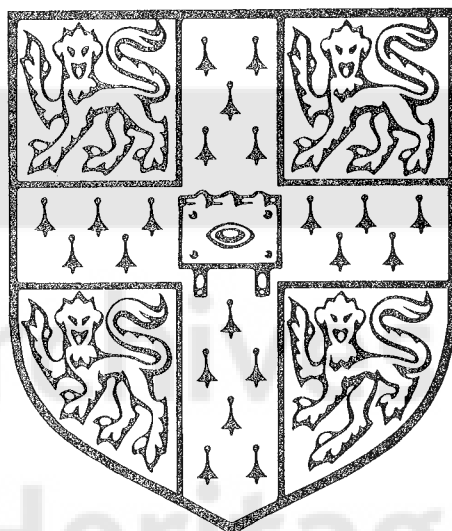


A Level

French

Session: 1994
Type: Syllabus
Code: 9110

University of Cambridge
Local Examinations Syndicate



**MODERN
LANGUAGES**

Examination Syllabuses for 1994 and 1995
(UK Centres only)

SUBJECT SYLLABUSES IN MODERN LANGUAGES

Common Core at Advanced Level

The syllabuses for French, German and Spanish conform to the Core published in Autumn 1983 by the G.C.E. Examining Boards of England, Wales and Northern Ireland.

Prescribed Texts

The availability of editions mentioned has been checked with the publishers. No special editions are prescribed except in the case of particular selections.

Teachers are invited to suggest titles suitable for inclusion as prescribed texts. The following considerations should be kept in mind:

1. General suitability: quality and substance.
2. Balance and range of the syllabus.
3. Availability. The texts must be generally available up to the time of the examination. It would be helpful if editions could be suggested, especially of modern or less well-known texts.
4. Opposing demands on the one hand for new material and, on the other, for continuity and especially for economy in setting texts which have been found successful previously and are held in stock.

Recent papers

Recent papers are available from the Publications Department.

Reports on the work of candidates appear in the SR8 (UK) booklet; schools' comments on the papers are also published. Copies may be obtained from the Publications Department.

Attention is called to the fact that the ability of candidates to express themselves clearly and to present their answers neatly and accurately is taken into account in the assessment of their work in all subjects.

Attention is called to the Instructions for the Conduct of certain components on p.21.

AIMS

- 1 To enable the pupil to understand the spoken and written forms of the foreign language from a variety of registers.
- 2 To enable the pupil to communicate confidently and clearly in the foreign language both through the spoken and written word.
- 3 To form a sound base of skills, language and attitude 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

Skills

The examination will assess the candidate's ability to:

- 1 show understanding of written texts in the contemporary foreign language, drawn from imaginative writing and from sources such as magazines, newspapers and official documents;
- 2 show understanding of the spoken language in a range of contexts such as radio news items, broadcast short stories, announcements, studio discussions and recorded talks;
- 3 show understanding of native and non-native speakers of the foreign language when in conversation, when interviewed, or when reacting to argument and debate;
- 4 convey clearly in writing the gist and/or more detailed meaning of English source materials to a reader of the foreign language with no knowledge of English;
- 5 demonstrate a capacity in writing the foreign language to summarise a passage;
- 6 demonstrate a capacity to draw on foreign language source material in order to produce a piece of composition in the foreign language presenting ideas in a coherent sequence;
- 7 manipulate the foreign language accurately and in ways which show a capacity to choose appropriate examples of lexis and forms of expression;
- 8 demonstrate a capacity, when writing in the foreign language, to present arguments and counter-arguments and to express personal interests, views, opinions and feelings;
- 9 seek information or discover views and opinions in a spoken interchange with a speaker of the foreign language;
- 10 express views and opinions in the foreign language and sustain a conversation;
- 11 present orally the substance of a foreign language text or more extensive piece of written work in the foreign language.

Knowledge

The examination will require that the candidate should:

- 12 show evidence of extensive reading in the foreign language;
- 13 demonstrate knowledge and awareness of important aspects of the contemporary society and culture of the foreign language community;
- 14 show, where appropriate, understanding of the historical background to contemporary events and knowledge of the civilisation and cultural heritage of the foreign language community.

Study Skills

The examination will assess the candidate's ability to:

- 15 demonstrate a capacity for personal research, gathering of material and use of sources;
- 16 demonstrate a capacity to organise and plan an extended piece of work, to present and evaluate certain factual material.

SCHEME OF EXAMINATION

The components which all students must take are as follows:

Component 1/2	Speaking (25%)	depends on option
Component 3	Listening (20%)	approx. 1 hr.
Component 4	Reading/Writing (25%)	2 hrs. 30 mins.
Component 5	Essay in the Foreign Language (10%)	1 hr. 30 mins.
Component 6/7/8	Course Work/Thematic Studies (20%)	depends on option

A special paper (Component 0) will be set in June only.

In Speaking and Course Work/Thematic Studies students may be entered for **either** Component 1 **or** Component 2 and **either** Component 6 **or** Component 7 **or** Component 8. Candidates may be entered for these options as individually appropriate — the whole group does not have to make the same choice.

TECHNIQUES OF ASSESSMENT**Component 1 Speaking (Assessment Objectives 3, 7, 9, 10, 11, 13, 14) (20 minutes: 25%)**

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

Sustained Speech (about 3 mins.) (20 marks)

The candidate will be expected to present a sustained speech on a specific topic. The topic may be chosen from the general areas outlined below, or the candidate may choose something of personal interest. It is expected that the candidate will speak for about 3 minutes without interruption from the examiner. Candidates must not re-use items presented for Course Work (Components 2 and 6/8) for their Sustained Speech, although closely related areas would be permitted (e.g. the study of *Le Grand Meaulnes* for 6/8 and *La vie de Henri Alain-Fournier* for Component 1, or the study of some environmental topic for 6/8 and a different environmental topic for Component 1).

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

Presentation: It is not intended that the candidate should recite a pre-learned passage. What is looked for is an interesting and lively presentation showing that the candidate has prepared the topic but not to the point of over-familiarity.

Candidates may bring in material to illustrate their presentation. This might include articles, maps, diagrams, statistics, pictures. If the material were in the form of an article, the candidate would not be expected to quote extensively from it.

Candidates may not bring in a script for their speech. They may however, have prepared a cue card with not more than five headings to remind them of the main points they wish to make which they can bring with them into the examination room.

Topic Conversation (7—8 mins.) (30 marks)

The sustained speech will lead into a conversation about the chosen topic. In the course of the topic conversation, the candidate will be required to substantiate, elaborate, clarify, qualify, etc. issues raised in the sustained speech. This may involve being asked to supply additional factual information where appropriate, to express and to defend a point of view.

General Conversation (8—9 mins.) (30 marks)

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 dealing with topics of an abstract and/or topical nature. Candidates should be able to discuss some matters of current interest, although it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern.

Reference may be made to a candidate's reading but the content of any set book will not be examined in detail.

Possible areas for the Sustained Speech/Topic Conversation are listed below. It is not envisaged that all areas will give rise to topics related to France, Germany or Spain.

Current political, economic or social issues

Education

Life in contemporary France, Germany, Spain (e.g. a custom, a region, a town, a village etc.)

Leisure pursuits

Environmental problems

The mass media

Religion

Sport

Family life

The Third World

A famous person

A topic from History

The Arts (e.g. theatre, music, cinema, painting, books etc.)

Sample tests are available from the 1987 examination, together with notes on the marks awarded.

Component 2 Speaking (Assessment Objectives 3, 7, 9, 10, 11, 13, 14) (Continuous Assessment 15%, 15 minutes final test 10%)

Centres wishing to enter for this component in the 1994 and 1995 examination must apply to the Modern Languages Officer by 31 December 1992 and 1993. Meetings may be held for training purposes.

In this component there is an element of continuous assessment in the testing of oral skills, in addition to a final interview with a visiting oral examiner. The form of the continuous assessment is a sampling of oral contribution in class activities over a period of the course.

The continuously assessed oral part is weighted at 15% and the final examination at 10% of the total allocation of marks.

Amongst the activities likely to form part of the Sixth Form language course, the following might be expected:

- (a) a brief talk/exposé to other members of the class presenting an aspect of work in progress for the course file, or dealing with some aspect of reading, viewing of a film or other area of interest in Foreign Language study;
- (b) presentation of one side of an issue/argument to form part of a debate on a subject of general interest related to the study of a language and its culture;
- (c) demonstration of an activity, hobby or leisure interest, with appropriate visual or practical aids;
- (d) interview with a native speaker on a visit to the UK, or with a foreign language assistant, with a view to gaining factual information and/or an insight into personal attitudes;
- (e) pair work activity between two students, based around a discussion, the planning of a joint activity, the playing of a role or some collaborative task;
- (f) role play with the teacher, foreign language assistant or other fluent speaker, where the student is required to fulfil an open-ended task, while representing the position of a person other than him/herself.

Such a range of activities allows scope for the deployment of a number of important language functions not present in the conventional oral interview, for example the functions of demonstrating, arguing, explaining, questioning, sharing information, reacting to an unexpected situation etc. Not only are such activities desirable as part of classroom methodology, but they are also assessable, and offer the chance to extend the range of speaking skills assessed in the oral component of the examination.

Continuous assessment would therefore take the form of a sampling of such class activities over a period of time. From the proposed battery of six activities suggested above, two would be presented for assessment. Of these, one will be chosen from the presentation/explanatory group (a), (b) and (c); and one from the interactive group (d), (e) and (f). In this way pupils could be allowed to build upon their strengths in oral skills, and teachers could choose not to assess activities in which they or their pupils did not feel completely at home.

The length of activity will vary from about 2—8 minutes depending on the type of activity. Detailed criteria for assessment are available on request. There is, of course, no limit to the number of occasions on which these activities might be practised, except the obvious limits of teaching time.

Marks for the first assessed activity must be available by 1 December prior to the final written examination but not sent to the Syndicate. Exceptionally, centres new to this paper may request feedback on this first assessment. Marks for the second assessed activity are to be available by 30 April prior to the final examination. Each student will have a personal cassette as a record of oral achievement. For the purposes of moderation each centre will have a tape per candidate which will include the two selected activities.

- I The final oral examination will be conducted and recorded on tape by a visiting examiner. The candidate will choose a topic different from any presented during the continuously assessed part of the oral examination, and will present on it a piece of sustained speech lasting about 3 minutes, followed by questions from the examiner and discussion. The conversation will then develop on more personal themes, lasting in total some 15 minutes. This is the same test as that described under Component 1 (but shorter).

Component 3 Listening (Assessment Objectives 2, 3, 7) (approx. 1 hour: 20%)

A variety of test types will be used in assessing listening competence. Not all tests will necessarily be used every time the examination is set. A battery of tests, such as is suggested below, will be drawn upon as appropriate to each listening text:

- part of text provided in written form with gaps as an exercise in transcription from the spoken word;

- questions in English to be answered in English;
- questions in the foreign language to be answered in the foreign language;
- note-taking in English as the basis for a summary of main points;
- varieties of test types requiring non-verbal response, such as multiple-choice, true/false questions, the entering of information on a grid, timetable, programme or other diagrammatic aid to test comprehension.

There will be two sections:

Section 1 (7%)

A series of short items, such as news flashes, announcements etc., the final item being a more extended piece of narrative intended for listening, such as a longer news item, a broadcast anecdote, the statement of a point of view such as might be heard on the radio.

Section 2 (13%)

Two extended pieces taken from interviews or discussions between two or more speakers.

Component 4 Reading and Writing (Assessment Objectives 1, 4, 5, 6, 7, 13) (2½ hours: 25%)

There will be two sections:

Section 1 (15%)

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

- explanation of a section to illustrate understanding of context;
- comprehension questions in English;
- comparison of points made in the two texts;
- summary of a section, possibly using a gapped text as a framework.

The language of the passage 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 this section.

Section 2 (10%)

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

- response in the foreign language to questions in the foreign language;
- guided composition drawn from elements of the passage.

It is expected that candidates will spend 1 hour on this section.

Component 5 Essay in the foreign language (Assessment Objectives 6, 7, 8, 12, 13, 14, 15, 16) (1 hour 30 minutes: 10%)

Subjects for composition will be set on or around 1 March in the year of the examination, to allow time for preparation and research before being written under examination conditions in June. Information will be sent according to lists drawn up from schools' Preliminary Entries (on form PE1). Six topics will be set — only one title on each — and although the exact titles will not be given in advance, the subject areas will be sufficiently clearly focussed to allow for meaningful preparation. Candidates will write between 250–400 words on **one** title.

The Free Composition will be assessed by the Syndicate.

For centres to receive their essay topics on or around 1 March in the year of the examination it is imperative for accurate preliminary entries to be made in Autumn 1993 for 1994 and Autumn 1994 for 1995.

French Topics

Le commerce
 Le travail et le chômage
 L'environnement
 Les jeunes
 Les rapports humains
 La France et les Français
 Les transports
 La vie urbaine
 La vie politique
 La condition féminine
 Le troisième âge
 La gastronomie
 Le monde francophone
 Les communications

Les médias
 Les voyages
 L'éducation
 La recherche médicale
 Les loisirs
 La mode
 Le sport
 L'espace
 Le Tiers Monde
 La religion
 La vie culturelle
 La technologie
 La violence
 La guerre et la paix

German Topics

Arbeit und Arbeitslosigkeit
 Umwelt
 Jugend
 Ehe und Familie
 Deutschland und die Deutschen
 Transport und Reisen
 Politik
 Frauen
 Essen und Trinken
 Die deutschsprachigen Länder
 Verbindungen
 Medien
 Freizeit
 Sport

Mode
 Raumfahrt
 Die dritte Welt
 Die Religion
 Literatur und Kunst
 Technologie
 Krieg und Frieden
 Der Handel
 Das Stadtleben
 Das Alter
 Reisen
 Die Ausbildung
 medizinische Forschung
 Die Gewalt

Spanish Topics

El comercio
 El trabajo y el desempleo
 El medio ambiente
 Los jóvenes
 Las relaciones humanas
 España y los españoles
 Los transportes
 La vida urbana
 La vida política
 La situación de la mujer
 La tercera edad
 La gastronomía
 El mundo hispanohablante
 Los medios de comunicación

Los medios de información
 Los viajes
 La enseñanza
 La investigación médica
 Los pasatiempos
 La moda
 El deporte
 Los viajes espaciales
 El tercer mundo
 La religión
 La vida cultural
 La tecnología
 La violencia
 La guerra y la paz

Component 6 Course Work (Assessment Objectives 1, 6, 7, 8, 12, 13, 14, 15, 16) (4 items: 20%)

Candidates will submit a file of course work containing a total of 4 items of work in the foreign language, totalling approximately 3,000 words (quotation from any source material must be included in the word count).

Two items, each of around 400-500 words (**and no more than 600**) are to be based on topics studied by the whole class, e.g. response to an article read in the foreign language, response to a film or book, experience of a visit abroad.

Two longer pieces of around 800-1000 words each (**and no more than 1100**) must draw on more extensive reading and allow more freedom of individual choice.

Two pieces of course work (either 2×500 words or 1×500 and 1×1000 words) must be submitted to the teacher by 1 December in the year preceding the final examination, with the exception of *ab initio* candidates who need not adhere to this deadline.

The weighting for the pieces of course work is as follows: the two shorter pieces will together carry 50 marks, each of the two longer pieces will carry 50 marks for a total of 150 marks to be scaled to 75.

For a teacher who wishes to maintain a predominantly literary approach, this is allowed, with the first two pieces of work following from a class study of individual texts, and the second two pieces of work drawing on a wider range of reading and allowing for a more personal approach. For teachers wishing to move towards the study of more contemporary issues or topics, or who wish to offer a blend of literary and other topics, such a choice is also available.

Candidates should discuss the scope of their work with their teacher. They should plan their work before embarking on it, and, particularly for the longer items, establish a bibliography. No formal vetting of titles is required but any teacher in doubt is welcome to ask for advice.

Each piece of work must show evidence of having been marked by the teacher. The Criteria for Assessment are on pp.25-6 together with examples of the forms to be completed. Work must not be altered or re-copied 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 comments sheet must be available for moderation by **30 April**. The work will be returned with comments on the marking.

Component 7 Thematic Studies (Assessment Objectives 1, 6, 7, 8, 12, 13, 14, 15, 16) (3 hours: 20%)

A choice of five themes will be set. Three questions, each on a different theme, are to be answered in the foreign language.

Candidates may choose to answer on one text from each of three themes or to refer to more than one. In either case, examiners will be looking for comments and illustrations that support the candidate's argument. Other literary works and non-literary material e.g. films, videos, TV transmissions, newspapers etc. are welcome, where relevant, as additional illustrative material.

One text from each of the themes studied may be taken into the examination: these may be annotated by the candidates although editors' notes should be separated off.

Each thematic section of four prescribed texts will contain **THREE** questions. The examiners will ensure that, whichever text(s) a candidate has studied, s/he will find a choice of questions. All questions will be answered in the foreign language. Examiners are looking for a candidate's ability to communicate effectively and will ignore linguistic errors which do not impede communication.

As the questions set will relate to themes rather than texts, candidates will be required to offer intelligent comments, basing and supporting their answers on their reading, rather than the literary critical approach of previous literature papers.

French ¹: Prescribed Texts for both 1994 and 1995**1. La Famille**

- Maupassant: *Pierre et Jean* (Nelson)
 Bazin: *Vipère au poing* (Methuen/Poche)
 Laye: *L'enfant noir* (Presses Pocket)
 Ernaux: *La Place* (Methuen)

2. La Guerre

- Maupassant: *Boule de Suif et autres contes de la guerre* (Harrap)
 Vercors: *Le Silence de la Mer* (Poche)
 Duhamel: *Souvenirs de la grande guerre* (Methuen)
 Joffo: *Un Sac de billes* (Poche)

3. Le Théâtre comique

- Molière: *L'École des Femmes* (Larousse/Bordas/Blackwell)
 Beaumarchais: *Le Barbier de Séville* (Harrap/Larousse/Blackwell/Bordas/Poche)
 Musset: *On ne badine pas avec l'amour* (Bordas/Larousse)
 Jarry: *Ubu Roi* (Folio)

4. L'amour

- Racine: *Andromaque* (Larousse/Bordas)
 Mérimée: *Carmen* (Nelson/Larousse)
 Colette: *Le Blé en herbe* (Hodder)
 Duras: *Moderato Cantabile* (Methuen)

5. L'Individu et la Société

- Vailland: *Un jeune homme seul* (Methuen)
 Anouilh: *Antigone* (Harrap)
 Camus: *L'Étranger* (Methuen/Folio)
 Sartre: *Les Mains sales* (Methuen/Folio)

German ¹: Prescribed Texts for both 1994 and 1995**1. Leben unter dem Hakenkreuz**

- Das Tagebuch der Anne Frank* (Fischer TB)
 Andersch: *Sansibar oder der letzte Grund* (Harrap/Diogenes)
 Goes: *Das Brandopfer* (Harrap/Fischer TB)
 Zuckmayer: *Des Teufels General* (Harrap/Fischer TB)

2. Geschichte auf der Bühne

- Schiller: *Maria Stuart* (MacMillan/Reclam)
 Brecht: *Der aufhaltsame Aufstieg des Arturo Ui* (Methuen/Suhrkamp)
 Büchner: *Dantons Tod* (Manchester UP/Reclam)
 Peter Weiss: *Die Ermittlung* (Rowohlt)

3. Familienverhältnisse

- Kafka: *Das Urteil* (Fischer)
 Fontane: *Effi Briest* (Ullstein)
 Hauptmann: *Einsame Menschen* (Ullstein)
 Horváth: *Geschichten aus dem Wienerwald* (Suhrkamp)

4. Die Frau in der Gesellschaft

- Böll: *Die verlorene Ehre der Katharina Blum* (Harrap/DTV)
 Wander: *Guten Morgen, du Schöne!* (Sammlung Luchterhand)
 Brecht: *Mutter Courage und ihre Kinder* (Heinemann/Suhrkamp)
 Goethe: *Iphigenie auf Tauris (or Urfaust)* (Klett/DTV)

5. Gerechtigkeit und das Gesetz

- Brecht: *Der kaukasische Kreidekreis* (Routledge/Suhrkamp)
 Dürrenmatt: *Der Richter und sein Henker* (Rowohlt/Nelson/Diogenes)
 Hochwälder: *Das heilige Experiment* (Nelson/Reclam) or *Der öffentliche Ankläger* (Reclam)
 Kleist: *Das Erdbeben in Chili* (Reclam/Klett) or *Michael Kohlhaas* (Reclam/Klett/MUP)

¹ No information is given about texts for 1996 as a major syllabus revision is likely.

Spanish¹: Prescribed Texts for both 1994 and 1995

1. La vida rural
 - Rulfo: *El llano en llamas* (Prentice-Hall)
 - Goytisolo: *Campos de Níjar* (Támesis/Seix Barral)
 - Llamazares: *La lluvia amarilla* (Seix Barral)
 - Lope de Vega: *Peribañez y el Comendador de Ocaña* (Tamesis Texts/Cátedra, Austral, Clásicos Castellanos)
2. Conflicto y cambio en Latinoamérica
 - Arguedas: *Los ríos profundos* (Pergamon)
 - Azuela: *Los de abajo* (Fondo de Cultura Económica/Harrap)
 - García Márquez: *El coronel no tiene quien le escriba* (MUP/Bruguera)
 - Moyano: *El trino del diablo* (Editorial Sudamericana)
3. El individuo al margen de la sociedad
 - Sábato: *El túnel* (Harrap/Cátedra)
 - Cela: *La familia de Pascual Duarte* (Prentice Hall/Col. Destinolibro)
 - Delibes: *Las ratas* (Destino)
 - Goytisolo: *Fiestas* (Seix Barral)
4. La mujer en la sociedad
 - Delibes: *Cinco horas con Mario* (Nelson)
 - Laforet: *Nada* (OUP/Col. Destinolibro)
 - Galdós: *La de Bringas* (Cátedra)
 - Lorca: *La casa de Bernarda Alba* (Cátedra/Alianza)
5. La religión y la sociedad
 - Clarín: *Cuentos* (Anaya)
 - Unamuno: *San Manuel Bueno, mártir* (Alianza/Cátedra)
 - Pérez Galdós: *Nazarín* (Hernando)
 - Carpentier: *El reino de este mundo* (Seix Barral)

Component 8 Course Work (Assessment Objectives 1, 6, 7, 8, 12, 13, 14, 15, 16)/Thematic Studies (Assessment Objectives 1, 6, 7, 8, 12, 13, 14, 15, 16) (Either 1 item and 2 hour question paper; or 2 items and 1 hour question paper)

Either: 1 item of course work in the foreign language (1000 words *) and 2 questions in the foreign language relating to the study of prescribed texts grouped by theme (themes are given under Component 7);

Or: 2 items of course work in the foreign language (2 × 1000 words *) and 1 question in the foreign language relating to the study of prescribed texts grouped by theme.

* One piece of course work of 1000 words may be replaced by 2 shorter pieces (500 words each).

Candidates must not use the same material in their Course Work and the Thematic Studies examination.

For information on deadlines, moderation arrangements etc., see under Component 6. Component 8 candidates are not obliged to adhere to the December deadline.

Component 0 Special Paper (Available in June only)

- | | |
|---|-----|
| (a) Short Prose Composition | 30% |
| (b) Passage for Comprehension
(literary or non-literary) | 30% |
| (c) Essay (250–350 words) | 40% |

All work is in the Foreign Language

¹ No information is given about texts for 1996 as a major syllabus revision is likely.

ARRANGEMENTS FOR THE NOVEMBER EXAMINATION

Component 1 (20 minutes: 25%)

Candidates should retake the **oral** 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 2

Not available to first-time candidates in November.

Candidates having previously entered for Component 2 wishing to retake an oral test whose oral performance has been appreciably improved since the June examination **must** enter for Component 1.

To carry forward their June mark they must enter for **Component 82**.

Component 5

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 the Syndicate.

Component 6

Not available to first-time candidates in November.

Candidates may carry forward the course work mark to the November examination by entering for **Component 86**.

NB Candidates wishing to re-sit the examination in the following June will be allowed to carry forward part of their Component 6 course work. Special arrangements must, however, be made with the Subject Officer at the Syndicate.

Component 8

Not available to first-time candidates in November.

Candidates re-submit all or part of their June course work and must re-sit the question paper element.

RUSSIAN ADVANCED LEVEL

Subject 9614

Available in June only.

The examinations in Russian will normally be as set by the Oxford and Cambridge Schools Examination Board. Copies of the syllabuses are available on request. Arrangements may be made on special application to borrow the papers of another board.

ITALIAN ADVANCED LEVEL

Subject 9826

Available in June only.

The examinations in Italian will normally be as set by the University of Oxford Delegacy of Local Examinations. Copies of the syllabuses are available on request. Arrangements may be made on special application to borrow the papers of another board.

AIMS

- 1 To enable the pupil to understand the spoken and written forms of the foreign language from a variety of registers.
- 2 To enable the pupil to communicate confidently and clearly in the foreign language.
- 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

Depending on the options taken, the examination will assess the candidate's ability to:

- 1 show understanding of written texts in the contemporary foreign language, drawn from imaginative writing and from sources such as magazines, newspapers and official documents;
- 2 show understanding of the spoken language in a range of contexts such as radio news items, broadcast short stories, announcements, studio discussions and recorded talks;
- 3 show understanding of native and non-native speakers of the foreign language when in conversation, when interviewed, or when reacting to argument and debate;
- 4 manipulate the foreign language accurately and in ways which show a capacity to choose appropriate examples of lexis and forms of expression;
- 5 seek information or discover views and opinions in a spoken interchange with a speaker of the foreign language;
- 6 express views and opinions in the foreign language and sustain a conversation;
- 7 demonstrate a capacity to draw on foreign language source material in order to produce a piece of composition in the foreign language presenting ideas in a coherent sequence;
- 8 present orally the substance of a foreign language text or more extensive piece of written work in the foreign language.

SCHEME OF EXAMINATION

All students must take Component 1: Speaking (40%) 20 minutes and **any two** of the following:

Component 2	Course Work (30%)	
Component 3	Listening (30%)	approx. 40 mins
Component 4	Reading (30%)	1 hr 30 mins

On special application to the Subject Officer, arrangements **may** be made for AS candidates in Centres already taking up Component 2 (Speaking) at A level to be offered a continuous assessment option.

TECHNIQUES OF ASSESSMENT

Component 1 Speaking (Assessment Objectives 3, 4, 5, 6, 8) (20 minutes: 40%)

A visiting examiner will conduct and record on tape a test lasting approximately 20 minutes made up of the following parts:

Sustained Speech (about 3 mins.) (20 marks)

The candidate will be expected to present a sustained speech on a specific topic. The topic may be chosen from the general areas outlined below, or the candidate may choose something of personal interest. It is expected that the candidate will speak for about 3 minutes without interruption from the examiner. Candidates must not re-use items presented for course work (Component 2) for their sustained speech, although closely related areas would be permitted (e.g. the study of *Le Grand Meaulnes* for Component 2 and *La vie de Henri Alain-Fournier* for Component 1, or the study of some environmental topic for Component 2 and a different environmental topic for Component 1).

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

Presentation: It is not intended that the candidate should recite a pre-learned passage. What is looked for is an interesting and lively presentation showing that the candidate has prepared the topic but not to the point of over-familiarity.

Candidates may bring in material to illustrate their presentation. This might include articles, maps, diagrams, statistics, pictures. If the material were in the form of an article, the candidate would not be expected to quote extensively from it.

Candidates may not bring in a script for their speech. They may however, have prepared a cue card with not more than five headings to remind them of the main points they wish to make which they can bring with them into the examination room.

Topic Conversation (7—8 mins.) (30 marks)

The sustained speech will lead into a conversation about the chosen topic. In the course of the topic conversation, the candidate will be required to substantiate, elaborate, clarify, qualify, etc. issues raised in the sustained speech. This may involve being asked to supply additional factual information where appropriate, to express and to defend a point of view.

General Conversation (8—9 mins.) (30 marks)

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 dealing with topics of an abstract and/or topical nature. Candidates should be able to discuss some matters of current interest, although it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern.

Possible areas for the Sustained Speech/Topic Conversation are listed below. It is not envisaged that all areas will give rise to topics related to French-, German- or Spanish-speaking countries.

Current political, economic or social issues

Education

Life in contemporary French-, German-, Spanish-speaking countries (e.g. a custom, a region, a town, a village etc.)

Leisure pursuits

Environmental problems

The mass media

Religion

Sport

Family life

The Developing World

A famous person

A topic from History

The Arts (e.g. theatre, music, cinema, painting, books etc.)

Sample tests are available from the 1987 Advanced level examination, together with notes on the marks awarded.

Component 2 Course Work (Assessment Objectives 1, 4, 7) (30%)

Students will submit **either one** piece of course work **in the foreign language**, of approximately 1000 words (quotation from any source material must be included in the word count) **or two** items, each of around 400-500 words.

The course work is **either** to be based on topics studied by the whole class, e.g. response to an article read in the foreign language, response to a film or book, experience of a visit abroad **or** may draw on more extensive reading allowing for a greater freedom of individual choice.

Candidates should discuss the scope of their work with their teacher. They should plan their work before embarking on it, and, particularly for the longer items, establish a bibliography. No formal vetting of titles is required but any teacher in doubt is welcome to ask for advice.

Each piece of work must show evidence of having been marked by the teacher. Work must not be altered or re-copied 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 comments sheet must be available for moderation by 30 April. The work will be returned with comments on the marking.

Component 3 Listening (Assessment Objectives 2, 3, 4) (approx. 40 mins: 30%)

A variety of test types will be used in assessing listening competence. Not all tests will necessarily be used every time the examination is set. A battery of tests, such as is suggested below, will be drawn upon as appropriate to each listening test:

- part of text provided in written form with gaps as an exercise in transcription from the spoken word;
- questions in English to be answered in English;
- questions in the foreign language to be answered in the foreign language;
- note-taking in English as the basis for a summary of main points;
- varieties of test types requiring non-verbal response, such as multiple-choice, true/false questions, the entering of information on a grid, timetable, programme or other diagrammatic aid to test comprehension.

There will be two sections:

Section 1 (15%)

A series of short items, such as news flashes, announcements etc., the final item being a more extended piece of narrative intended for listening, such as a longer news item, a broadcast anecdote, the statement of a point of view such as might be heard on the radio.

Section 2 (15%)

One extended piece taken from interviews or discussions between two or more speakers.

Component 4 Reading (Assessment Objectives 1, 4, 7) (1½ hours: 30%)

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

- explanation of a section to illustrate understanding of context;
- comprehension questions in English;
- comparison of points made in the two texts;
- summary of a section, possibly using a gapped text as a framework.

The language of the passage 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.



Archives & Heritage



**INSTRUCTIONS FOR THE CONDUCT OF
CERTAIN COMPONENTS
FRENCH, GERMAN AND SPANISH
ADVANCED LEVEL/ADVANCED SUPPLEMENTARY**

A level COMPONENT 3/AS COMPONENT 3

Candidates should be divided into groups of not more than 30.

It is an important responsibility of the Local Secretary and the supervisor to ensure that precautions are taken to avoid unnecessary noise in the vicinity of the examination room.

One tape is provided for each 30 candidates. Schools may retain one tape at the end of the examination.

As soon as the tapes are received, the head of the department concerned should play them to check for any serious defects in the recording. This must be done under strict security conditions. Any defect should be reported to the Syndicate immediately. The tapes should then be resealed and stored securely until required.

On the day before the test is given, and under strict security conditions, the tape recorder should be placed in the examination room and short portions of the tape played over to check volume, etc.

Once the tape has been started no attempt may be made to go back for a section which may have been missed because of noise from outside, e.g. aircraft, and candidates should be warned of this before the test is started. Only if there is a serious emergency in the room, e.g. a candidate faints, may the tape be stopped and, later, when the emergency has been dealt with, restarted **at exactly the same place**. A note from the Supervisor should be included with the answer sheets stating at what point on the tape any interruption took place and the nature of the occurrence. Similarly, if there is good reason to doubt whether certain parts have been clearly heard by all candidates, details should also be included.

Language Laboratories may be used, without special application, for the recorded Listening Test if the equipment is considered satisfactory and there is sufficient accommodation. Particular care must be taken to ensure adequate supervision.

ORAL EXAMINATIONS: Administrative Arrangements

1. *Oral estimates*

- (a) Form ML32 will no longer be circulated in November of the year preceding the Summer examination. For the Autumn examination, however, this form will be circulated in August to be returned by 30 September.
- (b) Final estimates, details of impossible dates, etc. must be supplied on the relevant forms (E36) provided, for the Summer examination by 20 February, for the Autumn examination by 30 September.

2. *June oral examinations*

The tests will normally take place between the end of March and the beginning of the written examinations, at times to be arranged between the examiner and the school.

3. *November oral examinations**Arrangements for the November oral test*

There will be no visiting examiners. The examination will be conducted by the teacher in accordance with instructions which will be issued by the Syndicate: the test will be recorded for marking by the Syndicate. Cassettes will be supplied.

A level/AS ORAL EXAMINATIONS (COMPONENT 1)

The following notes form part of those issued to visiting examiners as a guide in their assessment of the performance of candidates. They are reproduced here for information only.

The examination consists of three tests: Sustained Speech (20 marks), Topic Conversation (30 marks) and General Conversation (30 marks).

(a) Sustained Speech

The candidate will present a topic of his/her choice. He/she will be expected to talk for 3 minutes on the topic, without interruption from the examiner. The topic will be marked out of 20 marks: Content/Presentation 10, Language 5, Pronunciation/Intonation 5. **Notes for guidance to schools have been issued.**

Content/Presentation (10 marks)

Knowledge of facts; ability to express opinions and raise issues for discussion.

10 9	Full and well organised coverage of the topic; including ideas and opinions as well as factual points; lively presentation; examiner's interest sustained.
8 7	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.
6 5	Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.
4 3	Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.
2 1 0	Very little factual information; material irrelevant, vague, arguments incoherent; little effort at presentation; examiner confused.

Pronunciation/Intonation (5 marks)

5	Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.
4	Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.
3	A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.
2	Intelligible but anglicised and very many errors of pronunciation.
0-1	Very poor; many gross errors; frequently incomprehensible.

Language (5 marks)

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 structure and vocabulary.
4	Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
3	May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
2	Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0-1	Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically English.

(b) Topic Conversation and (c) General Conversation

These tests will be marked on the same scales. The topic conversation will follow on naturally from the sustained speech. The examiner will seek out areas of special interest and ask the candidate to elaborate on these.

The general conversation will begin with some fairly straightforward questions about the candidate's background and interests and then move quickly on to a more mature conversation dealing with topics of an abstract and/or topical nature. 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.

Reference *may* be made to the candidate's reading but candidates will not be *examined in detail* on the set books.

Those who cannot sustain the conversation at a level appropriate to an 18+ examination when given every opportunity to do so will not earn a high mark.

Marking scale:

Examiners are urged to use the *full* range of marks in each scale.

Scale (a) Comprehension and responsiveness

This scale assesses the manner in which the candidate responds in terms of comprehension of examiner; immediacy of reaction/response; fluency of response.

Scale (b) Complexity and range

This scale assesses the linguistic content of the candidate's answers in terms of the complexity and range of structures, vocabulary, idiom.

Scale (c) Linguistic maturity

This scale assesses the candidate's feeling for the language, i.e. how far he/she has learned to think in terms of the language concerned and freed himself/herself from the influence of the mother tongue.

<i>Category</i>		<i>Mark</i>
Outstanding	a)	10
	b) Not necessarily a native speaker	
	c)	
Very good	a) Understands complicated questions and comments given at normal speed and is forthcoming and fluent in his/her own part of the conversation.	9
	b) Can speak easily and fluently on any topic.	
	c) Has a very good feeling for the language and is able to express concepts in an appropriate idiom. Little discernible interference from native tongue.	
Good	a) Has few difficulties with comprehension; forthcoming, but not always able to maintain fluency.	7-8
	b) Has sufficient vocabulary and adequate mastery of structures to handle reasonably mature subjects with confidence.	
	c) Shows competent use of relevant idiom, continuity of thought and language, and generally avoids anglicisms.	
Satisfactory	a) Shows confidence in handling basic situations and concepts, but marked hesitation in understanding or expressing more complicated ideas.	5-6
	b) Inadequacies of vocabulary and structure lead to limited expression of ideas, but not ambiguity.	
	c) Makes a genuine attempt to rise to the topic, but thought processes and expression are strongly influenced by English.	
Weak	a) Has occasional difficulty with comprehension and in responding to questions on abstract topics, but performs adequately when questions are pitched at a lower level.	3-4
	b) Severe limitations of vocabulary and structure restrict discussion to a very basic level.	
	c) Thought processes are basically English; has little feeling for the foreign idiom.	
Poor	a) Many questions have to be rephrased, and response tends to be in simple sentences, with no attempt to follow up.	1-2
	b) Has difficulty in answering questions of a more general nature, but is still able to respond eventually.	
	c) Has no feeling for the language; translates literally from the mother tongue.	

A level COURSE WORK (Components 6 & 8)**AS COURSE WORK (Component 2)****Assessment Criteria**

Teachers should assess the course work under 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 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 Good work for a student at this level. 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 (2-3) 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 and the clear ability to make logical links and develop ideas.

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 e.g. 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. Excessive length.

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.