખો
...list / letter	... યાદી / પત્ર / કાગળ
...postcard / article	... પોસ્ટકાર્ડ / લેખ
Describe (what).....	વર્ણન કરો (શું)....
Ask (what)....	પૂછો (શું)....
Tell him / her (what)....	તેને કહો (શું)
Explain (what)...	સમજાવો (શું).....
Ask a question....	સવાલ / પ્રશ્ન પૂછો
Give your impressions	તમારા મત / ખ્યાલો આપો
Give your opinions and reasons	તમારા વિચારો અને કારણો આપો
Write in full sentences	પૂરા વાક્યોમાં લખો
Write about 100 words	આશરે ૧૦૦ શબ્દો લખો
Mention...	... ના વિષે કહો / ઉલ્લેખ કરો

TARGET-LANGUAGE EXAMINATION RUBRICS—SPANISH

The following lists are not exhaustive or prescriptive. They are intended to illustrate the sorts of target-language settings and instructions that candidates are likely to meet in the examinations.

OCR's intention is always to explain the task to the candidate in the simplest possible terms, and in the examination each new task-type is illustrated by an example.

A General rubrics not specific to any one unit

Question words	e.g. ¿Qué?, ¿Dónde?, ¿Quién?
Here is...	He aquí...
The following questions/sentences	Las siguientes preguntas/frases
S/he is speaking/writing about...	Habla/Escribe de ...
Read	Lee
Look at	Mira
Write	Escribe
Copy	Copia
Tick	Marca una señal
Choose	Escoge
Match	Empareja
Answer	Contesta
Fill in	Rellena
in English	en inglés
in Spanish	en español
in numbers	en cifras
...in the list	...en la lista
true or false	verdad o falso
Not mentioned	No se menciona
Example	Ejemplo
For each person/sentence...	Para cada persona/frase...
Look at the notes/drawings	Mira los apuntes/los dibujos
Answer the questions	Contesta a las preguntas
Fill in the blanks/form	Rellena los blancos/el formulario
Look for the words	Busca las palabras
Tick the correct boxes/words	Marca una señal en las casillas correctas
Tick only FOUR boxes	Marca una señal en sólo CUATRO casillas
Write the corresponding letter which best fits	Escribe la letra que corresponde mejor
Choose the description which...	Escoge la descripción que ...
You will not need all the letters	No necesitarás todas las letras

B Rubrics specific to particular units

Listening

You are going to hear...
...talking about ...
Listen (to)
...conversation/dialogue
...broadcast

Vas a oír...
...que habla(n) de ...
Escucha
...una conversación/un diálogo
...un programa

Listening and Reading

...a message/conversation
...an extract/adverts
...magazine/text/e-mail
...interview/newspaper

...un mensaje/una conversación
...un extracto/unos anuncios
...una revista/un texto/correo electrónico
...una entrevista/un periódico

Writing

You are sending...
Write...
...list/letter
...postcard/article
Describe (what)
Ask (what)...
Tell him/her (what)...
Explain (what)...
Ask a question...
Give your impressions
Give your opinion and your reasons
Write in full sentences
Write about 100 words
Mention...

Envías...
Escribe...
...una lista/una carta ...
...una tarjeta postal/un artículo
Describe (lo que)...
Pregunta (lo que)...
Dile (lo que)...
Explica (lo que) ...
Haz una pregunta...
Da tus impresiones
Da tu opinión y di por qué
Escribe frases completas
Escribe unas 100 palabras
Menciona...

Appendix E: Coursework Guidance

ADVICE AND INFORMATION FOR TEACHERS PREPARING OCR GCSE MFL WRITTEN COURSEWORK

1 General Introduction

- 1.1 Coursework requirements

2 Coursework and the Assessment Process

- 2.1 Assessment objectives

3 Coursework: The Teaching and Learning Process

- 3.1 Initial choice of task
- 3.2 Task training
- 3.3 Characteristics of coursework tasks
 - 3.3.1 Content of coursework tasks
 - 3.3.2 Selection of coursework tasks
 - 3.3.2.1 Grade Range B, A, A* tasks
 - 3.3.2.2 Grade Range D, C tasks
 - 3.3.2.3 Grade Range G, F, E tasks
 - 3.3.3 Some suggested tasks
 - 3.3.3.1 Grade Range B, A, A* tasks
 - 3.3.3.2 Grade Range D, C tasks
 - 3.3.3.3 Grade Range G, F, E tasks
- 3.4 Writing the Coursework Assignment
 - 3.4.1 Non-controlled tasks
 - 3.4.2 Task completed under controlled conditions
 - 3.4.3 Handing back and storing coursework

4 Entry, Assessment, Submission to OCR and Moderation

- 4.1 Entry
- 4.2 Submission of coursework to the teacher and to OCR

4.3 Assessment, Selection, Internal Standardisation and Moderation

4.3.1 Assessment

4.3.2 Selection of coursework items

4.3.3 Internal standardisation

4.3.4 Submission of coursework to OCR for Moderation

4.3.5 Feedback to Centres

5 Criteria for Assessment

A Type of writing

B Length

6 Coursework mark scheme

Annex A Coursework management checklist (advisory)

Annex B Suggested layout for sheet containing a coursework task (advisory)

Annex C OCR checklist for drafting (mandatory)

ADVICE AND INFORMATION FOR TEACHERS PREPARING COURSEWORK

1 GENERAL INTRODUCTION

This appendix expands on Sub-section 4 of the specification and contains the definitive information concerning Coursework in the OCR GCSE examination for Modern Foreign Languages (French, German, Gujarati and Spanish).

Unit 6 Coursework may be submitted as an alternative to Unit 4 Writing (terminal examination) and represents 25% of the total assessment.

Coursework may not be offered in conjunction with Unit 5, Speaking Internally Assessed.

1.1 Coursework Requirements

Coursework is teacher assessed. Centres establish a reliable Centre order of merit and supply a sample for moderation. All grades are available, ie there is no tiering.

Work is marked in grade ranges B, A, A* (maximum 30 marks for each piece) or D, C (maximum 21 marks for each piece) or G, F, E (maximum 15 marks for each piece). Scores are aggregated to give a maximum of 90 marks.

Candidates submit three pieces of work drawn from at least three different contexts. For a list of contexts see Sub-section 5, Specification Content. Any reasonable interpretation of the contexts will be allowed.

At least one piece must be completed under controlled conditions. These are defined in 3.4.2. Up to two of the pieces submitted may be completed under non-controlled conditions.

Under controlled conditions, candidates must have only a dictionary to refer to. No other materials are allowed. Candidates may know in advance which sub-context is to be used, but may not know the exact title.

Work not carried out under controlled conditions may have one draft commented on using the OCR correction sheet only. No further teacher comment or marking is allowed before the final piece is handed in. Non-controlled coursework can be produced using ICT.

Criteria essential for access to certain grades, such as the use of a variety of tenses, need not be shown in each individual piece, but must be shown over the 3 pieces submitted taken together.

Teachers are at liberty to select from a larger portfolio of a candidate's work if they so wish. Teachers may mix the level of candidates' work to obtain the most advantageous submission permitted. For some candidates, this may involve pieces of work which are marked at different levels.

2 COURSEWORK AND THE ASSESSMENT PROCESS

2.1 Assessment Objectives

Coursework addresses Assessment Objective 4 in Sub-section 3 of this specification. Coursework also addresses the grade descriptions in Sub-section 4 of the specification. The grade descriptions also apply to Unit 4, Writing.

Coursework allows a wider range of activities to be sampled and assessed than is possible in a terminal examination, for example field-work undertaken during an exchange visit, word-processing, responding to wider reading or experience.

In addition, coursework provides particular opportunities for fulfilling aspects of the National Curriculum Programme of Study as set out in Sub-section 6 of the specification.

Criteria essential for access to grade F, eg writing short sentences, need not be shown in each piece of a candidate's work, but must be shown over the 3 pieces submitted taken together.

Criteria essential for access to grade C, such as the use of a variety of tenses, need not be shown in each piece of candidates' work, but must be shown over the 3 pieces submitted taken together.

Criteria essential for access to grade A, such as expressing and justifying ideas and points of view, need not be shown in each piece but rather must be shown over the 3 pieces submitted taken together. However, in every piece candidates produce longer sequences using a range of vocabulary, structure and verb tenses. Their sentences, which often contain a subordinate clause or another complex verbal construction, have generally accurate spelling and grammar, and a broad range of vocabulary, idiom and structure.

3 COURSEWORK: THE TEACHING AND LEARNING PROCESS

Not all phases in the following sequence will be necessary for all candidates on every occasion that a piece of coursework is prepared. The amount of practice and preparatory work will clearly depend on each candidate's needs and on the time available. However, it is likely that a good deal of written work will conform to the proposed sequence, so that candidates get used to the process and so that they build up a coursework portfolio.

From the coursework portfolio, three marked items are selected by the teacher for GCSE Coursework submission. Candidates should be familiar with the scheme of assessment and they should be encouraged to check, assess and redraft their own work and understand the teacher's use of the criteria.

3.1 Initial Choice of Task

There are various ways in which decisions are reached about candidates' choice of coursework tasks, depending on local circumstances, teaching styles and the characteristics of individual classes. Teachers may suit themselves from the methods given below.

- (a) The teacher specifies the task for a candidate without entering into extensive discussion.
- (b) The teacher offers candidates a limited choice of activities.
- (c) The teacher has an individualised approach, discussing tasks and materials with each candidate or group of candidates.

Coursework tasks develop out of the topics currently being studied in the course, and titles and stimulus materials for coursework arise out of material already used in class. Discussion of materials and tasks in this phase may be seen as an important part of the process, allowing the candidate to see and hear a range of possibilities and to begin to take some responsibility for his/her own learning.

3.2 Task Training

The teacher may decide, especially during the earlier stages of the course, to allow the candidates to work through a task in detail as part of the process of training and practice. For such a practice task the teacher could comment, intervene and correct as with any piece of written class-work. However, such a practice piece **cannot** be submitted as a coursework task. Any subsequent coursework task submitted for GCSE **must not** be identical with or closely resemble a practice task.

3.3 Characteristics of Coursework Tasks

3.3.1 Content of Coursework Tasks

The content of Coursework tasks should be drawn from OCR's List of Contexts, given in Sub-section 5 Specification Content.

The three pieces of Coursework submitted to OCR must be drawn from three different contexts.

3.3.2 Selection of Coursework Tasks

Examples of tasks appropriate for fulfilling coursework requirements at the different tiers are included as a list in 3.3.3. This list is only intended to offer suggestions. Teachers are **free to set their own tasks**. If they are in any doubt about the choice of task, teachers may submit their own proposals for approval, but this is not obligatory.

Coursework tasks should fulfil the following requirements:

- allow candidates to fulfil the objectives for Writing in the target language summarised in 2.1 above and set out in the specification.
- draw on a range of different target-language activities reflecting the suggestions for learning and suggested in the National Curriculum Programme of Study.
- tasks and sub-tasks should be in the target language

It is essential that the External Moderator knows what the task and sub-tasks are. The top of each piece of work should state the task and sub-tasks, either written by the candidate or supplied by the teacher. A suggested format is given at the end of this document at Annex B.

Teachers, knowing their candidates and their courses, can choose materials and set coursework tasks which offer appropriate challenges to their candidates' ability and allow candidates to give their optimum performance.

Coursework tasks may be completed at any time during the period of preparation for the examination. However, teachers should note that the criteria for assessment are at all times those prescribed by the GCSE Grade Descriptions (see Sub-section 4) for achievement at the end of Key Stage 4.

Where the task is based on stimulus material such as a newspaper article or a video, teachers will select appropriate material or will approve materials chosen by the candidate. If written stimulus material is used, a copy of this stimulus material must be included with the candidate's work when despatching the final submission. It is prudent to store it with the candidate's completed work.

The number of sub-tasks required for each grade range must be identified and they should be given at the top of the piece of coursework as part of the title. See the examples below.

3.3.2.1 Grade Range B, A, A* tasks

Suggested length is 140-150 words. Candidates should submit a total of 400-500 words over three pieces taken together

In most cases it is helpful to candidates, teachers and moderators if sub-tasks are suggested. However there are cases where this may not be appropriate. Where no sub-tasks are set candidates may either create their own or address the title globally.

Example (*given in English here, but to be in the target language*):

Describe your work experience. Include:

- what you had to do
- mention transport to the job
- describe the people you met
- give opinions and justify them.

The pieces of writing should give factual information, narrate events, express and justify ideas and points of view. The criteria essential for access to grade A, such as expressing and justifying ideas and points of view, need not be shown in each piece but rather must be shown over the 3 pieces submitted, taken together. However, in every piece candidates should produce longer sequences using a range of vocabulary, structure and tenses. Their sentences, which should often contain a subordinate clause or another verbal construction, should have generally accurate spelling and grammar, and a broad range of vocabulary, idiom and structure.

3.3.2.2 Grade Range D, C tasks

Suggested length is 90-100 words. Candidates should submit a total of 250-400 words over three pieces taken together.

In most cases it is helpful to candidates, teachers and moderators if sub-tasks are suggested. However there are cases where this may not be appropriate. Where no sub-tasks are set candidates may either create their own or address the title globally.

Over the three pieces submitted, candidates should express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses.

Many of the tasks set in the G, F, E range can be set for candidates at this level, as long as teachers ensure that the task is completed at the required length and fulfils the criteria for coursework at this level. It is unlikely, for example, that form-filling exercise or a Curriculum Vitae will achieve the required level. However, a longer response to a letter-writing task could be appropriate.

Example (*given in English here, but to be in the target language*):

From a brochure or similar authentic source material write a short article about your visit to a particular region. Include

- what you did;
- what you saw;
- where you stayed;
- where you will go next year.

The level of accuracy and the range of idiom, vocabulary, structures and verb forms should be appropriate to this grade range.

Criteria essential for access to grade C, such as including past, present and future events and involving the use of different tenses, need not be shown in each piece of candidates' work, but must be shown over the 3 pieces submitted, taken together. The tasks should require continuous writing of a formal or informal nature, the linking of sentences and structuring of ideas.

3.3.2.3 Grade Range G, F, E tasks

The mark scheme distinguishes between longer pieces of work with evidence of verb usage and work which is brief and/or shows no evidence of verb usage.

Suggested length is 40-85 words for access to the full range of marks at Grade E, F level. Candidates should submit a total of 100-250 words over three pieces taken together.

For access to Grade G, the suggested length is around 20 words. Candidates should submit a total of 50-100 words over three pieces taken together.

In most cases it is helpful to candidates, teachers and moderators if sub-tasks are suggested. However there are cases where this may not be appropriate. Where no sub-tasks are set candidates may either create their own or address the title globally.

Example (*given in English here, but to be in the target language*):

Write an e-mail booking for a hotel or gîte or campsite. Mention:

- number of people;
- dates of stay;
- nationality.

Work which has **20 words or fewer and/or shows no evidence of verb usage** is assessed on a restricted scale. This still allows the weakest candidates to show what they know and can do.

Example writing tasks generating less than 20 words are:

- lists requiring single words and set phrases;
- diary entries;
- short messages, postcards, emails or letters;

3.3.3 Some suggested tasks

It is clear from the list of suggested tasks below that coursework offers many possibilities, both for imaginative work and for candidates to perform at their best level of achievement.

Although tasks suggested are grouped in three grade ranges Grades B, A, A*, Grades D, C and Grades G, F, E, the possibility of differentiation by outcome means that a particular task is not necessarily limited to a particular grade range, as the substance and quality of the performance could lead to assessment in a higher, or a lower, bracket.

Coursework allows a wider range of activities to be sampled and assessed than is possible in a terminal examination, for example field-work undertaken during an exchange visit, word-processing, responding to wider reading, listening or viewing.

The suggestions given here are meant to be indicative rather than exhaustive. However, teachers should note the format of the suggested tasks. Although the tasks are given here in English, they should be set in the target language.

3.3.3.1 Example tasks for targeted grades B, A, A* (150 words)

- (a) Last year, you won the lottery.
- Describe what you have done with some of the money.
 - Describe what you will do with the rest of the money.
 - Give your opinions about the things you did and bought.
 - Justify your opinions and describe the emotions you felt.
- (b) You have seen a short film or read a short story in the target language.
- Narrate the story.
 - Give your opinions.
 - Justify them.
 - Say which film/story you will see/read next and why.
- (c) From authentic materials taken from both English and foreign language sources, relating to, for example, the environment or drug abuse,
- Make notes about the differences between the materials.
 - Make notes about the similarities in the materials.
 - Give your opinions/impressions.
 - Justify them.
- (d) After reading an article on a theme of current interest, write to a newspaper. (The letter might be word-processed).
- Say where you read the article.
 - Express your point of view.
 - Justify your position.
 - Say what course of action should now be taken.
- (e) Having read an account of a journey or an adventure or an unusual experience, write the diary entries of the person involved.
- Mention where the event(s) happened.
 - Mention the events themselves.
 - Describe another person involved.
 - Mention how the episode finished.
- (f) Describe your work experience, including:
- what you had to do;
 - transport to the job;
 - your colleagues/customers;
 - give opinions and justify them.

- (g) Describe your plans for the future. Mention:
- further education;
 - jobs;
 - advantages of different jobs;
 - disadvantages of different jobs.
- (h) Describe your plans to celebrate your 18th birthday:
- say who will be involved;
 - say what you plan to do;
 - give the opinions of your parents and friends about the proposals;
 - talk about your plans for the following year.
- (i) What are your plans for future education?
- Mention where you will study.
 - Mention where you will live.
 - Mention your ultimate ambition(s).
 - Give reasons and justifications for your choice(s).
- (j) Produce a piece of work presenting a portrait of a town or village following an exchange visit. Mention:
- the people;
 - the food and drink;
 - places of interest;
 - your impressions/opinions, justifying them.
- (k) Write an imaginative piece about:
- your ideal future job;
 - a journey you would like to make;
 - a person you would like to meet;
 - the things which would be of most importance to you.
- (l) Write a letter to a teenage magazine.
- Discuss your worries about your personal life (health, appearance).
 - Discuss your worries about your diet.
 - Mention how you get on with other members of your family.
 - Ask the readers for advice.
- (m) Write a letter to a magazine contrasting how you used to live with how you live today.
- Mention at least two things you used (not) to do.
 - Mention how your life has changed up to now and will change in the future.

(n) Write a letter to a newspaper column.

- Say where you have seen the article.
- Mention the advice given by the columnist.
- Offer personal opinions.
- Justify them with reference to your experience.

3.3.3.2 Example tasks for targeted grades D, C (100 words)

(a) Write an article about your school. Give the following details:

- a description of the school (building, uniform);
- a description of the school day;
- a school trip that you have been on;
- your plans for when you leave school.

(b) Last year, you won the lottery. Describe

- what you have done with some of the money;
- what you will do with the rest of the money;
- give your opinions about the things you did and bought;
- mention your future plans.

(c) From a brochure or similar authentic source material write a short article about your visit to a particular region. Include:

- what you did and saw;
- where you stayed;
- your opinions;
- where you will go next year.

(d) Having read an advertisement, write a formal letter.

- Request further information about a possible part-time job.
- Mention your past experience.
- Mention the kind of job you would like to do.
- Say why you think you would be suitable.

(e) Write a summary following an interview with a visitor explaining:

- why he/she has come;
- what he/she has done and seen;
- what he/she thinks of the food and the visit so far;
- his/her future plans.

- (f) Write a diary giving an account of a holiday or exchange visit. Mention:
- what you did and saw;
 - what your opinions are;
 - where you stayed;
 - someone you met.
- (g) Describe how a festival was celebrated.
- Say what part you took.
 - Mention the preparations.
 - Describe an incident and how it was resolved.
 - Describe plans for a future festival.
- (h) Plan and produce a leaflet advertising your local area to foreign visitors. Mention:
- things to do and see, and why;
 - the weather at different times of the year;
 - local food;
 - suitable souvenirs that they can buy.
- (i) Describe your work experience.
- Say what you had to do.
 - Describe an incident.
 - Mention transport to the job.
 - Describe the people you met.
- (j) Construct a dialogue with a famous person (perhaps from a country where the target language is spoken). Include:
- details about their family;
 - their work;
 - their leisure activities;
 - their opinions on a relevant subject.

3.3.3.3 Example tasks for targeted grades G, F, E (about 40 words)

- (a) From a plan or map or other tourist material, write an imaginary diary of things to do during a week on holiday. Mention:
- transport arrangements;
 - activities;
 - accommodation.

- (b) Design a poster for an advertising agency wishing to market a new product.
- Say what is good about the product.
 - Say where it can be obtained.
 - Give extra details e.g. colour, price.
- (c) From source material, write a post-card or short letter asking for information on a country where the target language is spoken. Mention:
- transport;
 - accommodation;
 - attractions.
- (d) Write a very simple formal letter of application for a holiday job. Mention:
- personal details;
 - dates;
 - experience.

The following items are more likely to produce work which has 20 words or fewer and/or shows no evidence of verb usage. This work is assessed on a restricted scale. See 3.3.2.3, above. However, in the format given, it would also be possible to access the full range of marks for Grades G, F, E.

- (a) Write a shopping list. Mention:
- food;
 - drink;
 - an item of interest.
- (b) Write a packing list. Mention:
- clothes;
 - reading material;
 - an item of interest.
- (c) Complete a booking form for an hotel, gîte or campsite. Mention:
- names;
 - dates;
 - nationality.
- (d) Draw up a personal school timetable. Mention:
- subjects studied;
 - break and lunchtimes;
 - extra-curricular activities.

(e) Using a Curriculum Vitae as a model, fill out a personal Curriculum Vitae for submission to a possible employer. Mention:

- personal details;
- experience;
- availability.

3.4 Writing the coursework assignment

Once the decision has been made about the nature of the task and the type of stimulus material, if any, the actual task can be carried out. The teacher must then decide whether it is an assignment to be completed in the candidate's own time, or one which is to be carried out under controlled conditions.

3.4.1 Non-controlled tasks (completed in the candidate's own time)

The task should be completed on A4 paper and the task and the sub-tasks should be at the top of the finished work.

There is no time limit on the assignment. For reasons of practicability, however, teachers would be well advised not to allow lengthy periods for such coursework, as this does not often produce the best outcomes.

Some candidates work best in a classroom situation. However, candidates **must not** seek assistance from others in the room. A formal atmosphere must prevail.

The completion of an assignment in the candidate's own time involves an interface between the learning and assessment processes. The candidate needs to make his/her own decisions about content, form and language in the coursework and will base those decisions on earlier work in the classroom. It is therefore clearly desirable that the candidate should benefit from a phase of preparation and practice. On the other hand, the teacher must ensure that the coursework task is clearly distinct from practice drafts and that the candidate cannot simply copy out a piece of previously marked work or reproduce a pre-learned response to a known task.

Besides stimulus material which the candidate may choose or be given, any other sources, ICT and/or reference materials may be used. These include a dictionary and also the candidate's earlier work, including practice tasks. All resources, however, must be acknowledged. If the work is presented using ICT, candidates should state whether they have used a spell-checker. Candidates must give sources used at the foot of their work, including page numbers where appropriate.

However, the use of resources does not extend to humans.

To allow the candidate to sign the form declaring that the final version is his/her own work, candidates should also be instructed not to seek advice and help from any person, eg foreign

language assistants, other teachers, parents, pen-friends, siblings, former pupils, classmates or other teachers. Other teachers should also be aware that they should not help with coursework.

The teacher must therefore be very careful about the extent to which he/she intervenes in the process. Verbal or written detailed interventions belong to the task-training phrase described in 3.2 above. If the assignment is completed partly in the classroom, the teacher must not give any linguistic help.

Similarly, the teacher may not mark or annotate the candidate's first draft of a piece of work but may give guidance in accordance with the OCR Coursework comment sheet.

Since redrafting material is an important part of any authentic writing process, the candidate should be given the chance to redraft work once only, and this re-draft is the piece for the final submission.

Guidance on the comment sheet takes the form of suggestions about ways of checking and redrafting the work. The onus to check, correct and improve is placed upon the candidate.

3.4.2 Task completed under controlled conditions

The task should be completed on A4 paper and the task and the sub-tasks should be at the top of the finished work.

At least **one piece must** be completed under controlled conditions. At the teacher's discretion all pieces may be done under controlled conditions.

The major difference between controlled coursework and non-controlled tasks is that there is no submission of a draft for comment. The candidate hands in the completed work and it is then assessed without further comment and redrafting.

Under controlled conditions, candidates may refer **only** to a dictionary. **No other printed or handwritten materials are allowed.**

Candidates may know the sub-context from which the title will be drawn in advance. However, candidates **must not** know the **exact** title or the sub-tasks.

Coursework carried out under controlled conditions must be completed under the supervision of a teacher, and with all candidates meeting together at the same time, probably in the same room. The atmosphere should be formal, and no communication is allowed between candidates.

Work must be hand-written. **ICT is not allowed** in controlled conditions.

There is no stipulation of a time limit for controlled coursework, and the time allowed will clearly depend upon the nature of the task, organisation at the Centre, availability of rooms, etc. However, candidates should be allowed reasonable time to complete the task.

It is good practice for coursework to be completed in one session. If this is impossible, QCA regulations allow the work to be collected in and stored securely until the next session.

3.4.3 Handing back and storing coursework

Teachers are responsible for the secure storage of all coursework items and should bear in mind that any piece may be eventually required for moderation. They are free to hand back work, if they wish, for feedback and discussion of the mark given, but must then collect it in again and store it securely.

4 ENTRY, SUBMISSION, ASSESSMENT AND MODERATION

4.1 Entry

Centres must submit provisional entries in September of the year before the examination (eg in September 2002 for June 2003) and final entries in February. Entry is made at candidate level so a Centre's candidates may have a mix of entry options - some doing Coursework and some doing the terminal Writing examination, even within the same class. Candidates **must not offer** Coursework in combination with Unit 5, Speaking Internally Assessed.

It is essential that Centres submit provisional entries which are as accurate as possible since materials for the Coursework option will be sent to Centres on the basis of provisional entries.

4.2 Submission of Coursework to the teacher and to OCR

When a completed piece of work is handed in after whichever of the processes described in 3.4.1 and 3.4.2 has been followed, the teacher makes no further comment before assessing the work.

To reduce the expense of posting bulky parcels, candidates' folders do not need to be submitted for the moderation process.

Comments are especially necessary if marks awarded are higher or lower than the assessment criteria suggest or if the candidate has received help other than the assistance laid down as allowable in this guidance booklet.

4.3 Assessment, Selection, Internal Standardisation and Moderation

When the date approaches for the submission of coursework, there is a four-stage process:

- (a) Teacher check on existing assessment of candidate's work;
- (b) Selection of candidate's work in accordance with Coursework requirements;
- (c) Internal standardisation;
- (d) Despatch to the external Moderator as described below.

Teacher check on existing assessment of candidate's work

Assessment is carried out by the teacher in accordance with the criteria and mark scheme which follow. Teachers should ensure that all items for submission are the authentic work of the candidate. OCR relies on the professional integrity of teachers when supervising the drafting, presentation and assessment of coursework so that there is no infringement of either the rule or the spirit of the exercise.

4.3.2 Selection of coursework items

Each candidate's Coursework submission, irrespective of level, will consist of **three** items of work. The final mark will be based on the best three items of work **drawn from three different contexts**.

At least **one** item must have been completed under controlled conditions. Teachers are free to hold as many sessions of controlled Coursework as they wish. If they prefer or have any doubts about the amount of help received for independent work, they can select, for final submission, more than one item completed under controlled conditions.

NB The work of candidates targeting Grade C and above must show evidence of competence in writing about past, present and future events, over the three pieces submitted taken together.

4.3.3 Internal Standardisation

Coursework marks should be internally standardised and a consensus reached within the Centre about fixing standards and interpreting the criteria for assessment.

Where a single teacher has carried out all coursework assessment internal standardisation is only necessary if a different teacher has, at any time in the course, marked work which is to be submitted.

4.3.4 Submission of Coursework to OCR for Moderation

The final date for submission of Coursework to OCR will be notified to Centres in good time. Before this date, which will probably be in May, teachers must ensure that they have selected for each candidate the three items of work on which the Coursework assessment will be based. The teacher must then ensure that the Centre mark is transferred correctly to the computer printed mark sheet (MS1) for each candidate. One copy of this marksheet (MS1) will be sent to the Moderator. Responsibility for accuracy of this transfer rests with the Centre.

The OCR-appointed Moderator will inform the Centre which candidates' work is to be included in the sample to be externally moderated. The sample is likely to comprise the 3 items of coursework for at least 10 but no more than 20 candidates at the Centre. The Centre must, however, be prepared to send further samples if requested to do so by the OCR Moderator. All Coursework should be retained in the Centre until December of the year of the exam.

When work is submitted for moderation, a record of marks awarded should be kept separately by the Centre.

Further details on the submission of OCR Coursework will be found in the instructions sent to Centres in the April before the examination.

4.3.5 Feedback to Centres

OCR will give feedback to Centres on the suitability of tasks, the appropriateness of marking and the outcome of the moderating procedure.

5 CRITERIA FOR ASSESSMENT

In assessing a piece of work, teachers should make an initial evaluation of the possible grade range within which it should be marked. This decision should be taken on the basis of the type and quality of writing, as well as substance.

5.1 Type of writing

A piece of work containing longer sequences using a range of structure, vocabulary and verb tense will be assessed in the range B, A, A*. Candidates' sentences, which often contain a subordinate clause or another complex verbal construction, have generally accurate spelling and grammar, and a broad range of vocabulary, idiom and structure.

A piece of work containing linked sentences and a structuring of ideas using a range of tenses where appropriate will be assessed in the range D, C. Criteria essential for access to grade C, such as the use of a variety of tenses, need not be shown in each piece of candidates' work, but must be shown over the 3 pieces submitted, taken together.

A piece of work indicating an ability to write individual words, short sentences and set phrases will be assessed in the range G, F, E.

The grade descriptions should be consulted in determining the choice of grade range. The grade descriptions should be consulted. For instance if a piece of work is to be assessed in the A*-B range, it communicates feelings, attitudes and reasons, expresses and justifies ideas and points of view and uses more complex language, often using subordinate clauses and other verbal constructions. If the task involves copying of short phrases or adapting a model by substituting individual words and set phrases, assessment takes place in the G, F, E range.

This initial evaluation will set the top limit for awarding a grade. It is important, therefore, that assignments are set which allow candidates to meet the objectives and perform at their optimum level. Candidates whose written work is of a quality best assessed in the ranges G, F, E or D, C should be advised not to exceed 40 or 100 words. There is nothing to be gained by writing at great length as the type of writing limits the mark available.

5.2 Length

For the grade range B, A, A* the suggested length is 140-150 words. Candidates should submit a total of 400-500 words over three pieces taken together.

For the grade range D, C the suggested length is 90-100 words. Candidates should submit a total of 250-400 words over three pieces taken together.

For access to the full range of marks in the grade range E, F the suggested length is 40-85 words. Candidates should submit a total of 100-250 words over three pieces taken together.

For access to Grade G, the suggested length is around 20 words. Candidates should submit a total of 50-100 words over three pieces taken together.

It is recommended that candidates should themselves count the words in their work and enter the total at the bottom of their work. Teachers should check these totals if necessary.

A word is defined as a written unit with a space before and after it, and with a hyphen or apostrophe accepted as part of the word. For example, *it's* is one word; *it is* is two words. Where a letter forms part of the Coursework task, addresses and the date on which the letter was written do not form part of the word count. Quotations within the body of the candidate's work form part of the word count. Proper names and numerals do not form part of the word count.

A piece of work not exceeding a total of 40 words will be assessed in the range G, F, E. Work which has **20 words or fewer and/or shows no evidence of verb usage** is assessed on a restricted scale.

A piece of work submitted with fewer words than the minimum specified must be marked at a lower level. Proper names and numerals do not form part of the word count.

6 WRITTEN COURSEWORK MARK SCHEME FOR GCSE FRENCH (2356)/GERMAN (2366)/GUJARATI (2376)/SPANISH (2386)

Scheme of Assessment

Communication	10 marks
Quality of language	20 marks
Total (per item)	30 marks per item
Overall Total (3 items @ 30 marks each)	90 marks in total

Communication

10 marks (per item)

- 10** Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.
Communicates and justifies a range of ideas and points of view.
Communicates in longer sequences, giving detailed descriptions.
Coherent, pleasant to read.
Ideas and points of view freely expressed and justified.
Clear evidence of research, where appropriate.
Highly creative and imaginative writing, where appropriate.
- 9** Communicates and expands on information and narrates events factually and/or imaginatively.
Communicates and justifies ideas and points of view.
Communicates in longer sequences, giving descriptions.
Ideas and points of view expressed and justified.
Evidence of research, where appropriate.
Creative and imaginative writing, where appropriate.
- 8** All the points of the task are communicated in some detail.
Communicates personal opinions in some detail.
Communicates a very clear message in factual and/or imaginative writing.
Some ideas and points of view expressed with occasional justification.
Some evidence of research, where appropriate.
- 7** All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
Personal opinions expressed.
Some limited evidence of research, where appropriate.
- 6** The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.

- 5 The main points of the task and occasional additional details are communicated in sentence form.
- 4 The main points of the task are communicated in short sentences.
- 3 Communicates some basic information but not in sentence form. Only some of the main points of the task are communicated.
- 2-0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

NOTES

The setting of sub-tasks is at the teacher's discretion. If no sub-tasks are set, candidates wishing to achieve high marks will either produce their own structure or write with creativity and imagination.

To achieve a mark of 7 or more, candidates have to cover all three tenses in the three items of coursework submitted, taken together.

Teachers should bear in mind the length guidelines in awarding communication marks. Length is flexible in individual items, however -

- to achieve 8 or better in an individual item, the candidate should produce 400-500 words in the three items submitted, taken together.
- to achieve 6 or better in an individual item, the candidate should produce 250-400 words in the three items submitted, taken together.
- to achieve 4 or better in an individual item, the candidate should produce 100-250 words in the three items submitted, taken together.
- to achieve 3 or better in an individual item, the candidate should produce 50-100 words in the three items submitted, taken together.

For the early items of coursework, teachers are recommended to make a best estimate of the Communication mark. This mark may need to be re-assessed when the final three pieces of coursework are selected for final assessment. At this stage an overall picture will have emerged with regard to *tenses* used in the three pieces of coursework, *coverage* of the contexts and *length* of the three pieces taken together.

OVERALL ASSESSMENT OF LINGUISTIC QUALITY

Quality of Language

20 marks (per item)

- 20-19** A wide variety of structure, vocabulary and idiom.
Longer sequences of language using a wide range of clause types.
Verb tenses used with ease.
The overall impression is one of accuracy.
Secure, consistent and very fluent.
- 18-17** A good variety of structure, vocabulary and idiom.
Longer sequences of language using a range of clause types.
Verb tenses used with confidence.
Fluent with a degree of control and with very few major errors.
Style appropriate to the purpose.
- 16-15** A range of structure, vocabulary and idiom.
Some variety of clause types, e.g. subordinate clauses.
Verb tenses used effectively but with limitations.
Inaccuracy does not impede the expression of a range of meanings.
Fairly fluent with some degree of control.
- 14-13** Limited range of vocabulary, idiom and structure.
Appropriate register used.
The writing is basic but reasonably coherent.
Sufficiently accurate to enable a clear message to be conveyed.
Past, present and future tenses used at a basic level.
- 12-11** A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Despite regular errors, the writing often conveys a clear message.
Some limited attempt at the use of more than one tense.
- 10-9** Basic range of vocabulary and structure.
Effective for a variety of straightforward messages.
Some awareness of verb usage, with limited success.
- 8-6** Restricted range of vocabulary.
Short sentences succeed in communicating simple points.
- 5-3** Individual vocabulary items or short phrases.
Very simple, occasionally successful, but with frequent errors obscuring comprehension.
- 2-0** Little or nothing of merit.

The occasional word or phrase may be correct but the piece lacks structure or relies on inappropriate copying.

ANNEX A COURSEWORK MANAGEMENT CHECKLIST (ADVISORY)

- The three items of coursework submitted are drawn from at least three contexts and all are from different sub-contexts.
- The piece of work to be offered as completed under controlled conditions is hand-written.
- Each piece of coursework is headed with a title and sub-tasks and has a word-count.
- The tasks and sub-tasks are set in the target language.
- The tasks provide opportunities to address the assessment objectives for writing.
- Written stimulus materials relating directly to the task are attached to the task.
- Sources/books/written materials/internet materials/spellcheckers used are acknowledged.
- Word count has been checked - work is the right length for the grade range used.
- Type of writing has been correctly considered in deciding which grade range to assess at.
- For B, A, A* grade range, candidates' sentences often contain a subordinate clause or another verbal construction and have generally accurate spelling and grammar, and a broad range of vocabulary, idiom and structure.
- For D, C grade range candidates, the work includes past, present and future events and involves the use of different tenses, over the 3 pieces submitted, taken together. The tasks require continuous writing of a formal or informal nature, the linking of sentences and structuring of ideas.
- For G, F, E grade range, only pieces of work of 21+ words which show evidence of verb usage have been marked out of 10
- For G, F, E grade range, pieces of work of 20 words or fewer **or** which show no evidence of verb usage have been marked out of 4
- If more than one teacher has assessed work in the Centre, internal standardisation has been done.
- Candidates have signed the form to say that their work is their own
- The teacher has countersigned the form
- Teacher has a record of marks for the sample sent to the Moderator.
- Centre can supply coursework from additional candidates if requested

ANNEX B SUGGESTED LAYOUT FOR SHEET CONTAINING A COURSEWORK TASK (ADVISORY)

GCSE FRENCH COURSEWORK Nom

Controlled/non-controlled Date..... Classe

Context: 1b school life Professeur

Ecrivez 100 mots pour un journal scolaire. Décrivez:

- ce que vous avez fait hier au collège
- la journée scolaire
- une excursion que vous allez faire
- votre opinion de votre collègue

Continuez au verso....

Comptez les mots: total mots

Liste des sources et des références: 1.....
2.....
3.....

ANNEX C OCR CHECKLIST FOR DRAFTING (MANDATORY)

Use this checklist **only** for commenting on drafts. Do not mark the candidate's draft in any way.

Coursework comment form (mandatory)

Name Teacher

Date

Title

LENGTH	Tick
Too long	
Too short	
Please state the number of words	

TASK COMPLETION	Tick
Some parts of the task have not been covered	
Fails to meet the requirements of the task	

PRESENTATION	Tick
Presentation and layout to be tidied up	
Handwriting not clear enough	

INTEREST AND QUALITY	Tick
Add introduction	
Vary your vocabulary more	
Add some more ideas	
Give more description	
Give more opinions	
Give more reasons	
Include more subordinate clauses	
Include more adverbs	
Include more idioms	
Add conclusion	

ACCURACY	Tick
Check verbs	
Check word order	
Check nouns and genders	
Check adjectives and agreements	
Check spellings and accents	