



A Level

French

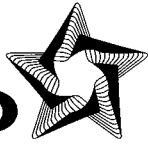
Session: 2000
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Modern Foreign Languages

French, German, Spanish

9110, 8616, 9115, 8617, 9120, 8618, 9429, 9430, 9431

OCR



RECOGNISING ACHIEVEMENT

2000

former Cambridge UCLES syllabuses

Advanced Level

Syllabus

FRENCH, GERMAN AND SPANISH

INTRODUCTION

This syllabus includes the Subject Core for Modern Foreign Languages, published December 1993, and is designed to follow on smoothly from the National Curriculum and GCSE examinations. The syllabus structure is such that A and AS candidates can be taught together – AS candidates are examined on the core only; A level candidates do an extra section in the Listening and Reading components and have an essay writing examination and a cultural component thus making up an extra 50%.

It is expected that private candidates will choose Component 5 (A level) or Component 3 (AS). However, private candidates following an AS/A level course through a centre may enter for Component 6 or 55/66 (A level) or Component 33/66 (AS) providing they can meet the requirements for supervision and assessment.

SUMMARY

ADVANCED SUPPLEMENTARY		ADVANCED LEVEL	
	COMPONENT 1: SPEAKING (40%)		COMPONENT 1: SPEAKING (25%)
	COMPONENT 2: LISTENING (20%) SECTION 1 (Parts A & B) and		COMPONENT 2: LISTENING (20%) SECTION 1 (Parts A & B) SECTION 2
either	COMPONENT 3: READING/WRITING (40%) SECTIONS 1 & 2		COMPONENT 3: READING/WRITING (25%) SECTIONS 1, 2 and 3
or	COMPONENT 33: READING (20%) SECTION 1 and COMPONENT 66: COURSEWORK (20%)		COMPONENT 4: ESSAY (10%)
			and
		either	COMPONENT 5: TEXTS/THEMATIC STUDIES (20%)
		or	COMPONENT 6: COURSEWORK(20%)
		or	COMPONENT 55: TEXTS/THEMATIC STUDIES (10%) and COMPONENT 66: COURSEWORK(10%)

ADVANCED LEVEL

AIMS

- 1 To enable the student to understand the spoken and written forms of the foreign language from a variety of registers.
- 2 To enable the student to communicate confidently and clearly in the foreign language through both the spoken and written word.
- 3 To form a sound base of skills, language and attitudes required for further study, work and leisure.
- 4 To develop insights into, and encourage first hand contact with, the culture of countries where the foreign language is spoken.
- 5 To provide enjoyment and intellectual stimulation.
- 6 To encourage positive attitudes to foreign language learning.
- 7 To further intellectual and personal development by promoting learning and social skills.

ASSESSMENT OBJECTIVES

The examination will assess candidates' knowledge of contemporary society and their linguistic competence by:

- 1 understanding and responding to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing;
- 2 understanding and responding to authentic contemporary spoken language drawn from a variety of sources such as recorded news items, telephone messages, announcements, talks and discussions;
- 3 manipulating the target language accurately in spoken and written forms and in ways which demonstrate a capacity to choose appropriate examples of lexis and structures and to transfer meaning from and into the target language;
- 4 selecting information and presenting it in the target language, organising arguments and ideas logically;
- 5 seeking and providing opinions and information in a sustained spoken interchange in the target language.

SCHEME OF ASSESSMENT SUMMARY

The components which all candidates must take are as follows:

Component 1	Speaking (20 mins)	25%
Component 2	Listening (1 ¼ h)	20%
Component 3	Reading/Writing (2 ½ h)	25%
Component 4	Essay (1 ½ h)	10%

Additionally, candidates must choose **either** Component 5 **or** Component 6 **or** Components 55 **and** 66.

Component 5	Texts and Thematic Studies (2 ½ h)	20%
Component 6	Coursework	20%
Component 55	Texts and Thematic Studies (1 ¼ h)	10%
Component 66	Coursework	10%

An optional freestanding Special Paper (3 h) is available in June only.

It is expected that private candidates will choose Component 5. However, private candidates following an A level course through a Centre may enter for Component 6 or 55/66 providing they can meet the requirements for supervision and assessment.

ARRANGEMENTS FOR THE NOVEMBER EXAMINATION

Component 1

Candidates should retake the **speaking** test only where there is a good reason to suppose that the oral performance has been appreciably improved since the June examination. Otherwise they must enter for **Component 81** to carry forward the June mark.

Component 4

For the November examination, the topics set will be as for June but the exact titles will be different. Candidates sitting the examination for the first time in November must request details from their Centre or from OCR.

Component 6

Not available to first-time candidates in November. Candidates may carry forward the coursework mark to the November examination by entering for **Component 86**.

Components 55 and 66

Not available to first-time candidates in November. Candidates re-submit all or part of their June coursework and must re-sit the question paper element.

Specification Grid: A level examination

Objectives	Component 1	Component 2	Component 3	Component 4	Component 5/55	Component 6/66	Special Paper
1			✓	✓	✓	✓	✓
2	✓	✓					
3	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓
5	✓						

TOPICS

All textual material used in the Advanced level examination will be drawn from the topic areas set out on page 11, with reference to France, Germany or Spain and other countries where these languages are spoken. Examiners may set passages which relate to other countries but will not require candidates to demonstrate any *knowledge* of countries other than France, Germany or Spain beyond the content of the passage. The range of topics includes the Areas of Experience of the National Curriculum, although they have not been grouped under the National Curriculum headings. As with all such groupings, there are significant areas of overlap. The main purpose of the list is to offer a manageable content within a loose form of organisation which offers flexibility to teachers in the planning of their courses but places restrictions on the topic areas from which examiners may make their choice of texts.

The topic areas in the left hand column are those required for Advanced Level and Advanced Supplementary candidates. The right hand column shows extensions for Advanced level candidates only. *Those parts of the assessment scheme which are common to both Advanced and Advanced Supplementary candidates will come only from the left hand column, those parts which are for Advanced level only will draw their material from both columns.* It should be remembered that the extra 50% of the examination represented by the Advanced level does not imply a doubling of content as expressed by topic headings. There is some extension of content, as shown in the right-hand list, but the extension comes also from the broader range of components to be offered (eg essay writing and the Cultural component).

Where the subject matter is chosen by the candidates, eg Presentation/Topic Conversation in Component 1 or Coursework for Component 6/66, they may choose topics of personal interest within the guidelines indicated under the component.

Appendix A gives further guidance on the use of the topic list.

**Core Topics
(A and AS)**

**Extension Topics
(A Level only)**

A Human Relationships

family
generation gap
young people

B Daily Life

patterns of daily life
urban and rural life
the media
food and drink
law and order

religion and belief
health and fitness

C Environment

the individual in his/her surroundings
pollution
conservation

D Work and Leisure

employment
unemployment
equality of opportunity
sport
free time activities
travel and tourism

education
cultural life/heritage

E

International Affairs

The developing world
War and peace
The European Union

F

**Scientific and
Technological Innovations**

Medical advances
Electronic communications

G

**EITHER Aspects of France and the
French-speaking World Today**

**OR Aspects of Germany and the
German-speaking World Today**

**OR Aspects of Spain and the
Spanish-speaking World Today**

SCHEME OF ASSESSMENT DESCRIPTION

COMPONENT 1 SPEAKING (ASSESSMENT OBJECTIVES 2, 3, 4, 5) (20 mins: 25%)

A visiting examiner* will conduct a test, which will be recorded for all candidates, lasting approximately 20 minutes and made up of the following parts:

Presentation (about 3 mins) (5%)

The candidate will be expected to give a presentation of about 3 minutes on a specific topic.

The candidate may select the subject matter from any of the topic areas listed above, or the candidate may present a subject of particular personal interest not occurring in the topic areas of the syllabus. Whatever choice the candidate makes, the topic must be treated in such a way as to reflect a knowledge of the contemporary society (eg Paris fashion houses or differing views on the European Union in Britain and a target language country) or cultural heritage (eg a topic based on a work of art or literature) of a country where the foreign language is spoken. There must not be a close relationship between the subject matter of the Presentation and any Coursework (component 6/66) or Texts/Thematic Studies (component 5/55), however candidates may treat related aspects of the same issue. Centres must inform the visiting examiner of the topics chosen by their candidates no later than one week before the date set for the oral test.

Content: The candidate will be expected to show evidence of the ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

Presentation: It is not intended that the candidate should recite a prelearned passage. What is looked for is an interesting and lively presentation showing that the candidate has prepared the topic thoroughly. Candidates may bring in a limited quantity of illustrative material to help their presentation. This might include maps, diagrams, statistics, pictures, short articles. Candidates may not bring in a script for their speech. They may, however, have prepared a cue card in the foreign language with not more than five headings to remind them of the main points they wish to make and may bring this card with them into the examination room.

Topic Conversation (7-8 mins) (10%)

The presentation will lead into a conversation about the chosen topic. Candidates must be prepared to supply additional factual information where appropriate and to express and defend a point of view. They are also required to seek information and the opinions of the examiner.

*In Centres where there are fewer than 4 candidates, arrangements will be made either to combine with other local Centres or for the teacher to conduct and record the test on tape. Marking will be carried out by an examiner appointed by OCR.

General Conversation (8-9 mins) (10%)

This section will begin with fairly straightforward questions about the candidate's background and interests and will move quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas. Candidates should be able to discuss some matters of current interest though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern. Candidates are required to seek information and the opinions of the examiner and will be given every opportunity to do so.

Sample tests are available, together with notes on the marks awarded.

COMPONENT 2 LISTENING (ASSESSMENT OBJECTIVES 2, 3, 4) (1¼ h: 20%)

A cassette will be provided for each candidate. As soon as the tapes are received, the head of the department concerned (or his/her nominee) should check them for any serious defects in the recording. This must be done under strict security conditions. Any defect should be reported to OCR immediately. The tapes should then be resealed and stored securely until required. Centres must ensure that playback facilities with headphones are available for each candidate. Any suitable equipment may be used, including personal stereo players with fast forward and rewind facilities and language laboratories offering individual playback facilities. No restriction on the number of times a candidate may play the recording will be imposed. The amount of foreign language material to be listened to by the candidate will not exceed 15 minutes.

There will be two sections:

Section 1 (10%)

Part A (5%)

A small number of short, factual items will be heard, eg news flashes, advertisements, dialogues, telephone messages.

Both verbal and non-verbal responses will be required. Tasks to test comprehension might include box-ticking, matching, true/false, entering information on a grid, timetable, programme or other diagrammatic aid. Rubrics and task descriptions will be in the target language.

Part B (5%)

Candidates will listen to an extended piece taken from a statement or talk given by a single speaker or from an interview or a discussion involving more than one speaker. Questions will be set in the target language and will aim to test both overall comprehension of the text and comprehension of specific details. Candidates' responses will also be in the target language.

Section 2 (10%)

Candidates will listen to an extended piece taken from interviews or discussions. This part of the paper will require the candidate to interpret the text for someone who does not understand the foreign language. The tasks, which will be in English, will therefore require responses in English, and will include questions to test understanding of the main points of the text, as well as asking for more extended writing to test summary skills.

COMPONENT 3 READING/WRITING (ASSESSMENT OBJECTIVES 1, 3, 4) (2 ½ h: 25%)

There will be three sections:

Sections 1 and 2 (15%)

Two passages in the foreign language dealing with related themes, and tested by a variety of tests, adapted to the texts, and not all necessarily set on every occasion of the examination.

Section 1 Text 1 (7½%):

- non-verbal response, recognition, manipulation;
- comprehension questions in English.

Section 2 Text 2 (7½%):

- comprehension and interpretation tested through questions in the target language;
- summary and comparison of issues raised in both texts tested through a writing task not exceeding 140 words in the target language.

The language of the passages will be contemporary in date, acceptable as good style in the foreign language, and drawn either from a work of contemporary imaginative literature, or from a non-fiction work such as a biography or analysis of current issues, or from an article appearing in a journal.

It is expected that candidates will spend one and a half hours on Sections 1 and 2.

Section 3 (10%):

A single text in English to be used as source material about a topic of current interest in relation to the contemporary society of the country. The candidate will be required to expand and explain the material for a foreign language speaker with limited knowledge of English. Tasks will include:

- response in the foreign language to questions in the foreign language;
- guided composition drawn from elements of the passage, also inviting the candidate's opinions.

It is expected that candidates will spend 1 hour on Section 3.

COMPONENT 4 ESSAY (ASSESSMENT OBJECTIVES 1, 3, 4) (1 ½ h: 10%)

To allow time for preparation and research before the essay examination in June, schools will be informed on or around 1 February in the year of the examination of six topics which will feature in the essay paper. These topics will reflect the sub-headings eg food and drink on page 11 and not the major headings eg daily life. Exact titles will not be given in advance but the subject areas will be sufficiently clearly focused to allow for meaningful preparation. The essay paper will consist of one title in each of the six topics.

Information will be sent according to lists drawn up from schools' Preliminary Entries (on form PE1).

**COMPONENT 5 TEXTS AND THEMATIC STUDIES (ASSESSMENT OBJECTIVES 1, 3, 4)
(2 ½ h: 20 %)**

The paper will consist of two sections (Section 1: Texts and Section 2: Thematic Studies). Candidates will be expected to answer two questions in total chosen from either or both of these Sections. It will therefore be possible for candidates to offer either two texts or two themes or one text and one theme. Answers will be written in the foreign language and any monolingual or bilingual dictionary will be allowed in the examination room.

Candidates may bring into the examination room their text(s) in Section 1 and/or one text each from their theme or themes in Section 2. These texts may contain underlining, highlighting or brief marginal annotation. It is not deemed proper for Centres to allow candidates to take into the examination with them texts which are heavily annotated or surrounded in much of the available white space with detailed notes. Editors' notes should be separated off where possible. Examples of good practice are available.

Where a text prescribed for Section 1 is also included in the Choice of named texts list for Section 2, candidates may choose in the examination room to answer either the specific question or a thematic question. Candidates must however not offer a text already used for an answer in Section 1 as a named text for an answer in Section 2, although they could use it as additional material. A text may be suitable for study under two themes but in the examination such a text may be used as a named text for one theme only.

Section 1: Texts

5 texts will be set. At least two of the texts will be from the twentieth century, but the other three may come from earlier periods. Candidates will be given a choice of two questions on each text.

One of these questions will consist of an extended passage from the text, inviting candidates to comment on a particular aspect or to indicate how the passage reflects the book as a whole. This will not be a context passage (the location of the passage will have been identified) but a stimulus which will allow candidates to bring a focus to their answer. Following the passage, there will be either a single question or a number of short questions.

Questions will focus on issues central to the text under discussion and candidates will be expected to display detailed knowledge of the text and to show some awareness of how the author conveys the message of the work.

Texts for 2000 (Sidelining indicates new texts):

French

- | Anouilh, *Antigone* |
- Colette, *Le Blé en herbe* |
- Maupassant, *Boule de Suif et autres Contes de la Guerre* |
- Mauriac, *Thérèse Desqueyroux* |
- | Molière, *Le Misanthrope* |

German

- | Andersch, *Sansibar oder der letzte Grund* |
- Brecht, *Der gute Mensch von Sezuan* |
- Dürrenmatt, *Der Besuch der alten Dame* |
- | Frisch, *Biedermann und die Brandstifter* |
- Storm, *Der Schimmelreiter* |

Spanish

- Azuela, *Los de abajo* |
- García Lorca, *Yerma* |
- García Márquez, *El coronel no tiene quien le escriba* |
- Goytisolo, *Campos de Níjar* |
- | Lope de Vega, *Fuenteovejuna* |

Section 2: Thematic Studies

A choice of four themes will be set with three questions on each theme. The questions will focus on the themes rather than on any particular text and will require candidates to show that they have understood the relevance of their reading for the theme.

Candidates will be required to refer in detail to one named text (the one which they have taken with them into the examination room) and to additional material (a further text(s), excerpts from texts, films, non-literary material etc). Centres must select the text for detailed reference from the prescribed list below but may choose their additional material according to the interests of their candidates. Texts may be attached to any theme as judged appropriate by the teacher: experience has shown that many texts can be studied under one or more thematic headings. The list is reviewed annually and OCR welcomes suggestions for new texts from teachers.

Themes for French

La Condition féminine
La Guerre
L'individu et la Société
La Jeunesse

Choice of named texts for French

Alain-Fournier, *Le Grand Meaulnes*
Anouilh, *Antigone*
Anthology of Second World War French Poetry
Balzac, *Le Père Goriot*
Bazin, *Vipère au Poing*
Beauvoir, *Les Belles Images*
Camus, *L'Étranger*
Camus, *La Peste*
Colette, *Le Blé en Herbe*
Corneille, *Horace*
Duhamel, *Le Notaire du Havre*
Duhamel, *Souvenirs de la grande guerre*
Duras, *Moderato cantabile*
Ernaux, *La Place*
Flaubert, *Un Cœur simple*
Joffo, *Un Sac de billes*
Lainé, *La Dentellière*
Laye, *L'enfant noir*
Maupassant, *Boule de Suif et autres Contes de la Guerre*
Mauriac, *Thérèse Desqueyroux*
Pagnol, *La Gloire de mon Père*
Rocheffort, *Les petits enfants du siècle*
Sartre, *Les Mains Sales*
Vercors, *Le Silence de la mer*

Themes for German

Die Frau in der Gesellschaft
 Der Außenseiter
 Familienverhältnisse
 Gerechtigkeit und das Gesetz

Choice of named texts for German

Andersch, *Sansibar oder der letzte Grund*
 Bachmann, *Undine geht* **and** *Das 30 Jahr*
 Böll, *Die verlorene Ehre der Katharina Blum*
 Brecht, *Der kaukasische Kreidekreis*
 Brecht, *Der gute Mensch von Sezuan*
 Dürrenmatt, *Der Richter und sein Henker*
 Dürrenmatt, *Der Besuch der alten Dame*
 Eichendorff, *Aus dem Leben eines Taugenichts*
 Fontane, *Effi Briest*
 Frisch, *Andorra*
 Goethe, *Iphigenie auf Tauris*
 Hauptmann, *Einsame Menschen*
 Horváth, *Geschichten aus dem Wienerwald*
 Horváth, *Jugend ohne Gott*
 Kafka, *Das Urteil*
 Keller, *Romeo und Julia auf dem Dorfe*
 Kleist, *Das Erdbeben in Chili*
 Mann, *Tonio Kröger*
 Plenzdorf, *Die neuen Leiden des jungen W*
 Schiller, *Maria Stuart*
 Storm, *Immensee*
 Storm, *Der Schimmelreiter*
 Wedekind, *Frühlings Erwachen*
 Wohmann, *Paulinchen war allein zu Haus*
 Wolf, *Der geteilte Himmel*

Themes for Spanish

La vida rural
Conflicto y cambio en Latinoamérica
El individuo al margen de la sociedad
La mujer en la sociedad

Choice of named texts for Spanish

Arguedas, *Los ríos profundos*
Azuela, *Los de Abajo*
Carpentier, *El reino de este mundo*
Cela, *La Familia de Pascual Duarte*
Delibes, *Cinco horas con Mario*
Galdós, *Misericordia*
Galdós, *Tristana*
García Lorca, *Yerma*
García Lorca, *La casa de Bernarda Alba*
García Márquez, *El coronel no tiene quien le escriba*
Goytisolo, *Fiestas*
Goytisolo, *Campos de Níjar*
Güiraldes, *Don Segundo Sombra*
Laforet, *Nada*
Llamazares, *La lluvia amarilla*
Lope de Vega, *Fuenteovejuna*
Lope de Vega, *Peribáñez y el Comendador de Ocaña*
Rulfo, *El llano en llamas*
Sabató, *El túnel*
Sepúlveda, *Un viejo que leía novelas de amor*

COMPONENT 6: Coursework (ASSESSMENT OBJECTIVES 1, 3, 4) (20%)

Candidates will submit coursework **in the foreign language**, totalling approximately 2,000 words (see also below). The coursework will normally come from within the topic areas (coursework based on works of art or literature etc will fit into Topic D: cultural life/heritage), and must refer to target language countries or be based on materials written from the target language country perspective. Candidates may treat their coursework in whatever way they wish – imaginative and/or creative coursework is welcomed, provided that it arises from a body of reading or research and can be appropriately assessed using the assessment criteria provided.

Teachers are always welcome to seek advice on a candidate's proposed title – proposals for any coursework not falling within the topic areas must be submitted, on the form provided, for approval by OCR no later than 1 November in the year preceding the examination (eg 1 November 1999 for a candidate sitting in June 2000).

The total of 2,000 words may be made up of either two short pieces (500 words each) and one long piece of 1,000 words or two long pieces of 1,000 words. Teachers and candidates may choose to submit coursework pieces up to a maximum of 1,000 words based on material studied by the whole class. However the remaining 1,000 words must reflect the candidate's own interests.

Candidates should discuss the scope of their work with their teacher. They should plan their work before embarking on it, and establish a bibliography of reference material which will normally be in the target language, unless there is good reason to include work in English (eg in the case of comparative studies or literary criticism).

The word count must be stated and any quotation from source material must be included in the word count. Candidates are not penalised if their 1,000 word piece extends to 1,100 words and their 500 word pieces extend to 600 words. (A word, for examination purposes, is defined as anything falling between two spaces (il y a = 3, y a-t-il = 2)). However, given that there is this latitude, penalties are exacted strictly as indicated in the Criteria for Assessment for any pieces extending beyond these limits. All items of coursework will be marked out of 50, with appropriate scaling carried out to produce a final component mark out of 80.

The Criteria for Assessment are at Appendix C together with examples of the forms to be completed. Work must not be altered or recopied after it has been marked. A declaration will be required from the candidate that s/he has produced the work without external assistance other than any acknowledged in the bibliography.

Moderation will be carried out by post. All marked work, together with the teacher's comments sheet must be available for moderation by 30 April. The work will be returned with comments on the marking.

Sample assignments are available, together with the marks awarded.

COMPONENT 55 TEXTS AND THEMATIC STUDIES (ASSESSMENT OBJECTIVES 1, 3, 4)
(1¼ h: 10%)

The paper will consist of two sections (Section 1: Texts and Section 2: Thematic Studies). Candidates will be expected to answer one question chosen from anywhere in the paper. Candidates will write in the foreign language and any monolingual/bilingual dictionary will be allowed in the examination room.

Candidates may bring into the examination room their text in Section 1 or one text from their theme in Section 2. The text may contain underlining, highlighting or brief marginal annotation. It is not deemed proper for centres to allow candidates to take into the examination with them texts which are heavily annotated or surrounded in much of the available white space with detailed notes. Editors' notes should be separated off where possible. Examples of good practice are available.

Where a text prescribed for Section 1 is also included in the Choice of named texts list for Section 2, candidates may choose in the examination room to answer either the specific question or a thematic question.

For details of the texts and themes set for this component, please see p15-18 under Component 5.

COMPONENT 66: Coursework (ASSESSMENT OBJECTIVES 1, 3, 4) (10%)

Candidates will submit coursework in the foreign language, totalling approximately 1,000 words (see also below). The coursework will normally come from within the topic areas (coursework based on works of art or literature etc will fit into Topic D: cultural life/heritage), and must refer to target language countries or be based on materials written from the target language country perspective. Candidates may treat their coursework in whatever way they wish – imaginative and/or creative coursework is welcomed, provided that it arises from a body of reading or research and can be appropriately assessed using the assessment criteria provided.

Teachers are always welcome to seek advice on a candidate's proposed title – proposals for any coursework not falling within the topic areas must be submitted, on the form provided, for approval by OCR no later than 1 November in the year preceding the examination (eg 1 November 1999 for a candidate sitting in June 2000).

The total of 1,000 words may be made up of either two short pieces (500 words each) or one long piece of 1,000 words. Coursework pieces may either be based on material studied by the whole class or reflect a candidate's own interests.

Candidates should discuss the scope of their work with their teacher. They should plan their work before embarking on it, and establish a bibliography of reference material which should be in the target language, unless there is good reason to include work in English (eg in the case of comparative studies or literary criticism).

The word count must be stated and any quotation from source material must be included in the word count. Candidates are not penalised if their 1,000 word pieces extend to 1,100 words and their 500 word pieces extend to 600 words. (A word, for examination purposes, is defined as anything falling between two spaces (il y a = 3, y a-t-il = 2)). However, given that there is this latitude, penalties are exacted strictly as indicated in the marking scheme for any pieces extending beyond these limits.

All items of coursework will be marked out of 50, with appropriate scaling carried out to produce a final mark out of 40.

The Criteria for Assessment are at Appendix C together with examples of the forms to be completed. Work must not be altered or recopied after it has been marked. A declaration will be required from the candidate that s/he has produced the work without external assistance other than any acknowledged in the bibliography.

Moderation will be carried out by post. All marked work, together with the teacher's comments sheet must be sent to the moderator by 30 April. The work will be returned with comments on the marking.

Sample assignments are available together with notes on the marks awarded.

FREESTANDING SPECIAL PAPERS

9429 (FRENCH), 9430 (GERMAN), 9431 (SPANISH) (ASSESSMENT OBJECTIVES 1, 3, 4) (3 h: OPTIONAL)

Candidates may be entered for the Special Paper whether or not they have been entered for the 'A' level syllabus.

Section A (30 marks)

There will be one text, in a literary or non-literary style, drawn from within the AS/A level topic list. Candidates may be expected to answer questions requiring summary, analysis, general/specific comprehension or to show an understanding of linguistic points. Tasks and candidates' responses to these tasks will be in the target language.

Section B (40 marks)

An essay to be answered in about 250-300 words in the foreign language on a title in some way related to the topic area of the comprehension passage in Section A.

Section C (30 marks)

A short translation into the foreign language.

ADVANCED SUPPLEMENTARY

AIMS

- 1 To enable the student to understand the spoken and written forms of the foreign language from a variety of registers.
- 2 To enable the student to communicate confidently and clearly in the foreign language through both the spoken and written word.
- 3 To form a sound base of skills, language and attitudes required for further study, work and leisure.
- 4 To develop insights into, and encourage first hand contact with, the culture of countries where the foreign language is spoken.
- 5 To provide enjoyment and intellectual stimulation.
- 6 To encourage positive attitudes to foreign language learning.
- 7 To further intellectual and personal development by promoting learning and social skills.

ASSESSMENT OBJECTIVES

The examination will assess candidates' knowledge of contemporary society and their linguistic competence through the following objectives:

- 1 understanding and responding to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing;
- 2 understanding and responding to authentic contemporary spoken language drawn from a variety of sources such as recorded news items, telephone messages, announcements, talks and discussions;
- 3 manipulating the target language accurately in spoken and written forms and in ways which demonstrate a capacity to choose appropriate examples of lexis and structures and to transfer meaning from and into the target language;
- 4 selecting information and presenting it in the target language, organising arguments and ideas logically;
- 5 seeking and providing opinions and information in a sustained spoken interchange in the target language.

SCHEME OF ASSESSMENT SUMMARY

The components which all students must take are as follows:

Component 1	Speaking (20 min)	40%
Component 2	Listening (50 min)	20%

Additionally, they must take

Either Component 3 Reading/Writing (1 ½ h) 40%

or Component 33 Reading (¾ h) 20%

and
Component 66 Coursework 20%

Specification Grid: AS examination

Objectives	Component 1	Component 2	Component 3	Component 33	Component 66
1			✓	✓	✓
2	✓	✓			
3	✓	✓	✓	✓	✓
4	✓	✓	✓		✓
5	✓				

TOPICS

All textual material used in the Advanced Supplementary examination will be drawn from the following topic areas, with reference to France, Germany or Spain. Examiners may however, set passages which relate to other countries but will not require candidates to demonstrate any knowledge of countries other than France, Germany or Spain, beyond the content of the passage. The range of topics includes the Areas of Experience of the National Curriculum, although they have not been grouped under the National Curriculum headings. As with all such groupings, there are significant areas of overlap. The main purpose of the list is to set limits for the content of the AS examination. Although the scope of topics chosen remains broad and offers flexibility to teachers in the planning of their courses, restrictions are placed on the range of topic areas from which examiners may make their choice of texts.

Appendix A gives further guidance on the use of the topic list.

A Human Relationships

family
generation gap
young people

B Daily Life

patterns of daily life
urban and rural life
the media
food and drink
law and order

C Environment

the individual in his/her surroundings
pollution
conservation

D Work and Leisure

employment
unemployment
equality of opportunity
sport
free time activities
travel and tourism

Where the subject matter is chosen by the candidates, eg Presentation and Topic Conversation in Component 1 or Coursework for Component 66, they may choose topics from those included for Advanced level candidates (page 11) or seek permission for topics outside those, as indicated under the component description.

SCHEME OF ASSESSMENT DESCRIPTION

COMPONENT 1 SPEAKING (ASSESSMENT OBJECTIVES 2, 3, 4, 5) (20 mins : 40%)

A visiting examiner* will conduct a test, which will be recorded for all candidates, lasting approximately 20 minutes and made up of the following parts:

Presentation (about 3 mins) (8%)

The candidate will be expected to give a presentation of about 3 minutes on a specific topic.

The candidate may select the subject matter from any of the topic areas listed above, or the candidate may present a subject of particular personal interest not occurring in the topic lists of the syllabus. Whatever choice the candidate makes, the topic must be treated in such a way as to reflect a knowledge of the contemporary society (eg Paris fashion houses or differing views on the European Union in Britain and a target language country) or cultural heritage (eg a topic based on a work of art or literature) of a country where the foreign language is spoken. There must not be a close relationship between the subject matter of any Coursework (component 66) and the Presentation, however candidates may treat related aspects of the same issue. Centres must inform the visiting examiner of the topics chosen by their candidates no later than one week before the date set for the oral test.

Content: The candidate will be expected to show evidence of the ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

Presentation: It is not intended that the candidate should recite a prelearned passage. What is looked for is an interesting and lively presentation showing that the candidate has prepared the topic thoroughly. Candidates may bring in a limited quantity of illustrative material to help their presentation. This might include maps, diagrams, statistics, pictures, short articles. Candidates may not bring in a script for their speech. They may, however, have prepared a cue card in the foreign language with not more than five headings to remind them of the main points they wish to make and may bring this card with them into the examination room.

Topic Conversation (7-8 mins) (16%)

The presentation will lead into a conversation about the chosen topic. Candidates must be prepared to supply additional factual information where appropriate and to express and defend a point of view. They are also required to seek information and the opinions of the examiner.

*In Centres where there are fewer than 4 candidates, arrangements will be made either to combine with other local Centres or for the teacher to conduct and record the test on tape. Marking will be carried out by an examiner appointed by OCR.

General Conversation (8-9 mins) (16%)

This section will begin with fairly straightforward questions about the candidate's background and interests and will move quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas. Candidates should be able to discuss some matters of current interest though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern. Candidates are required to seek information and the opinions of the examiner and will be given every opportunity to do so.

Sample tests are available, together with notes on the marks awarded.

COMPONENT 2 LISTENING (ASSESSMENT OBJECTIVES 2, 3, 4) (50 mins : 20%)

A cassette will be provided for each candidate. As soon as the tapes are received, the head of the department concerned (or his/her nominee) should check them for any serious defects in the recording. This must be done under strict security conditions. Any defect should be reported to OCR immediately. The tapes should then be resealed and stored securely until required. Centres must ensure that playback facilities with headphones are available for each candidate. Any suitable equipment may be used, including personal stereo players with fast forward and rewind facilities and language laboratories offering individual playback facilities. No restriction on the number of times a candidate may play the recording will be imposed. The amount of foreign language material to be listened to by the candidate will not exceed 10 minutes.

There will be two parts:

Part A (10%)

A small number of short, factual items will be heard, eg news flashes, advertisements, dialogues, telephone messages.

Both verbal and non-verbal responses will be required. Tasks to test comprehension might include box-ticking, matching, true/false, entering information on a grid, timetable, programme or other diagrammatic aid. Rubrics and task descriptions will be in the target language.

Part B (10%)

Candidates will listen to an extended piece taken from a statement or talk given by a single speaker or from an interview or a discussion involving more than one speaker. Questions will be set in the target language and will aim to test both overall comprehension of the text and comprehension of specific details. Candidates' responses will also be in the target language.

COMPONENT 3 READING/WRITING (ASSESSMENT OBJECTIVES 1, 3, 4) (1 ½ h: 40%)

There will be two sections:

Sections 1 and 2

Two passages in the foreign language dealing with related themes, and tested by a variety of tests, adapted to the texts, and not all necessarily set on every occasion of the examination.

Section 1 Text 1 (20%):

- non-verbal response, recognition, manipulation;
- comprehension questions in English.

Section 2 Text 2 (20%):

- comprehension and interpretation tested through questions in the target language;
- summary and comparison of issues raised in both texts tested through a writing task not exceeding 140 words in the target language.

The language of the passages will be contemporary in date, acceptable as good style in the foreign language, and drawn either from a work of contemporary imaginative literature, or from a non-fiction work such as a biography or analysis of current issues, or from an article appearing in a journal.

COMPONENT 33: READING (ASSESSMENT OBJECTIVES 1, 3) (¼ h : 20%)

Candidates will answer Section 1 only of Component 3.

COMPONENT 66: Coursework (ASSESSMENT OBJECTIVES 1, 3, 4) (20%)

Candidates will submit coursework **in the foreign language**, totalling approximately 1,000 words (see also below). The coursework will normally come from within the topic areas (coursework based on works of art or literature etc will fit into Topic D: cultural life/heritage), and must refer to target language countries or be based on materials written from the target language country perspective. Candidates may treat their coursework in whatever way they wish – imaginative and/or creative coursework is welcomed, provided that it arises from a body of reading or research and can be appropriately assessed using the assessment criteria provided.

Teachers are always welcome to seek advice on a candidate's proposed title – proposals for any coursework not falling within these topic areas must be submitted, on the form provided, for approval by OCR by no later than 1 November in the year preceding the examination (eg 1 November 1999 for a candidate sitting in June 2000).

The total of 1,000 words may be made up of either two short pieces (500 words each) or one long piece of 1,000 words.

Coursework pieces may either be based on material studied by the whole class or reflect a candidate's own interests.

Candidates should discuss the scope of their work with their teacher. They should plan their work before embarking on it, and establish a bibliography of reference material which should be in the target language, unless there is good reason to include work in English (eg in the case of comparative studies or literary criticism).

The word count must be stated and any quotation from source material must be included in the word count. Candidates are not penalised if their 1,000 word piece extends to 1,100 words or their 500 word pieces extend to 600 words. (A word, for examination purposes, is defined as anything falling between two spaces (il y a = 3, y a-t-il = 2)). However, given that there is this latitude, penalties are exacted strictly as indicated in the marking scheme for any pieces extending beyond these limits.

All items of coursework will be marked out of 50, with appropriate scaling carried out to produce a final component mark out of 40.

Each piece of work must show evidence of having been marked by the teacher. The Criteria for Assessment are at Appendix C together with examples of the forms to be completed. Work must not be altered or recopied after it has been marked. A declaration will be required from the candidate that s/he has produced the work without external assistance other than any acknowledged in the bibliography.

Moderation will be carried out by post. All marked work, together with the teacher's comments sheet must be sent to the moderator by 30 April. The work will be returned with comments on the marking.

Sample assignments are available together with notes on the marks awarded.

Appendix A: FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

Teachers are free to explore the topic areas *in any way they choose*. They may find the following examples (which are not prescriptive) a useful guide to planning their courses. All these suggestions, and other themes chosen by the teacher from within the topic areas, should be studied with reference to France, Germany or Spain (for AS and A level) and to other countries where these languages are spoken (A level extension only).

Part 1: A and AS Core Topics

A Human Relationships

Examples of possible areas to explore under this topic

Family: family activities; new patterns of family relationships; the status of the elderly and responsibility for their care

Generation gap: conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment

Young people: young people and their peer group; young people as a target group for advertisers and politicians

B Daily Life

Examples of possible areas to explore under this topic

Patterns of daily life: daily routine; school; the individual's way of life; living conditions

Urban and rural life: advantages and disadvantages; transport and communications; shopping; housing

The media: the role and influence of the media; the power of advertising

Food and drink: healthy eating; fast-food; national traditions of eating and drinking

Law and order: violence and crime; drug-related crime; the role of the police; law-enforcement

C Environment

Examples of possible areas to explore under this topic

The individual in his/her surroundings: effect of environment on individuals; protest action to protect one's locality; personal and individual ways of contributing to environmental awareness

Pollution: global warming; acid rain; air, water pollution; noise; destruction of rain forests; damage to animal world; solutions and cost implications

Conservation: saving endangered species and landscapes

D Work and Leisure

Examples of possible areas to explore under this topic

Employment: preparation for work and job opportunities; career plans; qualifications and job routines

Unemployment: plight of the unemployed; unemployment black spots; demise of traditional industries; possible solutions; immigrant workers

Equality of opportunity: women in society and in the workforce; equality of opportunity for minority groups

Sport: individual and team sports; amateur and professional sport

Free time activities: value of leisure; balance between leisure and work; planning leisure time

Travel and tourism: tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel

Part 2: A Level Extension Topics

B Daily Life

Examples of possible areas to explore under this topic

Religion and belief: the place of religion in society; attitudes to religious belief; patterns of churchgoing; religious minorities

Health and fitness: healthy living; exercise; dieting; drugs; health care provision; stress; AIDS

D Work and Leisure

Examples of possible areas to explore under this topic

Education: education systems and types of school; patterns of curriculum; relationship between education and training; further and higher education provision; examinations

Cultural life/heritage: the world of the arts; significant figures and trends in the arts; the place of culture and the arts in the life of the nation

E International Affairs

Examples of possible areas to explore under this topic

The developing world: problems of developing countries; future trends

War and peace: conflicts in the world: ethnic, religious, ideological

European Union: the role of France, Germany or Spain in the EU; attitudes of that country's population to European issues; future developments

F Scientific and Technological Innovations

Examples of possible areas to explore under this topic

Medical advances: advances in the treatment of disease; ethical problems of medical progress

Electronic communications: modern communications systems; satellites

G EITHER Aspects of France and the French-speaking World

Examples of possible areas to explore under this topic

Le système politique en France; Paris et la Province; les mouvements de droite; l'héritage colonial; le monde francophone

G OR Aspects of Germany and the German-speaking World

Examples of possible areas to explore under this topic

Das vereinte Deutschland seit der Wende; DDR und BRD in der Nachkriegszeit; Einwanderer in Deutschland; Rechtsradikalismus im neuen Deutschland; Österreich; die Schweiz

G OR Aspects of Spain and the Spanish-speaking World

Examples of possible areas to explore under this topic

Los gobiernos regionales; el separatismo; la cultura regional; los partidos políticos; la monarquía; los grupos terroristas y sus actividades; el mundo hispanoamericano

Appendix B: MARKING SCHEMES

The marking schemes for the following components are criteria based and are therefore not examination specific.

- Component 1: Speaking
- Component 4: Essay
- Component 5/55: Texts and Thematic Studies

Outline marking schemes for the other components are included with the specimen papers.

UCLES

MARKING SCHEME FOR SPEAKING (COMPONENT 1)

Presentation

The presentation will be marked out of 20 marks: Content/Presentation 10, Language 5, Pronunciation/Intonation 5. Candidates who make no reference to the contemporary society or cultural life/heritage of a country where the language is spoken will have their mark for **content/presentation** halved.

Content/Presentation Knowledge of facts; ability to express opinions and raise issues for discussion	Pronunciation/Intonation	Language
9/10 Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	5 Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	5 Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
7/8 Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	4 Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	4 Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5/6 Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3 A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	3 May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
3/4 Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	2 Intelligible but anglicised and very many errors of pronunciation.	2 Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0/1/2 Very little factual information; materials irrelevant; vague, arguments incoherent; little effort at presentation; examiner confused.	0/1 Very poor; many gross errors; frequently incomprehensible.	0/1 Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically English.

TOPIC CONVERSATION AND GENERAL CONVERSATION

Comprehension and Responsiveness	Accuracy	Feel for the language	Range of Vocabulary and Structures	
			Providing Information and Opinions	Seeking Information and Opinions
Very good (9–10)	Very good (9–10)	Very good (9–10)	Very Good (5)	Very Good (5)
No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics: able to guide the discussion and lead the examiner, offering and seeking opinions as appropriate.	Consistently accurate. Only occasional minor slips.	Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.	Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	Asks questions in a range of different ways and with confidence.
Good (7–8)	Good (7–8)	Good (7–8)	Good (4)	Good (4)
Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead.	Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	Has a good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.	Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	Asks questions confidently.
Satisfactory (5–6)	Satisfactory (5–6)	Satisfactory (5–6)	Satisfactory (3)	Satisfactory (3)
Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.	Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.	Limited expression of ideas (but no ambiguity) caused by limitations in range of vocabulary and some structures.	Capable of asking questions but with hesitancy and/or difficulty in using question forms.
Weak (3–4)	Weak (3–4)	Weak (3–4)	Weak (2)	Weak (2)
Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	Generally inaccurate use of the language.	Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.	Severe limitations of vocabulary and structures restrict discussion to a very basic level.	Severe limitations in forming questions impede communication.
Poor (1–2)	Poor (1–2)	Poor (1–2)	Poor (1)	Poor (1)
Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	No grasp of grammatical accuracy. Errors constant and repeated.	Has no feeling for the foreign language.	Very restricted vocabulary. Only simple sentences and no variety of structure.	Questions are not readily understood.

**MARKING SCHEME FOR ESSAY
(COMPONENT 4)**

SUMMARY OF MARKING CRITERIA	
LANGUAGE (Mark out of 24)	CONTENT (Mark out of 16)
Very good (21–24)	Very good (14–16)
Confident use of complex sentence patterns, generally accurate, extensive vocabulary, good sense of idiom.	Detailed, clearly relevant and well illustrated; coherently argued and structured.
Good (16–20)	Good (11–13)
Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary.	Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.
Adequate (10–15)	Adequate (7–10)
A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	Some knowledge, but not always relevant; a more limited capacity to argue.
Poor (5–9)	Poor (3–6)
Consistently simple or pedestrian sentence patterns with persistent errors; limited vocabulary.	Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.
Very poor (1–4)	Very poor (1–2)
Only the simplest sentence patterns, little evidence of grammatical awareness, very limited vocabulary.	Vague and general, ideas presented at random.

**MARKING SCHEME FOR TEXTS AND THEMATIC STUDIES:
(COMPONENTS 5/55)**

Candidates will write their essays in the foreign language. Examiners should look for a candidate's ability to communicate effectively and should ignore linguistic errors which do not impede communication. The use of the foreign language will not prove a barrier to effective communication, provided that examiners adopt as the bench mark for an appropriate standard of attainment the level of comment and insight that could be expected of an A-level student on a visit to the foreign country, discussing a film or a television programme in the foreign language with an exchange partner.

Each question is marked out of 25, using the scheme outlined below, with a notional working pass mark of 13. Examiners should assume initially that candidates will meet the requirements for a sound mark and then raise or lower this mark in the light of the material presented.

Section 1: Passage-based questions

Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer. Examiners should allow candidates to use the passage as they choose, and ask themselves how successfully the candidates have manipulated their material and to what extent they have shown depth of awareness and knowledge of the workings of the text under discussion. This is not an exercise in literary criticism: examiners should reward candidates whose answers show good understanding of how a text works and how an author has conveyed the key issues.

Section 1: Essays

A prime consideration is that candidates show detailed knowledge and understanding of the text.

Section 2

The questions set relate to themes rather than texts. Candidates will be required to prove evidence of thought and intelligent insight. Examiners should look for an awareness of the aims of authors and of particular techniques, incidents or characters which enable these aims to be fulfilled (or not). Candidates should show some ability to assimilate the material read and present a coherent argument. They should be rewarded for their ability to offer intelligent comments on their chosen themes and the skill and extent to which they marshal supportive material for their case.

Section 2 does not require textual analysis, nor does it place emphasis on literary techniques. Essays will tend to present a general picture, and, provided candidates' comments and insights respond to the question, these should be appropriately rewarded.

Candidates are required to focus on, and make specific reference to, one of the named texts from the list and to support their case by clear reference to additional material. References to other literary and non-literary works, to films, television transmissions, videos and newspapers are all valid but must be relevant. A candidate who does little more than refer to “other books I have read” or “and in the film version the end is different” will gain no advantage, unless this extra material is genuinely incorporated into the argument. Examiners should view with particular scepticism final paragraphs whose purpose is to suggest wider study where there is little evidence of such work in the bulk of an essay which has hitherto concentrated solely on a single text.

Candidates must state at the top of their essays which named text they are using for close reference. Candidates who limit themselves to a named text only and who do not make proper use of the additional material required by the rubric cannot be given more than a SOUND mark for that essay.

22–25 EXCELLENT	Intelligent use of material, clarity, sense of control, good organisation. Clear evidence of thoughtful evaluation of texts or themes
19–21 VERY GOOD	The essay has an argument and develops a case. There is a clear line of thought. The text is used and pointed to the question and (for thematic studies) the supplementary material included is relevant. Quotations may not always be integrated but their selection is appropriate. There may be some limitations in scope, but the general issues pertinent to the text and the question have been taken into account.
17–18 GOOD	The text is understood and is applied to the question even if the essay does not show much sophistication. For thematic studies, the candidate will refer to material beyond the named texts, but is not always able to integrate this material. Overall the impression is workmanlike with evidence of thought and preparation.
15–16 SOUND	Evidence that the candidate has understood the text presented. The essay has a preponderance of “content” but there is evidence of the candidate’s ability to recognise the central issues of the work. Quotation, where used, may be undigested.
13–14 ADEQUATE/ BORDERLINE PASS	The candidate shows a limited grasp of the text. Story telling may be acceptable where clearly related to the question. Any evidence of understanding should be rewarded and the answer considered for the next band.
10–12 POOR	Some material, but little attempt to organise it or to answer question.
0–9 VERY POOR	Extremely brief and/or very inadequate answer. The problems may include any or all of the following: great difficulty in communicating anything in the foreign language; obvious ignorance of the texts; irrelevant answers. Levels within this band should be distinguished: the lower end for complete ignorance; up to 9 for a reasonably solid paragraph conveying some relevant information. Anything more than this should be considered for the next band.

Appendix C: FURTHER GUIDANCE ON COURSEWORK

1 DETAILS OF THE REQUIREMENTS FOR COURSEWORK AT A AND AS ARE TO BE FOUND IN THE SYLLABUS

2 THE ROLE OF THE TEACHER

The extent to which the teacher may intervene in the coursework process is a constant theme of all discussions about coursework. It is clearly part of the teacher's role to provide guidance and supervision in the following ways:

- a to assist with suggestions for topics;
- b to indicate sources of information, eg organisations or people who might be able to help, materials, places to visit, references etc;
- c to advise on the practicability or impracticability of schemes proposed by pupils;
- d to give suggestions as to length, approach and treatment;
- e to take an active role in the choice of title;
- f to exercise a continuing supervision of work to prevent plagiarism and to monitor progress;
- g to ensure that the work is completed in accordance with the syllabus requirements and that it can be assessed in accordance with the specified criteria;
- h to satisfy themselves, as far as they are able, that all written work submitted for coursework assessment is the pupil's own, unaided work.

Teachers may comment on the first draft of the final submission in general terms. As far as the language is concerned, it is in order to make a general statement that eg more care is to be taken with agreements, or with the use of tenses and that the student should go back and attend to these points, but not to indicate every specific error for the candidate. Teachers may also comment in general terms on content, structure and organisation of the work. Students should produce no more than one draft of the work for the teacher to comment on and the teacher should mark it once only.

All coursework must therefore be the candidate's original work (and not a fair copy incorporating corrections from the teacher). Teachers are required to record the guidance they have given to pupils on the Teacher's Comment Sheet, together with comments on the pupil's development and approach. A cover sheet must be attached to each piece of coursework.

3 THE ROLE OF THE MODERATOR

The purpose of moderation is to bring the marking of an internally assessed component in all participating centres to an agreed standard. Moderation is concerned primarily with the level and spread of marks, but the Moderator will also comment, where appropriate, on other aspects of the work, such as the choice of subject, the quality of presentation etc. All work from a Centre will be sent to the Moderator. In Centres with more than 10 candidates, the Moderator will normally look at about 10; in small Centres all candidates will be looked at. Internal moderation is required where more than one teacher in a Centre has been involved in the marking.

4 PRESENTATION OF COURSEWORK

Experience has shown a wide variation in the presentation of coursework, from relatively scruffily presented essays to beautifully word-processed and illustrated files with decorative covers. There are no assessment criteria relating to presentation as such, but it is difficult for a Moderator to remain wholly unaffected by the quality of presentation. It is obviously in the interests of pupils to present their work in a clearly readable form, with illustration and documentation where appropriate, and with some concern for the effect of presentation on teacher/examiner and Moderator. Where appropriate, coursework may include tapes, films and other non-printed material.

Each item of coursework must be accompanied by a bibliography in which any sources used are to be mentioned. Where direct quotation is made, this must be acknowledged both in the bibliography and by the use of quotation marks. Candidates who attempt to pass off the work of other authors as their own will be reported to OCR's Malpractice Committee and will be liable for the imposition of severe penalties up to and including disqualification. Teachers are responsible for ensuring that candidates are aware of this regulation.

For despatch to the Moderator, A4 folders must be used which are clearly labelled with the centre and candidate name, Centre and candidate number and the examination paper reference eg 9110/6, 9115/66, 8618/66.

5 DATES

All work must reach the Moderator by 30 April.

6 ASSESSMENT CRITERIA

Teachers should assess the coursework using the following criteria:

A Content (25 marks)

25–21	Outstanding work of exceptionally high quality. The content is well thought-out, wide-ranging in treatment and based on intelligent use of sources. There is a considerable degree of personal involvement in the material and a high level of interest is maintained for the reader. There may be original ideas and a marked capacity to evaluate the evidence and draw conclusions from the material presented.
20–16	Very good work. The content is quite well thought-out with a good range of treatment and there is good use of a range of sources, where appropriate. There is a significant degree of personal involvement, and the content retains the interest of the reader. There is some capacity to evaluate evidence and draw conclusions from the material presented.
15–11	Commendable. The content is satisfactory but more obviously derivative than in the two higher categories. The student is interested in the subject, but has not been able fully to transmit this interest to the reader. Use of source material is adequate. The subject has been understood but the information given is not really evaluated and there is no real capacity to draw conclusions.
10–6	There are serious omissions in the content, and the use of sources is very derivative, though not exactly plagiaristic. The student seems to have little real involvement in the subject, and the general impression on the reader is flat and uninteresting. There is a good deal of irrelevance and no capacity to evaluate evidence or draw conclusions.
5–0	Very thin content, full of omissions and irrelevance. No real interest or involvement on the part of the student.

B Structure and Development (10 marks)

Where essays exceed the word limit (600 for the shorter pieces and 1100 for the longer pieces), candidates will be placed no higher than in the Below Average category (3-2) in this section.

10–9	Outstanding. The work is exceptionally well structured, showing excellent development of ideas and clear logical links between sections. There is balance between the parts and a considerable capacity to select, organise and sequence the material is demonstrated.
8–7	Good. Well structured with some balance and clear ability to make logical links and develop ideas. Evidence of the capacity to select, organise and sequence the material.
6–4	Satisfactory. There is some evidence of structure in the work, but it lacks a clearly developed line of thought, and may be unbalanced in its treatment of some aspects of the subject. Some faults in the organisation and sequencing of material eg there may be some paragraphs which show no relation to each other.
3–2	Below Average. Inadequately or haphazardly structured with no clear development of ideas and faulty sequencing of material or excessive length (see above).
1–0	Poor. Slapdash and disorganised.

C Use of Language (10 marks)

Accuracy is not a concern in this part of the assessment of language.

10-9	Outstanding. Highly fluent and confident use of language. Wide range and variety of lexis and sentence structure and appropriate use of idiom. Meaning conveyed with complete clarity. The best work one could expect from an A level candidate. Despite use of sources, this is very much the candidate's own work.
8-7	Good. Fluent use of language with a good range of lexis and some capacity to handle complex sentences. Meaning conveyed without difficulty. Clearly the candidate's own work, though some interference from sources.
6-4	Satisfactory. A reasonable attempt to express him/herself, but somewhat limited in fluency and range of lexis. Uses relatively straightforward sentence construction, and leans rather heavily on the language of the source materials. Meaning conveyed in general but with some ambiguity.
3-2	Either reads like translated English with no evidence of fluency and with very limited lexis and range of sentence structure. Or highly sophisticated "foreign language" clearly drawn largely from source materials with little intervention by the candidate
1-0	Either command of the foreign language is not adequate to convey meaning in handling a topic at this level of difficulty. Limited lexis, only simple sentence structure used. Or almost wholly derivative and plagiarised.

D Accuracy of Language (5 marks)

This mark out of 5 should be given for the accuracy in the use of tenses, agreements, word order, spelling etc.

5	Outstanding	Only minimal errors.
4	Very Good	Some errors, but not serious in nature.
3	Average	Some serious errors, but these do not mar the general impression.
2	Below Average	Many serious errors.
1-0	Poor	Language consistently marred by serious errors.

7 SPECIMEN FORMS