

# GCE

AS and A Level Specification

## French/German/Spanish

AS exams 2009 onwards

A2 exams 2010 onwards



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Vertical black lines indicate a significant change or addition to the previous version of this specification.

# 1 Introduction

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## 1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose French/German/Spanish?

- To enable students to develop and build on the skills acquired at GCSE.
- To enhance employment prospects.
- To facilitate foreign travel.
- To provide an insight into another culture and society.
- To provide students with a sound basis for further study.

## 1.3 How do I start using this specification?

### Already using the existing AQA French/German/Spanish specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**  
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website  
**[http://www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

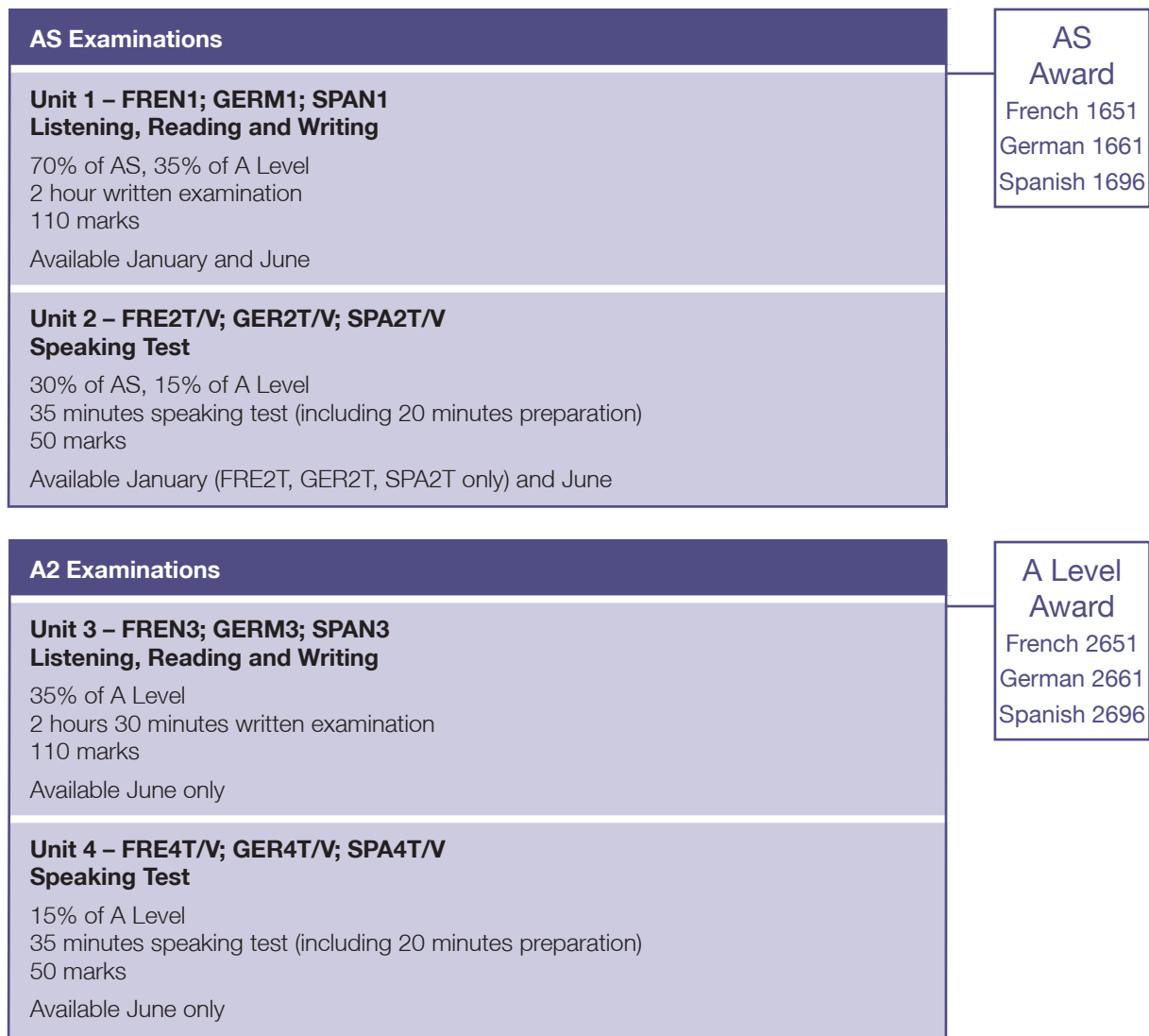
### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

# 2 Specification at a Glance



$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

# 3 Subject Content

## AS

For all four AS topics, the sub-topics must be studied. However, the bullet points given under the sub-topics are only suggestions as to the general areas which could be covered as part of the teaching programme. They are neither prescriptive nor exhaustive and are not to be covered in a specific order, but are intended to clarify the scope of each sub-topic and will be used as a general steer by question setters in the preparation of examination papers and assessment tasks.

As Knowledge of Society is not a discrete assessment objective in the subject criteria for Modern Foreign Languages, there is no requirement to study the topics in the context of the target language-speaking country/community. However, assessment material will include authentic sources.

## MEDIA

### Television

- TV viewing habits
- Range of programmes, eg their appeal and popularity
- Range of channels including satellite and internet
- Benefits and dangers of watching TV

### Advertising

- Purposes of advertising
- Advertising techniques
- Curbs on advertising, eg tobacco, alcohol
- Benefits and drawbacks of advertising

### Communication technology

- Popularity of mobile phones, MP3 players, etc
- Benefits and dangers of mobile phones, MP3 players, etc
- Internet - its current and potential usage
- Benefits and dangers of the internet

## POPULAR CULTURE

### Cinema

- Types of film, changing trends
- The place of cinema in popular culture
- A good film I have seen
- Cinema versus alternative ways of viewing films

### Music

- Types of music, changing trends
- The place of music in popular culture
- Music I like
- How music defines personal identity

### Fashion/trends

- How we can alter our image
- Does how we look define who we are?
- Lifestyle and leisure activities
- The cult of the celebrity

## HEALTHY LIVING/LIFESTYLE

### Sport/exercise

- Traditional sports versus 'fun' sports
- Reasons for taking part in sport / physical exercise
- Factors influencing participation in sport / physical exercise
- Links between physical exercise and health

### Health and well-being

- Alcohol, tobacco, other drugs
- Diet, including eating disorders
- The 'work/life balance'
- Risks to health through accidents

### Holidays

- Types of holiday and holiday activities
- The impact of tourism on holiday destinations
- Purposes and benefits of holidays
- Changing attitudes to holidays

## FAMILY/RELATIONSHIPS

### Relationships within the family

- Role of parents and importance of good parenting
- Attitudes of young people towards other family members
- Conflict between young people and other family members
- Changing models of family and parenting

### Friendships

- Characteristics and roles of friends
- Conflicts with friends
- Importance of friends
- Friendship versus love

### Marriage/partnerships

- Changing attitudes towards marriage or cohabitation
- Separation and divorce
- Staying single: benefits and drawbacks
- Changing roles within the home

## A2

For A2, candidates must study **two** of the five Cultural Topics listed, together with the remaining three topics, ie Environment, the Multicultural Society and Contemporary Social Issues.

The bullet points given under the sub-topics for Environment, the Multicultural Society and Contemporary Social Issues are only suggestions as to the general areas which could be covered as part of the teaching programme. They are neither prescriptive nor exhaustive and are not to be covered in a specific order, but are intended to clarify the scope of each sub-topic and will be used as a general steer by question setters in the preparation of examination papers and assessment tasks.

As Knowledge of Society is not a discrete assessment objective in the subject criteria for Modern Foreign Languages, there is no requirement to study the above topics in the context of the target language-speaking country/community. However, assessment material will include authentic sources.

The requirement in the subject criteria to study aspects of the target language-speaking country/community is met in the Cultural Topics.

The bullet points for the Cultural Topics are not prescriptive, but are intended to provide some guidance for teachers and students choosing to study these topics.

## ENVIRONMENT

### Pollution

- Types, causes and effects of pollution
- Measures to reduce pollution
- Individual action/responsibility versus collective action/responsibility
- Transport issues

### Energy

- Coal, oil and gas
- Nuclear
- Alternative energy sources
- Changing attitudes to energy consumption

### Protecting the planet

- Ways of minimising environmental damage
- The role of pressure groups
- Initiatives to improve awareness and change behaviour
- Responsibilities towards other nations, especially developing countries

## THE MULTICULTURAL SOCIETY

### Immigration

- Reasons for immigration
- Benefits and problems of immigration for immigrants and for country of destination
- Migration within the enlarged EU
- Curbs on immigration

### Integration

- Factors making integration difficult
- Factors facilitating integration
- To which culture should immigrants show loyalty?
- Experiences of individual immigrants

### Racism

- Victims of racism
- Reasons for racism
- Measures to eliminate racism and their effectiveness
- Experiences of individuals, including those of 2nd and 3rd generation immigrants

## CONTEMPORARY SOCIAL ISSUES

### Wealth and poverty

- Causes of poverty in Europe and developing countries
- Work of charitable organisations and governments
- Attitudes to wealth and poverty
- Link between wealth and health

### Law and order

- Examples of crime, especially committed by or affecting young people
- Reasons for criminal and anti-social behaviour
- Measures to reduce crime and their effectiveness
- Alternatives to imprisonment, their appropriateness and effectiveness

### Impact of scientific and technological progress

- Technology in the home and workplace, including IT
- Space and satellite technology
- Medical research
- Ethical issues linked to scientific and technological progress

## CULTURAL TOPIC

### A target language-speaking region/community

- Its geography and how its geography has influenced/influences/will influence the region
- Its history and how its history has influenced/influences/will influence the region
- Its industries and how these have changed in the last 20 years. What about the future?
- Its population and how it has changed in the last 20 years. What about the future?
- Its economy and how important this is/was
- A personal perspective: Would I like to live/work in this region?

### A period of 20th century history from a target language-speaking country/community

- Main events of the period
- Causes of these events
- The importance/influence/effects of these events
- The ideas and influences of at least two individuals who made a significant impact during the period
- Specific actions of these individuals plus an appraisal of the importance of these actions
- A personal perspective: Would I have liked to live in that period?

### An author from a target language-speaking country/community

- A detailed study of at least one novel or collection of short stories, plus personal appraisal
- The themes/ideas/messages of the author
- How these themes/ideas/messages are expressed
- What/who influences/inspires the author? Why does he/she feel as he/she does?
- A personal evaluation of the author's work: Why do I enjoy reading the work of this author?

### A dramatist or poet from a target language-speaking country/community

- A detailed study of at least one play or collection of poems, plus personal appraisal
- The themes/ideas/messages of the dramatist/poet
- How these themes/ideas/messages are expressed
- What/who influences/inspires the dramatist/poet? Why does he/she feel as he/she does?
- A personal evaluation of the dramatist's/poet's work: Why do I enjoy the work of this dramatist/poet?

### A director, architect, musician or painter from a target language-speaking country/community

- A detailed study of at least one work of the artist, plus a personal appraisal
- The influences on the artist – events and people
- The ideas/techniques of the artist, plus personal appraisal
- The importance of the artist both in his/her own lifetime and later
- A personal evaluation: Why do I find this artist so interesting?



## 3.1 Unit 1 FREN1; GERM1; SPAN1 Listening, Reading and Writing

2 hours

110 marks

### Listening Section

Candidates listen to approximately 5 minutes of material which is within their individual control. They answer all questions.

This section comprises a task involving transfer of meaning into English and 2-4 items requiring short target-language or non-verbal responses.

Candidates are advised to spend approximately 30 minutes on this section.

### Reading and Writing Section

Candidates answer all questions.

This section comprises 3-4 items requiring short target-language or non-verbal responses, together with a cloze test. The cloze test comprises ten discrete sentences not based on any of the stimulus texts; in each case candidates will be required to manipulate a given noun/verb/adjective.

Candidates are advised to spend approximately 45 minutes on this section.

### Writing Section

Candidates respond to one question from a choice of three. There is one question on three of the four AS topic areas.

Candidates are advised to spend approximately 45 minutes on this section and must write a minimum of 200 words.

The marks are allocated in the following way.

	AO1	AO2	AO3
Listening Section (includes transfer of meaning into English task)	35		
Reading and Writing Section (includes cloze test)		30	10
Writing Section		20	15

### Assessment Criteria: Writing Section

CONTENT	
Marks	Criteria
17-20	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• Response to the task is fully relevant with a good depth of treatment</li> <li>• Well-organised structure in a logical sequence</li> <li>• Points made are well expressed and justified</li> </ul>
13-16	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Response to the task is mostly relevant with some depth of treatment</li> <li>• Structure is generally well ordered</li> <li>• Points made are mostly well expressed and justified</li> </ul>
9-12	<p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Response to the task is generally relevant, but treatment is often superficial</li> <li>• Reasonable structure with occasional lapses</li> <li>• Points not always clearly expressed, and justification is only just sufficient</li> </ul>
5-8	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• Limited response to the task with some relevant information conveyed</li> <li>• Limited evidence of structure</li> <li>• Points made sometimes difficult to understand, and justification is weak</li> </ul>
1-4	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Limited response to the task, with little relevant information conveyed</li> <li>• No real structure</li> <li>• Points difficult to understand, and little or no justification</li> </ul>
0	<p>The answer shows no relevance to the task set.</p> <p>A zero score will automatically result in a zero score for the answer as a whole.</p>

**QUALITY OF LANGUAGE**

<b>Range of Vocabulary</b>	
<b>Mark</b>	<b>Criteria</b>
5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

<b>Range of Structures</b>	
<b>Mark</b>	<b>Criteria</b>
5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures
0	Shows no grasp of grammatical structures

<b>Accuracy</b>	
<b>Mark</b>	<b>Criteria</b>
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make comprehension difficult
0	Errors are such that communication is seriously impaired

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*.

## 3.2 Unit 2 FRE2TV; GER2TV; SPA2TV Speaking Test

35 minutes (including 20 minutes preparation time)

50 marks

### Part 1 Discussion of a stimulus card (5 minutes)

Candidates have 20 minutes supervised preparation time during which they should prepare **one** of two cards given to them by the examiner. The cards will be selected at random from a set of six provided by AQA, ensuring that there is no overlap with the candidate's choice of topic for discussion in Part 2. The cards will be based on the four topics prescribed for AS, ie *Media*, *Popular Culture*, *Healthy Living/Lifestyle* and *Family/Relationships*. At least one card will be set on each of these topics. Each card will cover one sub-topic, eg a card on *Television* from the topic *Media*.

Candidates may make notes during their preparation time and may refer to these notes during this part of the test. There will be five questions printed on each card which will form the basis of the discussion. Candidates are also expected to respond to broader issues within the sub-topic area prescribed on the card.

### Part 2 Conversation (10 minutes)

The Conversation will cover three of the four AS topics. The first topic in the Conversation will be nominated by the candidate and can be any topic of his/her choice (3 minutes maximum) from the four AS topic areas. The remaining two topics in the Conversation will be chosen by the examiner from the topics prescribed for AS, avoiding any overlap with the topic of the stimulus card discussed in Part 1 and with the candidate's nominated topic.

The test will be conducted and recorded either by the teacher or by an AQA examiner. All tests will be marked by an AQA examiner.

The marks are allocated in the following way.

		AO1	AO2	AO3
Part 1	Stimulus material		10	
Part 2	Conversation	25		
Overall	Knowledge of grammar			15

### Assessment Criteria

#### Part 1 Discussion of stimulus card (AO2)

Mark	In response to the stimulus questions
5	Develops a wide range of relevant points
4	Develops a number of relevant points
3	Some relevant points made but with little development
2	Responses brief and lacking in development
0 - 1	No or very little meaningful response

Mark	In the more general discussion
5	Responds to all opportunities to express and develop ideas and opinions
4	Some evidence of developing ideas and opinions
3	Ideas and opinions are simplistic and under-developed
2	Meaningful ideas and opinions are rarely expressed
0 - 1	No or very little meaningful response

#### Part 2 Conversation (AO1)

Marks	Fluency
9 - 10	A generally confident speaker demonstrating a good pace of delivery, with some slight hesitation between and during utterances
7 - 8	Prompt to respond but hesitating regularly between and during utterances
5 - 6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation
3 - 4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired
0 - 2	Little or no fluency

Marks	Interaction
9 - 10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas
7 - 8	Reacts reasonably well with some, but infrequent, evidence of spontaneity in response to opportunities to develop ideas
5 - 6	Tends to react rather than initiate, but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learned responses
3 - 4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learned responses
0 - 2	Little or no significant reaction

Mark	Pronunciation and Intonation
5	Good
4	Fairly good
3	Intelligible
2	Poor
0 - 1	Barely intelligible

### Knowledge of Grammar (AO3)

This is an overall assessment of the candidate's performance in both parts of the test.

Marks	
13 - 15	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures
10 - 12	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication
7 - 9	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension
4 - 6	Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive
0 - 3	Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences

### 3.3 Unit 3 FREN3; GERM3; SPAN3 Listening, Reading and Writing

2½ hours

110 marks

#### Listening Section

Candidates listen to approximately 6 minutes of material which is within their individual control. They answer all questions.

This section comprises 3-5 items requiring short target-language or non-verbal responses.

Candidates are advised to spend approximately 30 minutes on this section.

#### Reading and Writing Section

Candidates answer all questions.

This section comprises 2-4 items requiring short target-language or non-verbal responses, together with a task involving transfer of meaning from the target language into English and a task involving transfer of meaning from English into the target language.

Candidates are advised to spend approximately 1 hour on this section.

#### Writing Section

Candidates respond with one piece of writing to one question from a choice of two, based on each of the five A2 Cultural Topic areas, ie ten questions are set.

Candidates are advised to spend approximately 1 hour on this section and must write a minimum of 250 words.

The marks are allocated in the following way.

	AO1	AO2	AO3
Listening Section	25		
Reading and Writing Section (includes transfer of meaning from and into the target language)		35	10
Writing Section		25	15

#### Assessment Criteria: Writing Section

CONTENT	
Marks	Criteria
21-25	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• Thorough understanding and knowledge of the task</li> <li>• Wide range of relevant examples and evidence</li> <li>• Clear evidence of evaluation and well-justified personal reaction</li> <li>• Well-organised structure with clear progression</li> </ul>
16-20	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Sound understanding and knowledge of the task</li> <li>• Good range of relevant examples and evidence</li> <li>• Some evidence of evaluation and personal reaction, but not always convincingly justified</li> <li>• Logical structure with some progression</li> </ul>
11-15	<p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Some understanding and knowledge of the task</li> <li>• Some relevant examples and evidence</li> <li>• Some evaluation and personal reaction evident but often not justified; over-reliance on received ideas</li> <li>• Structure is satisfactory though there may be some deficiencies</li> </ul>
6-10	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• Limited understanding and knowledge of the task</li> <li>• Limited use of relevant examples and evidence</li> <li>• Limited evaluation and personal reaction; mainly descriptive or factual</li> <li>• Structure limited – often unclear or confusing</li> </ul>
0-5	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Little understanding and knowledge of the task</li> <li>• Lack of relevant evidence; few examples</li> <li>• Little or no evaluation and/or personal reaction</li> <li>• Structure mainly unfocused and/or disorganised</li> </ul>

**QUALITY OF LANGUAGE**

<b>Range of Vocabulary</b>	
<b>Mark</b>	<b>Criteria</b>
5	Very wide range of vocabulary used
4	A wide range of vocabulary used
3	Some variety in the use of vocabulary
2	Little variety in the use of vocabulary
0-1	Vocabulary simple and very limited

<b>Complexity of Language</b>	
<b>Mark</b>	<b>Criteria</b>
5	Very wide range of complex structures
4	A wide range of structures including complex constructions
3	A variety of structures used, with some attempts at complex constructions
2	Structures mainly simple, with little variety
0-1	Structures very simple and limited in scope

<b>Accuracy</b>	
<b>Mark</b>	<b>Criteria</b>
5	Highly accurate with only occasional errors
4	Generally accurate with few errors
3	More accurate than inaccurate; errors rarely impede communication
2	Some errors but these generally do not impede communication
0-1	Many errors which significantly impede communication

It should be noted that the marks awarded for each of *Range of Vocabulary*, *Complexity of Language* and *Accuracy* cannot be in a higher band than the band awarded for Content.

## 3.4 Unit 4 FRE4TV; GER4TV; SPA4TV Speaking Test

35 minutes (including 20 minutes preparation time)

50 marks

### Part 1 Discussion of a stimulus card (5 minutes)

Candidates have 20 minutes supervised preparation time during which they should prepare **one** of two cards given to them by the examiner. The two cards will cover two separate topics. The cards will be selected at random from a set of six provided by AQA. These will be based on three of the topics prescribed for A2, ie *Environment*, *the Multicultural Society* and *Contemporary Social Issues*. Two cards will be set from each topic area, covering different sub-topics, eg a card on *Pollution* and a card on *Energy* from the topic *Environment*. Candidates are expected to choose one of the two points of view expressed on their chosen card, present this point of view for no more than one minute and then defend or justify it.

Candidates may make notes during their preparation time and may refer to these notes during this part of the test.

### Part 2 Conversation (10 minutes)

The Conversation will cover both Cultural Topics studied by the candidate. Approximately 5 minutes should be spent discussing each Cultural Topic.

The test will be conducted and recorded either by the teacher or by an AQA examiner. All tests will be marked by an AQA examiner.

The marks are allocated in the following way.

		AO1	AO2	AO3
Part 1	Stimulus material		15	
Part 2	Conversation	20		
Overall	Knowledge of grammar			15

### Assessment Criteria

#### Part 1 Discussion of stimulus card (AO2)

Mark	In response to the stimulus material
5	Develops a wide range of relevant points
4	Develops a number of relevant points
3	Some relevant points made
2	Response is brief and lacking in development
0 - 1	Very little meaningful response

Marks	In the face of challenges by the examiner
9 - 10	Responds readily to all opportunities to develop views and defend or justify opinions
7 - 8	Frequent evidence of developing views and defending or justifying opinions
5 - 6	Little evidence of developing views and defending or justifying opinions
3 - 4	Meaningful views are rarely expressed
0 - 2	Very little meaningful response

#### Part 2 Conversation (AO1)

Mark	Fluency
5	A thoroughly confident speaker; able to sustain a conversation at a natural pace
4	A generally confident speaker demonstrating a good pace of delivery, with some slight hesitation between and during utterances
3	Prompt to respond but hesitating regularly between and during utterances
2	Lacking in confidence. Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation
0 - 1	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired

<b>Marks</b>	<b>Interaction</b>
9 - 10	Sustains a meaningful exchange with very little prompting. Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views.
7 - 8	Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views.
5 - 6	Tends to react rather than initiate. Limited evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information.
3 - 4	Generally dependent on the examiner's prompting, which elicits only occasional attempts to give additional information.
0 - 2	Minimal reaction with little or no development of responses independent of any prompting.

<b>Mark</b>	<b>Pronunciation and Intonation</b>
5	Very good
4	Good
3	Fairly good
2	Intelligible
0 - 1	Poor

### Knowledge of Grammar (AO3)

This is an overall assessment of the candidate's performance in both parts of the test.

<b>Marks</b>	
13 - 15	Very good command of the language. Good use of idiom, complex structures and range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.
10 - 12	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure; generally accurate.
7 - 9	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors generally minor but with some serious errors in more complex structures.
4 - 6	Reasonable performance. Tends to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
0 - 3	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.



## 3.5 Grammatical Structures

AS and A level candidates are expected to have studied the grammatical system and structures of the language during their course. In the examination they are required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into AS and A Level. The examples *in italics* are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

### French AS

**Nouns:** gender, singular and plural forms

**Articles:** definite, indefinite and partitive

**Adjectives:** agreement  
position  
comparative and superlative  
demonstrative (*ce, cet, cette, ces*)  
indefinite (*chaque, quelque*)  
possessive  
interrogative (*quel, quelle*)

**Adverbs:** comparative and superlative  
interrogative (*comment, quand*)

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

**Pronouns:** personal  
subject  
object: direct and indirect  
position and order  
reflexive  
relative (*qui, que*)  
relative: *lequel, auquel, dont* (R)  
object: direct and indirect  
disjunctive/emphatic  
demonstrative (*celui*) (R)  
indefinite (*quelqu'un*)  
possessive (*le mien*) (R)  
interrogative (*qui, que*)  
interrogative (*quoi*) (R)  
use of *y, en*

**Verbs:** regular and irregular verbs, including reflexive verbs  
modes of address (*tu, vous*)  
impersonal verbs  
verbs followed by an infinitive (with or without a preposition)  
dependent infinitives (*faire réparer*) (R)  
perfect infinitive  
negative forms  
interrogative forms

tenses: present  
perfect (including agreement of past participle)  
imperfect  
future  
conditional  
future perfect (R)  
conditional perfect (R)  
pluperfect  
past historic (R)  
passive voice: present tense  
other tenses (R)

imperative  
present participle  
subjunctive mood: present (common uses, eg after expressions of possibility, necessity, obligation, and after conjunctions such as *bien que*)

### Indirect speech

**Inversion after speech** (R)

### Prepositions

### Conjunctions

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

### French A Level

All grammar and structures listed for AS, plus:

**Pronouns:** relative: *lequel, auquel, dont*  
possessive (*le mien*)  
demonstrative (*celui*)  
interrogative (*quoi*)

**Verbs:** dependent infinitives (*faire réparer*)  
future perfect tense  
conditional perfect tense  
passive voice: all tenses  
subjunctive mood: present  
perfect  
imperfect (R)

### Inversion after adverbs

### Inversion after speech

## German AS

### The case system

**Nouns:** gender  
singular and plural forms  
genitive singular and dative plural forms  
weak nouns  
adjectives used as nouns

**Articles:** definite and indefinite, including *kein*

**Adjectives:** adjectival endings  
comparative and superlative  
demonstrative (*dieser, jeder*)  
possessive  
interrogative (*welcher*)

**Adverbs:** comparative and superlative  
interrogative (*wann, warum, wo, wie, wie viel*)

**Qualifiers:** *sehr, besonders, kaum, recht, wenig*

**Particles:** *doch, eben, ja, mal, schon*

**Pronouns:** personal  
position and order  
reflexive  
relative  
indefinite (*jemand, niemand*)  
possessive  
interrogative (*wer, wen, wem, was*)

**Verbs:** weak, strong, mixed and irregular forms of verbs  
reflexive usages  
modes of address (*du, ihr, Sie*)  
impersonal verbs  
separable/inseparable  
infinitive constructions: *lassen* with infinitive (R)  
modal verbs (*dürfen, können, mögen, müssen, sollen, wollen*): present and imperfect tenses;  
imperfect subjunctive of *mögen* and *können* auxiliary (*haben, sein, werden*)  
infinitive constructions (*um ... zu, ohne ... zu*, verbs with *zu*)  
infinitive constructions: *lassen* with infinitive  
negative forms  
interrogative forms  
tenses: present  
perfect  
perfect (modal verbs) (R)  
imperfect/simple past (all verbs)  
future  
conditional  
future perfect (R)  
conditional perfect (R)  
pluperfect  
passive voice (verbs with a direct object) (R)  
passive voice (verbs with an indirect object) (R)  
imperative  
subjunctive in conditional clauses (imperfect)  
subjunctive in conditional clauses (pluperfect) (R)  
subjunctive in indirect speech (R)

**Prepositions:** fixed case and dual case

**Clause structures:** main clause word order  
subordinate clauses (including relative clauses)

**Conjunctions:** coordinating  
subordinating: most common, including *damit, ob, so, dass*  
subordinating: *als ob, seitdem* (R)

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

## German A Level

All grammar and structures listed for AS, plus:

**Verbs** infinitive constructions: *lassen* with infinitive  
tenses: perfect (all verbs, including modal verbs)  
future perfect  
conditional perfect

passive voice (verbs with a direct or indirect object)  
subjunctive in conditional clauses (pluperfect)

**Other uses of the subjunctive** (with *als, als ob*)

**Conjunctions:** subordinating: *als ob, seitdem*

**All forms of indirect speech**

**Variations of normal word order**

## Spanish AS

**Nouns:** gender  
singular and plural forms

**Articles:** definite and indefinite (including *lo* plus adjective)

**Adjectives:** agreement  
position  
apocopation (*buen, mal*)  
comparative and superlative  
demonstrative (*este, ese, aquel*)  
indefinite (*alguno, cualquiera, otro*)  
possessive (short and long forms) (*mi, mío*)  
interrogative (*cuánto, qué*)  
relative (*cuyo*)  
exclamatory (*qué*)

**Adverbs:** comparative and superlative  
interrogative (*cómo, cuándo, dónde*)

**Quantifiers/intensifiers** (*muy, bastante, poco, mucho*)

**Pronouns:** subject  
object: direct and indirect  
position and order  
reflexive  
relative (*que, quien, el que, el cual*)  
disjunctive/emphatic  
demonstrative (*éste, ése, aquél, esto, eso, aquello*)  
indefinite (*algo, alguien*)  
possessive (*el mío, la mía*)  
interrogative (*cuál, qué, quién*)

**Verbs:** regular and irregular forms of verbs, including reflexive verbs  
modes of address (*tú, usted*)  
radical-changing verbs  
impersonal verbs  
verbs followed by an infinitive (with or without a preposition)  
perfect infinitive  
negative forms  
interrogative forms  
reflexive constructions (*se vende, se nos dice que*)  
uses of *ser* and *estar*  
tenses: present  
preterite  
imperfect  
future  
conditional  
perfect  
future perfect (R)  
conditional perfect (R)  
pluperfect  
passive voice: present and preterite tenses  
other tenses (R)

continuous tenses  
imperative  
gerund  
past participle  
subjunctive mood: present  
perfect  
imperfect  
pluperfect  
uses of subjunctive: polite commands  
negative commands  
after verbs of wishing, command, request, emotion  
to express purpose (*para que*)  
to express possibility/impossibility  
after conjunctions of time  
(*cuando lleguemos*)  
in conditional sentences after *si*  
all other common uses (R)

**Prepositions:** personal *a*  
uses of *por* and *para*

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

**Number, quantity and time:** constructions with *hace* and *desde hace*

## Spanish A Level

All grammar and structures listed for AS, plus:

**Verbs:** future perfect tense  
conditional perfect tense  
passive voice: all tenses  
subjunctive mood: all common uses

## 4 Scheme of Assessment

### 4.1 Aims

AS and A level courses based on this specification should encourage candidates to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context.

AS and A level specifications in French/German/Spanish should enable students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society.

AS and A level specifications should also:

- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

In addition, A level specifications in French/German/Spanish should:

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

### 4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1** Understand and respond, in speech and writing, to spoken language.
- AO2** Understand and respond, in speech and writing, to written language.
- AO3** Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.

#### Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in Units 1 and 3 by means of the transfer of meaning tasks.

## Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	22	15	37
AO2	32	6	38
AO3	16	9	25
Overall weighting of units (%)	70	30	100

## Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	11	7	8	7	33
AO2	16	3	19	4	42
AO3	8	5	8	4	25
Overall weighting of units (%)	35	15	35	15	100

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## 4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for Modern Foreign Languages
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

## 4.4 Prior Learning

There are no prior learning requirements.

We recommend that candidates should have acquired the skills and knowledge associated with a GCSE French/German/Spanish course or equivalent.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

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## 4.5 Synoptic Assessment and Stretch and Challenge

Synoptic assessment in French/German/Spanish is assessed in the A2 Units by tasks which require candidates to demonstrate understanding and the ability to use advanced level language skills. These tasks draw on all A Level Assessment Objectives.

The requirement that Stretch and Challenge is included at A2 is met by the application of marking criteria which enable differentiation by outcome rather than only by task.

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## 4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader 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 AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all the competences had been addressed.

A Level French, German and Spanish requires assessment of the skills of speaking, listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Speaking – some candidates with a speech impairment
- Listening – some candidates with a hearing impairment and who cannot lip read
- Reading – some candidates with a visual impairment who cannot read Braille

This will be kept under review and may be amended in the future.

# 5 Administration

## 5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	AS	A2	AS	A Level
January 2009	✓*			
June 2009	✓		✓	
January 2010	✓*		✓	
June 2010	✓	✓	✓	✓
January 2011 onwards	✓*		✓	✓
June 2011 onwards	✓	✓	✓	✓

\* In January sessions, Unit 2 tests must be conducted and recorded by the teacher. Centres may request a Visiting Examiner in the June session only and must meet the requirement for a minimum number of candidates.

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – FREN1; GERM1; SPAN1

Unit 2 – FRE2T/V; GER2T/V; SPA2T/V

Unit 3 – FREN3; GERM3; SPAN3

Unit 4 – FRE4T/V; GER4T/V; SPA4T/V

AS certification – French 1651; German 1661; Spanish 1696

A Level certification – French 2651; German 2661; Spanish 2696

Centres opting for centre-conducted tests (T option) must ensure that the teacher-examiner carries out

the tests in accordance with the requirements of the specification and follows the detailed instructions provided in the Instructions for the Conduct of the Examinations which is published for each examination series. AQA will not normally consider an error in the conduct of the test on the part of the teacher-examiner as justifying an application for special consideration.

Candidates may be entered for either the teacher-conducted option (FRE2T, GER2T, SPA2T) or the Visiting Examiner option (FRE2V, GER2V, SPA2V) but not both in any single examination series.

Candidates may be entered for either the teacher-conducted option (FRE4T, GER4T, SPA4T) or the Visiting Examiner option (FRE4V, GER4V, SPA4V) but not both in any single examination series.

## 5.3 Private Candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

## 5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of Examinations

We will provide units in English only.

## 5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in French, and
- AQA Advanced Level GCE in French.

- AQA Advanced Subsidiary GCE in German, and
- AQA Advanced Level GCE in German.
- AQA Advanced Subsidiary GCE in Spanish, and
- AQA Advanced Level GCE in Spanish.

## 5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A\*, A, B, C, D and E. To be awarded an A\*, candidates will need to achieve a grade A on the full A Level qualification and an A\* on the aggregate of the A2 units.

For AS and A Level, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

## 5.8 Re-Sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a

qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.



# Appendices

## A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

### AS performance descriptions for French/German/Spanish

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>Assessment Objectives</b>	Understand and respond, in speech and writing, to spoken language.	Understand and respond, in speech and writing, to written language.	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
<b>A/B boundary performance descriptions</b>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of spoken language</li> <li>b) understand the main points and details, including points of view</li> <li>c) are able to infer meaning with only a few omissions</li> <li>d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>e) respond readily and fluently and take the initiative (<i>Speaking</i>)</li> <li>f) have generally accurate pronunciation and intonation (<i>Speaking</i>)</li> <li>g) are able to deal with unpredictable elements (<i>Speaking</i>)</li> <li>h) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>i) offer relevant information which addresses the requirements of the task (<i>Writing</i>).</li> </ul>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of a range of written texts</li> <li>b) understand the main points and details, including points of view</li> <li>c) are able to infer meaning with only a few omissions</li> <li>d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>e) respond readily and fluently and take the initiative (<i>Speaking</i>)</li> <li>f) have generally accurate pronunciation and intonation (<i>Speaking</i>)</li> <li>g) show the ability to organise and structure their response coherently (<i>Writing</i>)</li> <li>h) offer relevant information which addresses the requirements of the task (<i>Writing</i>).</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make effective use of a range of vocabulary and structures appropriate to the task</li> <li>b) The deployment of grammar, syntax and morphology is generally accurate</li> <li>c) are able to manipulate language appropriately when required.</li> </ul>

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>E/U boundary performance descriptions</b>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <p>a) show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language</p> <p>b) understand some of the main points and details, including basic points of view</p> <p>c) have a limited ability to infer meaning where appropriate to the task</p> <p>d) are able to convey some basic information when transferring meaning</p> <p>e) may be hesitant in their response, and their fluency is mostly confined to pre-learned material. Their target language performance may be influenced by their first language (<i>Speaking</i>)</p> <p>f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>Writing</i>)</p> <p>g) show some ability to structure and organise their response where appropriate.</p>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <p>a) show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language</p> <p>b) understand some of the main points and details, including limited points of view</p> <p>c) have a limited ability to infer meaning where appropriate to the task</p> <p>d) are able to convey some basic information when transferring meaning</p> <p>e) may be hesitant in their response, and their fluency is mostly confined to pre-learned material. Their target language performance may be influenced by their first language (<i>Speaking</i>)</p> <p>f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>Writing</i>)</p> <p>g) show some ability to structure and organise their response where appropriate.</p>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <p>a) use a restricted range of vocabulary and structures</p> <p>b) have language characterised by frequent errors in grammar, syntax and morphology</p> <p>c) may be influenced by the first language</p> <p>d) demonstrate a very limited ability to manipulate language where required.</p>

## A2 performance descriptions for French/German/Spanish

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>Assessment Objectives</b>	Understand and respond, in speech and writing, to spoken language.	Understand and respond, in speech and writing, to written language.	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
<b>A/B boundary performance descriptions</b>	<p>In the context of materials appropriate to the A Level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of spoken language</li> <li>b) understand the main points and details, including points of view</li> <li>c) demonstrate an ability to infer meaning</li> <li>d) are able to transfer meaning with only minor omissions</li> <li>e) are able to develop their ideas, and express and justify points of view effectively</li> <li>f) respond readily and fluently and take the initiative (<i>Speaking</i>)</li> <li>g) have generally accurate pronunciation and intonation (<i>Speaking</i>)</li> <li>h) are able to deal appropriately with unpredictable elements (<i>Speaking</i>)</li> <li>i) show the ability to organise and structure their response coherently (<i>Writing</i>)</li> <li>j) offer relevant information which addresses the requirements of the task (<i>Writing</i>).</li> </ul>	<p>In the context of materials appropriate to the A Level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of a range of written texts</li> <li>b) understand the main points and details, including points of view, and are able to infer meaning</li> <li>c) demonstrate an ability to infer meaning</li> <li>d) are able to transfer meaning with only minor omissions</li> <li>e) are able to develop their ideas, and express and justify points of view effectively</li> <li>f) respond readily and fluently and take the initiative (<i>Speaking</i>)</li> <li>g) have generally accurate pronunciation and intonation (<i>Speaking</i>)</li> <li>h) are able to deal appropriately with unpredictable elements (<i>Speaking</i>)</li> <li>i) show the ability to organise and structure their response coherently (<i>Writing</i>).</li> </ul>	<p>In the context of materials appropriate to the A Level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make effective use of a wide range of vocabulary and a variety of complex structures as appropriate</li> <li>b) predominantly use grammar, syntax and morphology in an accurate way</li> <li>c) are able to manipulate language accurately and appropriately where required.</li> </ul>

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>E/U boundary performance descriptions</b>	<p>In the context of materials appropriate to the A Level specification, candidates characteristically:</p> <p>a) show some understanding of spoken, usually concrete, language, but may experience difficulty with more complex and abstract language</p> <p>b) understand some of the main points and details, including basic points of view</p> <p>c) demonstrate a limited ability to infer meaning, where appropriate, to the task</p> <p>d) are able to convey the basic information when transferring meaning</p> <p>e) may be hesitant in their response, and their fluency is mostly confined to pre-learned material. Their target language performance may be influenced by their first language (<i>Speaking</i>)</p> <p>f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately (<i>Writing</i>)</p> <p>g) show some ability to structure and organise their response, where appropriate.</p>	<p>In the context of materials appropriate to the A Level specification, candidates characteristically:</p> <p>a) show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language</p> <p>b) understand some of the main points and details, including basic points of view</p> <p>c) demonstrate a limited ability to infer meaning, where appropriate, to the task</p> <p>d) are able to convey the basic information when transferring meaning</p> <p>e) may be hesitant in their response, and their fluency is mostly confined to pre-learned material. Their target language performance may be influenced by their first language (<i>Speaking</i>)</p> <p>f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately</p> <p>g) show some ability to structure and organise their response, where appropriate.</p>	<p>In the context of grammar and syntax listed in the A Level specification, candidates characteristically:</p> <p>a) use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language.</p> <p>b) demonstrate a very limited ability to manipulate language correctly when required.</p>

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## B Spiritual, Moral, Ethical, Social and other Issues

The study of French/German/Spanish provides many opportunities to develop candidates' understanding of spiritual, moral and cultural issues.

Through the study of the topic areas for French/German/Spanish, candidates are able to explore the human condition in general. The content of the course encourages understanding of moral issues: candidates will face challenge in debate and study which will foster recognition and sympathetic awareness of others' beliefs and values.

Throughout the course candidates will be encouraged to form opinions and make judgements within the appropriate context, be these historical or contemporary, ethnic or religious.

The AS topics Media, Popular Culture, Healthy Living/Lifestyles and Family/Relationships would contribute to candidates' understanding of these issues, as would the A2 topics The Multicultural Society and Contemporary Social Issues.

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and specimen units.

As French/German/Spanish is a European Community language, the European dimension is clearly covered in every aspect of the specification. The A2 Cultural Topic would contribute to candidates' understanding of a specific aspect of the target language-speaking country/community.

### Environmental Education

AQA 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 this specification and associated specimen units.

The A2 topic Environment would contribute to candidates' understanding of environmental issues.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

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## C Overlaps with other Qualifications

There are no overlaps with other qualifications at Level 3 of the qualifications framework.

## D Key Skills - Teaching, Developing and Providing Opportunities for Generating Evidence

### Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information Technology.

The units for the 'wider' Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'wider' Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for French/German/Spanish can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted on the next page.

The above information is given in the context of the knowledge that Key Skills at level 3 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website:

**<http://web.aqa.org.uk/qual/keyskills/com04.php>**.

## Key Skills Opportunities in French/German/Spanish

The broad and multidisciplinary nature of French/German/Spanish and its application to a wide range of current issues that call upon candidates' abilities to demonstrate the transferability of their knowledge, understanding and skills, make it an ideal vehicle to assist candidates in developing their knowledge and understanding of the Key Skills and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of the Key Skills units at Level 3, in this specification.

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Communication*</b>				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓

\*NB. QCA has indicated that evidence for the internal assessment component for the Key Skill of Communication must be presented in English, Welsh or Irish.

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Information Technology</b>				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓
<b>Working With Others</b>				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓
<b>Improving Own Learning and Performance</b>				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
<b>Problem Solving</b>				
PS3.1	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓

NB. The signposting in the five tables above represents opportunities to acquire and produce evidence of the Key Skills which are possible through this specification.

There may be other opportunities to achieve these and other aspects of Key Skills via this specification but such opportunities are dependent on the detailed course of study delivered within centres.





GCE French (2650) /German (2660) /Spanish (2695) 2009 onwards

Qualification Accreditation Number: French AS 500/2210/6 - A Level 500/2209/X

German AS 500/2207/6 - A Level 500/2208/8 Spanish AS 500/2206/4 - A Level 500/2214/3

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