Languages

GCSE 2012

French
Full Course – J730
Short Course (Spoken) – J030/Short Course (Written) – J130

German
Full Course – J731
Short Course (Spoken) – J031/Short Course (Written) – J131

Spanish
Full Course – J732
Short Course (Spoken) – J032/Short Course (Written) – J132

Specification

Version 1

May 2012

www.ocr.org.uk/gcse2012

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1 Introduction to GCSE French/German/Spanish

1.1 Overview of GCSE French/German/Spanish

GCSE French, German or Spanish J730/J731/J732

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

20% of the qualification
40 marks

Externally assessed, tiered
Foundation: 35 mins written paper
Higher: 45 mins written paper

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

30% of the qualification
60 marks

Controlled assessment
Internally assessed
(Untiered)

+

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

20% of the qualification
40 marks

Externally assessed, tiered
Foundation: 35 mins written paper
Higher: 45 mins written paper

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

30% of the qualification
60 marks

Controlled assessment
Externally assessed
(Untiered)

GCSE Short Course French, German or Spanish Spoken Language J030/J031/J032

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

40% of the qualification
40 marks

Externally assessed, tiered
Foundation: 35 mins written paper
Higher: 45 mins written paper

+

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

60% of the qualification
60 marks

Controlled assessment
Internally assessed
(Untiered)

GCSE Short Course French, German or Spanish Written Language J130/J131/J132

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

40% of the qualification
40 marks

Externally assessed, tiered
Foundation: 35 mins written paper
Higher: 45 mins written paper

+

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

60% of the qualification
60 marks

Controlled assessment
Externally assessed
(Untiered)

1.2   Guided learning hours

GCSE French/German/Spanish requires 120–140 guided learning hours in total.

GCSE (Short Course) in French/German/Spanish requires 60–70 guided learning hours in total.

1.3   Aims and learning outcomes

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

These specifications aim to give candidates the opportunity to:

*   develop understanding of the language in a variety of contexts
*   develop knowledge of the language and language learning skills
*   develop the ability to communicate effectively in the language
*   develop awareness and understanding of countries and communities where the language is spoken.

1.4   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.

2 Content of GCSE French/German/Spanish

2.1 Topic areas

Each topic provides a context where learners explore the target language countries and communities. These topics apply to the materials used for assessment in the *Listening* and *Reading* units.

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

Topic area 1: Home and local area

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

Topic area 2: Health and sport

- Sport, outdoor pursuits and healthy lifestyle.
- Food and drink as aspects of culture and health.

Topic area 3: Leisure and entertainment (includes online)

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

Topic area 4: Travel and the wider world

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

Topic area 5: Education and work

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

2.2 Grammar and linguistic structures

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

2.3 Vocabulary

The vocabulary lists described below will be an invaluable guide for teachers when planning their teaching and learning programmes and preparing candidates for the assessment. Please note that these lists should not be seen as a self-study aid, as only brief meanings have been given and candidates may get help from their teacher/tutor to interpret items correctly. The lists are available for each language separately (French, German, Spanish) and can be found on the OCR website.

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

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

Speaking and *Writing*

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

Prior knowledge

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

- numbers – (ordinal and cardinal)
- days of the week, months of the year and seasons
- towns, countries and nationalities
- feminine and plural forms of the words listed on the vocabulary list
- prefixes and suffixes of words listed on the vocabulary list
- straightforward and common cognates
- target language words used in English
- English words used in the target language
- prepositions
- at Higher Tier, candidates will be expected to recognise word roots and patterns used in different grammatical functions and combinations, for example:

  réserver   réservation   place réservée

  producir   reducir   introducir

  übernachten/Übernachtung   wandern/Wanderung
- items listed in the grammar and linguistics structures list (Appendix B).

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2.4   Overview of each unit

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

Candidates:

- listen for, identify and note main points and extract some detail from spoken texts of increasing length, speed and complexity
- demonstrate their understanding with a variety of non-verbal responses and some short answers in English.

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

Using French, German or Spanish, candidates:

- complete two controlled assessment tasks for two different purposes. **Both tasks can be on the same topic/sub-topic but must be for different purposes.** The topic or topics can be selected from the list in section 2.1 or candidates can choose a topic of personal interest
- interact with other speakers and present ideas and information. Candidates will be required to respond to some unexpected questions as part of their interaction with other speakers.

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

Candidates:

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

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

Using French, German or Spanish, candidates:

- communicate on two different subjects for two different purposes. Candidates can choose a topic of personal interest or topics can be selected from the list in section 2.1
- tasks can be taken from the same topic area as long as the content is different in each, e.g. one task on school and one on work experience would be acceptable
- convey information and facts, and express and justify points of view.

3.1 Overview of the assessment in GCSE French/German/Spanish

For GCSE in French/German/Spanish candidates must take all units.

GCSE French, German and Spanish J730/J731/J732	
Unit 1 (French A701/German A711/Spanish A721): *Listening*	
20% of the total GCSE Externally assessed Foundation Tier: 35 mins written paper 40 marks Higher Tier: 45 mins written paper 40 marks	No dictionaries are allowed.
	Candidates are allowed 5 minutes to read the question paper before the recording is played. The listening material lasts up to 30 minutes (Foundation Tier) or 40 minutes (Higher Tier). Candidates hear all the items twice.
	• All rubrics are in English. • 5 exercises for each tier: non-verbal responses or short answers (of one or two words) in English. The material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to the topic areas in section 2.1.
	Exercises 1 to 3 (Foundation Tier) contain factual information and are targeted at grades g, f, and e. Candidates are required to listen for, identify and note main points and extract some details from short texts containing simple language spoken clearly and deliberately.
	Exercises 4 and 5 (Foundation Tier) and Exercises 1 and 2 (Higher Tier) are the same. They contain factual material and points of view and are targeted at grades d and c. Candidates are required to listen for, identify and note main points and extract details and opinions from language spoken clearly and at near normal speed. There may be some re-phrasing and hesitation.
	Exercises 3 to 5 (Higher Tier) are targeted at grades b, a and a*. Candidates are required to listen for, identify and note main points and extract details from longer and more complex language extracts spoken clearly and at near normal speed. There may be limited background noise and some re-phrasing and hesitation. Candidates may be required to listen for gist comprehension. They should recognise points of view and be able to draw simple conclusions from what they hear.

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

30% of the total GCSE marks Internally assessed Controlled assessment 60 marks (30 marks for each task) (Untiered)	Dictionaries are allowed in the preparation of speaking tasks. **No dictionaries are allowed during the taking of the final task.**
	All candidates complete **two** speaking tasks which must include some interaction with another speaker or other speakers. Candidates can choose a topic of personal interest or a topic/sub-topic from the list in section 2.1. Some unexpected questions must be included as part of the interaction. Guidance on the type of activities and the control conditions is given in the specimen assessment materials, section 4 of these specifications and in the separate Controlled Assessment Guidance Booklet for Speaking.
	Each task must: • be for a different purpose • last between 4–6 minutes.
	Differentiation is by outcome (see the assessment criteria in section 4 of these specifications).
	This unit is internally assessed and externally moderated. Teachers submit marks for two speaking tasks for each candidate. At least one task must have been recorded and be available for moderation. Centres are required to establish a reliable order of merit and supply a sample for moderation according to the regulations. For each candidate in the chosen sample, centres must send one recording, the two Speaking Notes Forms (Candidates) and a Cover Sheet.

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

20% of the total GCSE marks Externally assessed Foundation Tier: 35 mins written paper 40 marks Higher Tier: 45 mins written paper 40 marks	No dictionaries are allowed.
	• All rubrics are in English. • There are 5 exercises for each tier: non-verbal responses, short answers in English. • Exercise 5 (Higher Tier): questions are in the target language with non-verbal responses.
	The material may include signs, instructions, messages, emails, postcards, letters, internet sources, articles and brochures of varying length. The texts are based on the topic areas in section 2.1. Exercises 1 to 3 (Foundation Tier) contain factual material and are targeted at grades g, f, and e. Candidates are required to identify and note main points, and extract some details from short texts containing straightforward language.

	Exercises 4 and 5 (Foundation Tier) and Exercises 1 and 2 (Higher Tier) are the same. They contain factual material and opinions and are targeted at grades d and c. Candidates are required to identify and note main points, and extract details and opinions from a variety of texts.
	Exercises 3 to 5 (Higher Tier) are targeted at grades b, a and a*. Candidates are required to identify and note main points, and extract details and points of view from a variety of texts of increasing complexity. They are also required to read for gist comprehension. They should recognise points of view, attitudes and emotions and be able to draw conclusions from what they read.

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

30% of the total GCSE marks Externally assessed	**Dictionaries are allowed in both the preparation and completion of the final tasks.** Online dictionaries are allowed. Online grammar and spell checkers are **not** allowed.
Controlled assessment 60 marks (30 marks for each task) (Untiered)	All candidates complete **two** writing tasks on different subjects for different purposes.
	Candidates can choose a topic of personal interest or a topic/ sub-topic from the list in section 2.1.
	Guidance on the type of activities and the control conditions is given in the specimen assessment materials, section 4 of these specifications and in the separate Controlled Assessment Guidance Booklet for Writing.
	Differentiation is by outcome (see the assessment criteria in section 4 of these specifications).
	This unit is externally assessed. Teachers submit **two** writing tasks with the Writing Notes Forms (Candidates) and a Cover Sheet for each candidate. **Word count** Candidates aiming at grades g–d should produce between 100 and 175 words per task (i.e. 200 to 350 words across the two tasks). Candidates aiming at grades c–a* should produce between 200 and 300 words per task (i.e. 400 to 600 words across the two tasks).

3.2 Overview of the assessment in GCSE (Short Course) French/German/ Spanish

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

GCSE (Short Course) French/German/Spanish Spoken Language J030/J031/J032

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

40% of the total GCSE (Short Course) marks
Externally assessed
Foundation Tier: 35 mins written paper
Higher Tier: 45 mins written paper
40 marks
The content is the same as unit 1 of the full GCSE course (see section 3.1).

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

60% of the total GCSE (Short Course) marks
Internally assessed
Controlled assessment
60 marks
(Untiered)
The content is the same as unit 2 of the full GCSE course (see section 3.1).

GCSE (Short Course) French/German/Spanish Written Language J130/J131/J132

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

40% of the total GCSE (Short Course) marks
Externally assessed
Foundation Tier: 35 mins written paper
Higher Tier: 45 mins written paper
40 marks
The content is the same as unit 3 of the full GCSE course (see section 3.1).

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

60% of the total GCSE (Short Course) marks
Externally assessed
Controlled assessment
60 marks
(Untiered)
The content is the same as unit 4 of the full GCSE course (see section 3.1).

3.3   Tiers

Listening and *Reading* examination papers are set in one of two tiers: Foundation Tier and Higher Tier. Foundation Tier papers assess grades G to C and Higher Tier papers assess grades D to A*. An allowed grade E may be awarded on the Higher Tier components.

In units A701/A711/A721 and A703/A713/A723, candidates are entered for an option in either the Foundation Tier or the Higher Tier. Units A702/A712/A722 and A704/A714/A724 are not tiered.

Candidates may enter for either the Foundation Tier or Higher Tier in each of the externally assessed units. So a candidate may take for example A701/F and A703/H.

3.4   Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Understand spoken language.
AO2	Communicate in speech.
AO3	Understand written language.
AO4	Communicate in writing.

3.4.1   AO weightings – GCSE (Full Course) French/German/Spanish

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

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

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

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

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

3.5   Grading and awarding grades

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

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

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

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 40/80.

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

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
20% (Foundation)	55	-	-	-	48	40	32	24	16	0
20% (Higher)	80	72	64	56	48	40	36	-	-	0
30%	120	108	96	84	72	60	48	36	24	0

(GCSE Short Course) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
40% (Foundation)	55	-	-	-	48	40	32	24	16	0
40% (Higher)	80	72	64	56	48	40	36	-	-	0
60%	120	108	96	84	72	60	48	36	24	0

Higher Tier candidates who fail to gain a 'd' grade may achieve an "allowed e". Higher Tier candidates who miss the allowed grade 'e' will be graded as 'u'.

A candidate's uniform marks for each unit are aggregated and grades for these specifications are generated on the following scale:

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

The written paper(s) will have a total weighting of 40% and controlled assessment(s) a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform marks for the controlled assessment(s) to give a total uniform mark for these specifications. The candidate's grade will be determined by the total uniform mark.

3

3.6 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in these specifications; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

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

3.6.1 Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

3.6.2 Grade C

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

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

3.6.3 Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

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

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

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

3.7 Quality of written communication

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

4 Controlled assessment in GCSE French/German/Spanish

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available, how to plan and manage controlled assessment and what controls must be applied throughout the process. More support and guidance can be found in our two guides: Guide to Controlled Assessment in GCSE MFL (Speaking) and Guide to Controlled Assessment in GCSE MFL (Writing) available on the OCR website.

Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. Activities which develop skills take place regularly in the classroom, using a variety of appropriate resources (as chosen by the teacher). These opportunities allow candidates to practise a wide range of tasks, and teachers can discuss and comment on performance as appropriate. There are no restrictions regarding time or feedback to individual learners.

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

4.1 Controlled assessment tasks

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

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

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

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

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

4.2 Planning and managing controlled assessment – unit A702/A712/A722 *Speaking*

4.2.1 Preparation and research time

Preparation (informal supervision)

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

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

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

Teachers **can discuss**:

• the task type

• how to use reference material

• strategies for preparing the final task

• how to prepare the notes or the visual stimulus.

Teachers **must not**:

• tell candidates words and phrases to be included in French, German or Spanish

• comment on or correct the notes

• practise the task with candidates.

During the preparation time, candidates can:

• use reference materials – dictionaries, internet resources, course books and exercise books

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

  - **notes** should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs

  - **notes** must be written on the OCR Controlled Assessment: Speaking Notes Form (Candidates) and this form is submitted with work for assessment

  - a **visual stimulus** is a non-verbal image. It can be a photograph (**Note**: words, letters and symbols are **not** allowed). This is not submitted but must be retained in the centre until the December following the June examination series.

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

4.2.2 Producing the final piece of work

Final task-taking (informal supervision)

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

Each final task should take between a minimum of 4 minutes and a maximum of 6 minutes. Candidates can carry out the tasks individually or as group work. In group work in *Speaking*, candidates must be given the opportunity to provide an individual response sufficient to meet the assessment criteria.

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

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

4.3 Planning and managing controlled assessment – unit A704/A714/A724 *Writing*

4.3.1 Preparation and research time

Preparation (informal supervision)

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

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

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

Teachers **can discuss**:

- the task type
- how to use reference material
- strategies for preparing for the final task
- how to prepare notes.

Teachers **must not**:

- tell candidates words and phrases to be included in French, German or Spanish
- correct words or phrases that candidates produce in preparation for the task
- comment on or correct the notes.

During the preparation time, candidates can:

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

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

  - **notes** should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point. This can include conjugated verbs

  - **notes** must be written on the OCR Controlled Assessment: Writing Notes Form (Candidates) and this form is submitted with work for assessment.

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

4.3.2 Producing the final piece of work

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

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

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

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

Candidates aiming at grades g–d should produce between 100 to 175 words per task. Candidates aiming at grades c–a* should produce between 200 to 300 words per task.

Candidates can have access to:

- the notes on the Writing Notes Form (Candidates)

- the suggestions of information to be included on the Writing Information Form (teachers)

- a bilingual dictionary.

Candidates must not have access to:

- previous drafts of the task

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

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

4.4 Presentation of the final piece of work *(Speaking and Writing)*

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- work submitted for moderation or marking must be marked with the:

  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - assignment title.

For unit A704/A714/A724 *Writing* only:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the task at the appropriate place

- any copied material must be suitably acknowledged

- quotations must be clearly marked and a reference provided wherever possible.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of these specifications. Work submitted on paper must be secured by treasury tags.

Recording speaking tasks

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

Centres will be required to record an adequate sample of tasks to provide sufficient evidence for moderation. For more information see the Guide to Controlled Assessment in Modern Foreign Languages – Speaking.

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

- date of the recording

- centre number

- candidate number and name

- unit number and component number.

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

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

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

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

4.5 Marking and moderating controlled assessment

Unit A702/A712/A722 *Speaking*

Two tasks are marked by the teacher(s) using OCR marking criteria and guidance. One task is moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence is supplied in a digital format or postal moderation.

Unit A704/A714/A724 *Writing*

All work is marked by OCR assessors.

4.5.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.5.4 *Marking criteria for controlled assessment tasks* below). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Examples of candidates' work with commentaries on applying the assessment criteria are available on the OCR website.

4.5.2 Use of 'best fit' approach to marking criteria

Unit A702/A712/A722 *Speaking*

The assessment task(s) should be marked by teachers according to the marking criteria using a 'best fit' approach. For each of the assessment criteria, teachers select one of the eight band descriptors that most closely describes the quality of the work being marked.

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

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

- where the candidate's work *convincingly* meets the statement, the higher mark should be awarded
- where the candidate's work *just* meets the statement, the lower mark should be awarded.

Teachers should use the full range of marks available. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement.

Only one mark per assessment criteria will be entered. The final mark for the candidate for each task is out of a total of 30 and is found by totalling the marks for each of the marking criteria strands. The marks for each task are then added together to give a total mark for the unit out of 60.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4

Task One	Communication	15 marks
	Quality of language	10 marks
	Pronunciation and intonation	5 marks
	Total	**30 marks**

Task Two	Communication	15 marks
	Quality of language	10 marks
	Pronunciation and intonation	5 marks
	Total	**30 marks**
	TOTAL	**60 marks**

	Communication 15 marks
14–15	The candidate responds fully to all tasks/questions, including open-ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued.
12–13	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus.
10–11	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information.
8–9	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation.
6–7	Performs unevenly in response to the tasks/questions but tries to address most of them. Expresses some opinions. Makes some attempt to deal with unpredictable elements. Hesitant at times.
4–5	Communicates with simple, short pieces of information in response to straightforward tasks/questions. Occasionally gives opinions. Attempts to link straightforward ideas. Hesitation usually in response to unpredictable elements.
2–3	Communicates a few facts or ideas in response to well-practised tasks/questions. Can express simple opinions. Sometimes irrelevant or repetitive. Communicates briefly in response to direct questions. Hesitant delivery.
1	Conveys only isolated pieces of information, even in response to very simple tasks/questions. Brief and monosyllabic. Single words in response to questions and delivery is slow and hesitant.
	0 marks = no response or no response worthy of credit.

Quality of language 10 marks

9–10	Confident and accurate use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Very fluent, coherent and consistent – only one or two instances of minor errors, usually in the most ambitious language.
7–8	A good range of structures and vocabulary, including verb structures and tenses. Uses more complex language features, but makes some mistakes. Fluent most of the time and overall in control of the material.
5–6	Uses a range of straightforward structures and vocabulary, which may include different tenses or time frames. Can connect verbs. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
3–4	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
1–2	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
0 marks = no response or no response worthy of credit.	

Pronunciation and intonation 5 marks

5	Very accurate for a non-target language speaker though there may be some minor slips.
4	Mostly accurate with occasional errors.
3	Generally accurate, though there may be some instances of first language interference.
2	Inconsistent but still some instances of accurate pronunciation and intonation.
1	Very few instances of clear pronunciation and intonation, significant first language influence prevents clarity.
0 marks = no response or no response worthy of credit.	

4.5.4 Marking criteria for controlled assessment tasks – unit A704/A714/A724 *Writing*

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

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

Quality of language 15 marks	
14–15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
12–13	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
10–11	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.
8–9	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
6–7	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.
4–5	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.
2–3	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0 marks = no response or no response worthy of credit.	

4.5.5   Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

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

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for teachers to sign and is available from the OCR website and OCR Interchange.

4.5.6 Internal standardisation

Unit A702/A712/A722 *Speaking*

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

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

4.5.7 Moderation

Unit A702/A712/A722 *Speaking*

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

There are two controlled assessment tasks. Task 1 – either Component 01 or 02 – is recorded and moderated. The moderation samples can be submitted either via the OCR Repository or by Postal Moderation. The entry code you choose determines the method of submission. Task 2 – Component 03 – does not need to be recorded and only marks (rather than samples) need to be submitted. Any scaling calculated on the basis of performance in Task 1 will be applied to the Task 2 mark as well.

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 defined in Section 4.5.3 page 24.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

4.6 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation, for example multimedia or other interactive unit submissions.

The OCR GCSE *Speaking* units A702/A712/A722 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1   Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.

2   Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.

3   Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

5 Support for GCSE French/German/Spanish

5.1 Free resources available from the OCR website

The following materials are available on the OCR website:
• GCSE French/German/Spanish specification
• specimen assessment materials for all units
• vocabulary lists – divided into topic areas
• guide to controlled assessment – *Speaking*
• guide to controlled assessment – *Writing*
• additional support material for controlled assessment – *Speaking* (with sample candidate recordings to download from Interchange)
• additional support material for controlled assessment – *Writing* (with sample candidate responses and commentaries)
• teacher's handbook
• sample schemes of work and lesson plans.

5.2 Other resources

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

5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:
• published support materials available when you need them, tailored to OCR specifications
• high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.

Official Publisher Partnership

Oxford University Press (OUP) is the publisher partner for OCR GCSE Modern Foreign Languages.

OUP produces the following resources for OCR GCSE Modern Foreign Languages for first teaching from September 2012:

French

- GCSE French for OCR Evaluation Pack. ISDN: 9780199154908

- GCSE French for OCR Student book. ISDN: 9780199154982

- GCSE French for OCR Teachers Resources book. ISDN: 9780199180684

- GCSE French for OCR Exam Skills workbook – Higher. ISDN: 9780199180660

- GCSE French for OCR Exam Skills workbook – Foundation. ISDN: 9780199135387

- GCSE French for OCR Audio CD. ISDN: 9780199180691

- GCSE French for OCR Grammar workbook. ISDN: 9780199180677

- GCSE French for OCR Resources and planning Ox Box CD-ROM. ISDN: 9780199180707

- GCSE French for OCR Assessment Ox Box CD-ROM. ISDN: 9780199139576

German

- GCSE German for OCR Evaluation Pack. ISDN: 9780199154890

- GCSE German for OCR Student book. ISDN: 9780199154944

- GCSE German for OCR Teachers Resources book. ISDN: 9780199154968

- GCSE German for OCR Exam Skills workbook – Higher. ISDN: 9780199154951

- GCSE German for OCR Exam Skills workbook – Foundation. ISDN: 9780199135394

- GCSE German for OCR Audio CD. ISDN: 9780199154975

- GCSE German for OCR Grammar workbook. ISDN: 9780199154920

- GCSE German for OCR Resources and planning Ox Box CD-ROM. ISDN: 9780199154937

- GCSE German for OCR Assessment Ox Box CD-ROM. ISDN: 9780199139583

Spanish

- GCSE Spanish for OCR Evaluation Pack. ISDN: 9780199154913

- GCSE Spanish for OCR Student book. ISDN: 9780199180714

- GCSE Spanish for OCR Teachers Resources book. ISDN: 9780199180738

- GCSE Spanish for OCR Exam Skills workbook – Higher. ISDN: 9780199180721

- GCSE Spanish for OCR Exam Skills workbook – Foundation. ISDN: 9780199135400

- GCSE Spanish for OCR Audio CD. ISDN: 9780199180745

- GCSE Spanish for OCR Grammar workbook. ISDN: 9780199180752

- GCSE Spanish for OCR Resources and planning Ox Box CD-ROM. ISDN: 9780199180769

- GCSE Spanish for OCR Assessment Ox Box CD-ROM. ISDN: 9780199139590

5.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publisher Partnership' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

5.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

5.4 OCR support services

5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE Modern Foreign Languages specifications.

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

5.4.2   OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the OCR website.

6 Equality and Inclusion in GCSE French/German/Spanish

6.1 Equality Act information relating to GCSE French/German/Spanish

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

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

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.org.uk.

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

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

	AO1 (*Listening*)	AO2 (*Speaking*)	AO3 (*Reading*)	AO4 (*Writing*)
Readers	Yes for written Q	n/a	Only allowed for Q in English	Yes
Scribes	Yes for responses in English	n/a	Yes for responses in English	See JCQ Regulations
Practical assistants	Yes	Yes	Yes	Yes
Word processors	Yes	Yes	Yes	Yes
Transcripts (of recorded text)	For use by lip speaker	n/a	n/a	n/a
Transcripts (of candidate's script)	Yes	Yes	Yes	Yes
Oral language modifiers	Yes for written Q in English	No	Yes for Q in English only	Yes for Q in English only
BSL signers	Yes for written Q in English	No	Yes for Q in English only	Yes for Q in English only
Modified question papers	Yes	n/a	Yes	n/a
Extra time	Yes	Yes	Yes	Yes

6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- at least 40% of the assessment must be taken in the examination series in which the qualification is certificated

- candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of these specifications GCSE French/German/Spanish August (2011) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1   Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE French/German/Spanish certification is available in June 2014 and each June thereafter.

GCSE (Short Course) French/German/Spanish certification is available in June 2014 and each June thereafter.

	Unit A701/ A711/A721	Unit A702/ A712/A722	Unit A703/ A713/A723	Unit A704/ A714/A724	Certification availability
June 2014	✔	✔	✔	✔	✔
June 2015	✔	✔	✔	✔	✔

7.2 Certification rules

For GCSE French/German/Spanish and GCSE (Short Course) French/German/Spanish, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

GCSE French/German/Spanish and GCSE (Short Course) French/German/Spanish can be certificated concurrently if all units are taken in the same series.

Candidates who have claimed GCSE (Short Course) French/German/Spanish Spoken Language or Written Language and decide to move on to GCSE French/German/Spanish will need to re-take all of the GCSE (Short Course) French/German/Spanish Spoken Language or Written Language units alongside the additional units required for GCSE French/German/Spanish. The new results for the units that have been re-taken will then be used to calculate the GCSE French/German/Spanish grade. Any results previously achieved cannot be re-used.

7.3 Rules for re-taking a qualification

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

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For each of the controlled assessment units, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

7.4 Making entries

7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

For the externally assessed units A701/A711/A721 and A703/A713/A723 candidates must be entered for either component 01 (Foundation Tier) or 02 (Higher Tier) using the appropriate unit entry code from the table below. It is not possible for a candidate to take both components for a particular unit within the same series; however, different units may be taken at different tiers.

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

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

Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct tasks for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
French A701F German A711F Spanish A721F	01	Written Paper	*Listening* (Foundation Tier)
French A701H German A711H Spanish A721H	02	Written Paper	*Listening* (Higher Tier)
French A703F German A713F Spanish A723F	01	Written Paper	*Reading* (Foundation Tier)
French A703H German A713H Spanish A723H	02	Written Paper	*Reading* (Higher Tier)
French A702A German A712A Spanish A722A	01,03	Moderated via OCR Repository	*Speaking*
French A702B German A712B Spanish A722B	02,03	Moderated via postal moderation	*Speaking*
French A702C German A712C Spanish A722C	80	Carried forward	*Speaking*
French A704 German A714 Spanish A724	01	Postal Examined	*Writing*
French A704C German A714C Spanish A724C	80	Carried forward	*Writing*

7.4.2   Certification entries

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

Candidates may be entered for one of the following:

- GCSE certification code French J730/German J731/Spanish J732

- GCSE (Short Course) Spoken Language certification code French J030/German J031/Spanish J032

- GCSE (Short Course) Written Language certification code French J130/German J131/Spanish J132.

7.5   Enquiries about results

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

Please refer to the JCQ Post-Results Services booklet and the OCR *Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

7.6   Prohibited qualifications and classification code

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

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

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

8 Other information about GCSE French/German/Spanish

8.1 Overlap with other qualifications

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

8.2 Progression from this qualification

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

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

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

8.3 Avoidance of bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Regulatory requirements

These specifications comply in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE controlled assessment regulations* and the *GCSE subject criteria for Modern Foreign Languages*. All documents are available on the Ofqual website.

8.5 Language

These specifications and associated assessment materials are in English only.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

These specifications can contribute to an understanding of these issues during the study of relevant language topic areas. For example spiritual, moral, ethical, social and cultural issues may arise in the study of all the topic areas listed in section 2.1. Legislative and economic issues could appear in topic areas 2, 4 and 5.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

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

8.8 Key Skills

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

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

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

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. These specifications provide candidates with a wide range of appropriate opportunities to use ICT in order to further their study of French, German or Spanish.

The assessment of this course requires candidates to read and respond to texts from ICT based sources. In unit 4 (*Writing*), candidates may submit word processed work for assessment.

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

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

8.10   Citizenship

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

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

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

Citizenship issue	Opportunities for teaching Citizenship during the course
The importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion.	Topic 3 – Leisure and entertainment Topic 4 – Social issues
The United Kingdom's relations in Europe, including the European Union.	Topic 3 – Leisure and entertainment Topic 4 – Travel and the wider world Topic 5 – Education and work
The wider issues and challenges of global interdependence and responsibility, including sustainable development	Topic 4 – Travel and the wider world
Express, justify and defend orally and in writing a personal opinion about various issues, problems or events.	All topics: The expression and justification of points of view are required throughout these specifications.
Contribute to group and exploratory class discussion, and take part in formal debates.	The expression and justification of points of view are required throughout these specifications.

Use imagination to consider other people's experiences and be able to think about, express and critically evaluate views that are not their own.	The expression and justification of points of view are required throughout these specifications. The ability to consider other people's experiences and points of view is required in *Listening* and *Reading* assessments.

A Appendix A: Guidance for the production of electronic controlled assessment

Structure for evidence

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

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A702/A712/A722, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces two tasks for the controlled assessment *Speaking* unit. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

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

Data formats for evidence

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

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

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats
Movie formats for digital video evidence
MPEG (*.mpg)
QuickTime movie (*.mov)
Macromedia Shockwave (*.aam)
Macromedia Shockwave (*.dcr)
Flash (*.swf)
Windows Media File (*.wmf)
MPEG Video Layer 4 (*.mp4)
Audio or sound formats
MPEG Audio Layer 3 (*.mp3)

French

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

French (Foundation Tier)
Nouns:
gender
singular and plural forms
Articles: definite, indefinite and partitive, including use of *de* after negatives
Adjectives:
agreement
position
comparative and superlative: regular and *meilleur*
demonstrative *(ce, cet, cette, ces)*
indefinite *(chaque, quelque)*
possessive
interrogative *(quel, quelle)*
Adverbs:
comparative and superlative
regular
interrogative *(comment, quand)*
adverbs of time and place *(aujourd'hui, demain, ici, là-bas)*
common adverbial phrases
Quantifiers/Intensifiers: *(très, assez, beaucoup, peu, trop)*
Pronouns:
personal: all subjects, including *on*
reflexive
relative: *qui*   *que* (R)
object: direct (R) and indirect (R)
position and order of object pronouns (R)
disjunctive/emphatic
demonstrative *(ça, cela)*
indefinite *(quelqu'un)*
interrogative *(qui, que)*
use of y, en (R)

Verbs:

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address: *tu, vous*

impersonal verbs (*il faut*)

verbs followed by an infinitive, with or without a preposition

Tenses:

present

perfect

imperfect: *avoir, être* and *faire*

other common verbs in the imperfect tense (R)

immediate future

future (R)

conditional: *vouloir* and *aimer*

pluperfect (R)

passive voice: present tense (R)

imperative

present participle (R)

Prepositions

Conjunctions

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

French (Higher Tier)
All grammar and structures listed for foundation tier, plus:

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

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

Pronouns:

use of *y, en*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

demonstrative: *celui* (R)

possessive: *le mien* (R)

Verbs and tenses:

future

imperfect

conditional

pluperfect

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

perfect infinitive

present participle, including use after *en*

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

Time including use of *depuis* with imperfect tense

German

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

German (Foundation Tier)

The case system

Nouns:

gender

singular and plural forms, including genitive singular and dative plural

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

adjectives used as nouns *(ein Deutscher)*

Articles:

definite and indefinite

kein

Adjectives:

adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives

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

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

demonstrative *(dieser, jeder)*

possessive

interrogative *(welcher)*

Adverbs:

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

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

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

common adverbial phrases *(ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich)*

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

Pronouns:

personal, including *man*

reflexive: accusative

reflexive: dative (R)

relative: nominative

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

indefinite: *jemand, niemand*

interrogative: *wer, was, was für*

interrogative: *wen, wem* (R)

Verbs:

regular and irregular verbs

reflexive

modes of address: *du, Sie*

mode of address: *ihr* (R)

impersonal (most common only, *e.g. es gibt, es geht, es tut weh*)

separable/inseparable

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

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

negative forms

interrogative forms

Tenses: present

perfect: excluding modals

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

imperfect/simple past: other common verbs (R)

future

pluperfect (R)

imperative forms

Prepositions:

fixed case and dual case with accusative and/or dative

with genitive (R)

Clause structures:
main clause word order
subordinate clauses, including relative clauses
Conjunctions:
co-ordinating (most common, e.g. *aber, oder, und*)
subordinating (most common, e.g. *als, obwohl, weil, wenn*)
Number, quantity, dates and time including use of *seit* with present tense

German (Higher Tier)
All grammar and structures listed for foundation tier, plus:

Nouns: weak nouns
Adjectives: adjectival endings after *etwas, nichts, viel, wenig, alles*
Pronouns:
reflexive: dative
relative: all cases, and use of *was*
interrogative: *wen, wem*
Verbs:
mode of address: *ihr*
impersonal
infinitive constructions (*ohne … zu …; um ... zu ...*; verbs with *zu …*, e.g. *beginnen, hoffen, versuchen*)
modal: imperfect subjunctive of *können, sollen*
tenses: imperfect/simple past of common verbs
future
conditional: *würde* with infinitive
pluperfect
imperfect subjunctive in conditional clauses: *haben* and *sein*
Prepositions: with genitive (most common, e.g. *außerhalb, statt, trotz, während, wegen*)
Conjunctions: co-ordinating and subordinating
Time: use of *seit* with imperfect tense

Spanish

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

Spanish (Foundation Tier)
Nouns:
gender
singular and plural forms
Articles:
definite and indefinite
lo plus adjective *(R)*
Adjectives:
agreement
position
comparative and superlative: regular and *mayor, menor, mejor, peor*
demonstrative *(este, ese, aquel)*
indefinite *(cada, otro, todo, mismo, alguno)*
possessive, short form *(mi)*
possessive, long form *(mío)* (R)
interrogative *(cuánto, qué)*
Adverbs:
formation
comparative and superlative: regular
interrogative *(cómo, cuándo, dónde)*
adverbs of time and place *(aquí, allí, ahora, ya)*
common adverbial phrases
Quantifiers/Intensifiers *(muy, bastante, demasiado, poco, mucho)*
Pronouns:
subject
object (R)
position and order of object pronouns (R)
reflexive
relative *(que,)*
relative *(quien, lo que* (R))
disjunctive *(conmigo, para mí)*

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

indefinite *(algo, alguien)*

interrogative *(cuál, qué, quién)*

Verbs:

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

modes of address: *tú* and *usted*

radical-changing verbs

negative forms

interrogative forms

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

uses of *ser* and *estar*

present indicative

present continuous

preterite

imperfect: in weather expressions with *estar*, *hacer*

imperfect (R)

immediate future

future (R)

perfect: most common verbs only

conditional: *gustar* only in set phrases

pluperfect (R)

gerund (R)

imperative: common forms including negative

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

subjunctive, imperfect: *quisiera*

impersonal verbs: most common only

Prepositions:

common, including personal *a*

por and *para*

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

Number, quantity, dates

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

Spanish (Higher Tier)
All grammar and structures listed for foundation tier, plus:

Articles: *lo* plus adjective

Adjectives:

comparative and superlative

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

relative *(cuyo)*

Adverbs: comparative and superlative

Pronouns:

object

position and order of object pronouns

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

possessive *(el mío, la mía)*

Verbs and tenses:

future

imperfect

imperfect continuous

perfect

pluperfect

conditional

passive voice (R)

gerund

present subjunctive: imperative, affirmation and negation, future after conjunctions of time *(cuando)*, after verbs of wishing, command, request, emotion, to express purpose *(para que)*

imperfect subjunctive (R)

Time:

use of *desde hace* with present tense

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

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Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: **general.qualifications@ocr.org.uk**

Online: **http://answers.ocr.org.uk**

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ**

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