

## **NOTICE TO CENTRES**

**FAO: The Head of Modern Foreign Languages**

**Date: June 2003**

**Subject: Advanced Subsidiary/Advanced GCE  
French (8190/9190), German (8230/9230),  
Spanish (8590/9590), Italian (8330/9330),  
Russian (8570/9570), Urdu (8643/9643).**

### **Curriculum 2000 Review: Changes to Specification**

**This notice gives details of:**

- **Changes to AS/A2 assessment grids with effect from June 2004**
- **Changes to the weighting of the Assessment Objectives with effect from 2004**
- **Changes to the Topics/Texts for German and Russian for first examination in June 2005**
- **Changes to the Topics/Texts for French and Spanish for first examination in June 2006**

**This document outlines modifications to assessment grids that follow on from the first full run of the Edexcel Advanced Subsidiary/Advanced GCE examinations in French (8190/9190), German (8230/9230), Spanish (8590/9590), Italian (8330/9330), Russian (8570/9570) and Urdu (8643/9643).**

**Edexcel is grateful for the useful feedback received from schools and colleges, which informed decisions on the amendments to the published assessment grids. A series of consultations with Modern Languages officers at QCA, and workshops between senior examiners for all units across all of the above languages have resulted in new assessment grids. It is intended that these will prove more logical and easier to apply.**

**The most significant change involves the weighting of AO4, which clearly caused some concern to teachers, candidates, as well as paper setters in Units 1, 2, 4.1 and 6. From June 2004 assessment of the candidates' knowledge and understanding of the culture and/or society of the target-language country/community will be confined to Units 3 and 5.**

## Unit 1 Listening and Writing

Candidates will not be required to demonstrate cultural knowledge of the target-language country in the personal responses.

Mark	Content (AO1)
4	Task fully grasped; answers wholly relevant and convincing. Excellent response, exploiting nearly all potential of stimulus.
3	Task understood and completed in most respects. Good response, addressing most aspects of stimulus.
2	Task not fully grasped but some relevant points. Reasonable response but largely pedestrian, ignoring significant aspects of stimulus.
1	Task misunderstood and completed ineffectively. Poor response, ignoring most aspects of the stimulus.
0	No rewardable material.

Mark	Quality of target language (AO3)
4	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy.
3	Good communication. Shows a good variety of lexis and structures. Errors usually minor.
2	Satisfactory communication but anglicised and/or inaccurate language occasionally impedes comprehensibility. Limited range of lexis and structures.
1	Limited communication. Range of language basic and/or 'lifted' from text, with much inaccuracy.
0	No rewardable language.

## Unit 2 Reading and Writing

The mark distribution for passages 3 and 4 will be reversed:

- Target-language questions/answers 10 marks
- English questions/answers 12 marks.

Candidates will not be required to demonstrate cultural knowledge of the target-language country in the extended writing task.

Mark	Content (A02)
19-20	Task fully grasped; answer wholly relevant and convincing.
16-18	Task well understood and completed, with some development of points.
13-15	Task understood and completed satisfactorily apart from minor omissions and/or irrelevance.
10-12	Task understood but some omissions and/or irrelevance.
7-9	Task not fully grasped but some points addressed successfully. Significant omissions. Some irrelevance and/or repetition.
4-6	Task largely misunderstood. Few points addressed successfully. Much irrelevance and/or repetition.
1-3	Task mostly misunderstood and answer barely relevant.
0	No rewardable material.

Mark	Quality of Language (A03)
19-20	Excellent communication. Language almost always fluent, varied and appropriate. Very high level of accuracy.
16-18	Very good communication. Language generally fluent, varied and appropriate. Few errors, mostly of a minor nature.
13-15	Good communication. Shows a good variety of lexis and structures. A few major errors which do not impair communication. Familiar forms and structures usually accurate.
10-12	Satisfactory communication. Anglicised and/or inaccurate language sometimes impedes comprehensibility. Some variety of lexis and structures.
7-9	Some communication. Basic language predominates. Language often anglicised and/or inaccurate.
4-6	Limited communication. Range of language basic and/or 'translated', with much inaccuracy.
1-3	Very limited communication. Language very basic, with much repetition. Highly inaccurate.
0	No rewardable language.

## Unit 3 Prepared Oral Topic

Quality of Language (A03)		
Mark	Accuracy	Range of Lexis
9-10	Highly accurate with perhaps some very minor errors. Pronunciation and intonation authentic.	Wide range of lexis and good variety of structures with only occasional limitation.
7-8	Generally accurate but some errors in more complex language. Pronunciation and intonation generally good.	Good range of lexis with some examples of more complex structures.
5-6	Accuracy variable, but errors rarely impede communication. Pronunciation and intonation inconsistent but comprehensible.	Adequate range of lexis; limited range of structures.
3-4	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.	Lexis restricted; operates generally in simple sentences.
1-2	Isolated examples of correct language; pronunciation and intonation often impede communication.	Very basic lexis; minimal command of structure.
0	No rewardable Language.	No rewardable Language.

Mark	Response (A01)
18-20	High incidence of spontaneous, fluent discourse; able to respond readily to unpredictable questions; develops and sustains discourse well.
15-17	Fairly frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals capably with unpredictable questions.
12-14	Some examples of fluent discourse but not always spontaneous or well-developed; some hesitation in more complex areas; some difficulty with unpredictable questions.
9-11	Few examples of spontaneous discourse; limited development of responses; fails to respond adequately to more complex or unpredictable questions; needs prompting at times.
5-8	Lack of spontaneity; cannot develop responses; relies on examiner's prompts; responds to obvious questions but comprehension very basic with even common question forms misunderstood at times.
1-4	Most replies inappropriate and at a very basic level; very reliant on examiner's language; minimal responses; demonstrates little comprehension.
0	No rewardable language.

Mark	Knowledge and Understanding (A04)
18-20	Very detailed, wide-ranging and well-researched knowledge; wealth of relevant opinion and evidence, demonstrating understanding; excellent control of ideas.
15-17	Good detailed knowledge; evidence of thorough research; opinion and evidence generally sound. Ideas well organised.
12-14	Fair knowledge but insecure in some areas; opinion and information adequate. Some uncertainty and lack of research. Not always able to organise ideas.
9-11	Limited knowledge; degree of hesitation and uncertainty in opinion and evidence offered; loses thread at times; gaps in knowledge indicating lack of research; some irrelevance; starting to be repetitive.
5-8	Very limited knowledge; frequently irrelevant and/or repetitive; little appropriate opinion and evidence offered.
1-4	Very little substance offered; scarcely any evidence of research or knowledge of chosen topic.
0	No rewardable language.

## Unit 4.1 Oral Discussion of Issues

Candidates will not be required to relate their initial issue to the target-language country.

Mark	Quality of Language (AO3)	
	Accuracy	Range
9-10	Highly accurate. Excellent pronunciation and intonation.	Impressive range of lexis and complex structures. Excellent use of language to express abstract concepts.
7-8	Good level of accuracy with occasional, usually minor, errors. Good pronunciation and intonation.	Good range of lexis and structures. Good use of language to express abstract concepts.
5-6	Accuracy variable with some basic errors. Pronunciation and intonation generally good with some lapses.	Adequate range of lexis and structures. Some ability to handle language of abstract concepts.
3-4	Basic errors, impeding comprehension at times. Pronunciation and intonation erratic.	Limited range of lexis and structures. Very little evidence of abstract language.
1-2	Very flawed language, often impeding comprehension. Pronunciation and intonation very inauthentic.	Very limited range of lexis and structures; mainly simple sentences. No evidence of abstract language.
0	No rewardable language.	

Mark	Response (AO1)
18-20	Very high incidence of spontaneous discourse; excellent level of response and development of unpredictable areas.
15-17	High incidence of spontaneous discourse; minimal hesitation; develops responses appropriately; deals very well with unpredictable areas.
12-14	Fairly frequent examples of spontaneous discourse; responds without undue hesitation; few comprehension problems; responds to and deals with unpredictable areas.
9-11	Some spontaneous discourse; some hesitation in more complex areas; some comprehension problems; responds to more straightforward unpredictable areas but rarely develops them further.
5-8	Minimal spontaneous discourse; recites pre-learnt material; understands basic questions but fails to respond adequately to more complex questions; some response to unpredictable areas, but unable to develop them.
1-4	No spontaneous discourse; very basic comprehension; unable to deal with unpredictable areas.
0	No rewardable language.

<b>Mark</b>	<b>The Issue (AO2)</b>
5	Excellent grasp of initial issue.
4	Good grasp of initial issue.
3	Adequate grasp of initial issue, but occasionally lacks focus.
2	Limited grasp of initial issue.
1	Very little grasp of initial issue.
0	No grasp of issue.

<b>Mark</b>	<b>Justification and Debate (AO2)</b>
14-15	Very high level of authentic debate sustained. Independent judgement and impressive discussion of initial and subsequent issues.
11-13	Good level of authentic debate sustained. Justifies views capably on initial and subsequent issues.
8-10	Maintains authentic debate but views not always fully justified on initial and subsequent issues.
6-7	Adequate level of debate but limited insight and justification of views on initial and subsequent issues.
3-5	Inadequate level of debate. Very little insight and justification of views on initial and subsequent issues.
1-2	No meaningful debate produced; views never justified.
0	No rewardable material.

## Unit 4.2 Interpreting

Mark	Accuracy of Target Language (AO3)
18-20	Highly accurate. Excellent pronunciation and intonation.
15-17	Very good level of accuracy with occasional, usually minor, errors. Very good pronunciation and intonation.
12-14	Level of accuracy generally secure with some incidence of error. Good pronunciation and intonation.
9-11	Accuracy variable but communication generally not impeded. Pronunciation and intonation inconsistent.
5-8	Consistent incidence of basic error impeding communication at times. Pronunciation and intonation inauthentic but comprehensible.
1-4	Many basic errors; communication severely restricted. Pronunciation and intonation very poor.
0	No rewardable language.

Mark	Appropriateness of Target Language (AO2)
18-20	Excellent use of appropriate language and excellent knowledge of idiom.
15-17	Very good use of appropriate language and idiom.
12-14	Good use of appropriate language and idiom.
9-11	Adequate use of appropriate language in straightforward sections; often inappropriate when more complex language is attempted; little idiomatic usage.
5-8	Language usually appropriate in short, straightforward sections only. No command of idiom. Basic lexis frequently unknown.
1-4	Appropriate language only in isolated instances.
0	No rewardable language.

Mark	Transmission (AO1)
18-20	Excellent transmission with very few errors. Extremely fluent and effective.
15-17	Very good transmission with skilful rephrasing at times. Only minor instances of misinterpretation. Occasionally lacks precision. Good flow maintained.
12-14	Good transmission overall but some sections misinterpreted. Some detail omitted. Good flow maintained for most part.
9-11	Straightforward sections reasonably correct but tends to use simplified renderings. Detail often omitted. Misconstrues more complex sections. Flow variable.
5-8	Significant number of sections wholly or partially misunderstood. Several, often basic phrases unknown; halting delivery.
1-4	Isolated instances of correct transmission; very hesitant.
0	No rewardable language.

## Unit 5.1 Topics and Texts

Please refer to the Appendices for changes to the Topics/Texts.  
The maximum mark for this option will now be 90.

Mark	Knowledge and Understanding (AO4)
27-30	Excellent k/u. Highly relevant and perceptive. Excellent ability to analyse and to substantiate points in depth. Excellent insight into the topic/text. Very high degree of independent judgement.
24-26	Very good k/u, showing ability to analyse in depth. Clearly expressed and largely relevant; points well substantiated. Very good degree of independent judgement.
21-23	Good k/u. Sound ability to analyse and substantiate points but tends to lack originality. Mostly relevant with minor lapses. Good degree of independent judgement.
18-20	Adequate k/u. Shows ability to analyse and substantiate points but is inconsistent. Minor digressions. Beginnings of independent judgement.
15-17	Satisfactory k/u. Modest ability to analyse and substantiate points. Some irrelevance and lack of clarity at times.
12-14	Moderate k/u but significant omissions. Some ability to analyse and substantiate points. Contains some irrelevance/ inaccuracy. Attempts to evaluate but treatment often too factual.
9-11	Limited k/u. A small amount of relevant material presented, showing limited ability to analyse and substantiate points. Tends to be predominantly descriptive/narrative.
5-8	Very limited k/u. A very small amount of relevant material presented but often confused. Little ability to analyse and substantiate points.
1-4	Minimal k/u. Mostly irrelevant and/or confused. Almost no ability to substantiate points.
0	Completely irrelevant.

k/u = knowledge and understanding of the society/culture of the TL country/community

<b>Mark</b>	<b>Organisation and Development of Ideas (AO2)</b>
8/9	Excellent o/d. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.
7	Very good o/d. Material very well planned and sequenced. Good control and coherently presented argument.
6	Good o/d of material and effective sequencing of ideas. Generally well constructed with minor lapses.
5	Satisfactory o/d of material. Development patchy and/or unambitious. Ideas not always effectively sequenced.
4	Some o/d. Development of ideas impeded at times by lack of ability to organise material logically. Rambling and/or repetitive at times.
3	Limited o/d. Attempts to construct an argument. Limited ability to draw conclusions.
2	Very limited o/d. Structure lacks coherence. Very limited ability to draw conclusions.
1	Minimal o/d. Structure almost wholly lacking in coherence. No ability to draw conclusions.
0	So ill organised and lacking in coherence that no credit can be given.

o/d = organisation and development

<b>Mark</b>	<b>Quality of Language (AO3)</b>
5/6	Excellent communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy.
4	Very good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and good use of idioms.
3	Satisfactory to good communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled.
2	Some communication achieved but lacks comprehensibility at times. Limited linguistic range; basic sentence construction. Register often inappropriate.
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate.
0	No rewardable language.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

## Unit 5.2 Coursework

The short piece will be marked out of 45. The mark given to the long piece will be doubled, rather than halving the mark for the short piece as was previously the case. The maximum mark for this option will therefore be 135.

Mark	Knowledge and Understanding (AO4)
27-30	Excellent k/u. Fully relevant; clearly written. Shows excellent analytical ability and convincing use of evidence and source material. High degree of independent judgement. <b>OR</b> Excellent response to stimulus material, convincing use of it in creative writing.
24-26	Very good k/u, showing ability to analyse in depth. Clearly expressed and largely relevant; evidence well selected and source materials used intelligently. Very good independent judgement. <b>OR</b> Very good response to stimulus material, plausible exploitation of it.
21-23	Good k/u. Shows ability to analyse and to use evidence and source material. Mostly relevant, but some minor lapses and lack of clarity. Good degree of independent judgement. <b>OR</b> Stimulus material has been well assimilated, good exploration of its possibilities.
18-20	Adequate k/u. Analysis and use of evidence and source material present but inconsistent. Minor digressions. Beginnings of independent judgement. <b>OR</b> Stimulus material has been assimilated, most of its possibilities explored
15-17	Satisfactory k/u. Modest ability to analyse and to use evidence and source material. Attempts to evaluate but treatment often too factual. Some digressions and lack of clarity. <b>OR</b> Stimulus material has been assimilated and some of its possibilities explored.
12-14	Moderate k/u but significant omissions. Shows some ability to analyse and to use evidence and source material. Often digressive and/or muddled. Approach to subject mostly descriptive or narrative. <b>OR</b> Some material has been assimilated, with little exploration of its possibilities.
9-11	Limited k/u. A limited amount of relevant material presented, showing little ability to analyse and to use evidence and source material. <b>OR</b> Limited exploration of stimulus material.
5-8	Very limited k/u. A very small amount of relevant material presented but often confused. Use of evidence and source material unconvincing. <b>OR</b> Very limited exploration of stimulus material.
1-4	Minimal k/u. Hardly any relevant material presented. Almost no ability to use evidence and source material. <b>OR</b> Minimal exploration of stimulus material.
0	Material presented completely irrelevant to title and subject.

k/u = knowledge and understanding of the society/culture of the TL country/community

<b>Mark</b>	<b>Organisation and Development of Material (AO2)</b>
8/9	Excellent o/d. Material very effectively marshalled and developed within a carefully planned framework. Logical sequence of ideas. Skilfully controlled throughout.
7	Very good o/d. Material very well planned and sequenced with minor lapses. Good control and coherently presented argument.
6	Good o/d of material and effective sequencing of ideas. Generally well constructed but lacking coherence in places.
5	Satisfactory o/d of material. Development patchy and/or unambitious. Evidence of argument but ideas not always effectively sequenced.
4	Some o/d. May be rambling and/or repetitive. Development of ideas impeded at times by lack of ability to organise material logically.
3	Limited o/d. Material ineffectively structured. Limited ability to draw conclusions/to respond convincingly.
2	Very limited o/d. Structure lacks coherence. Very limited ability to draw conclusions.
1	Minimal o/d. Structure almost wholly lacking in coherence; no ability to draw conclusions.
0	So ill-organised and lacking in coherence that no credit can be given.

o/d = organisation and development

<b>Mark</b>	<b>Quality of Language (AO3)</b>
5/6	Excellent communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy.
4	Very good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and good use of idioms.
3	Satisfactory to good communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled.
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate.
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate.
0	No rewardable language.

Answers which are totally irrelevant or can be given no credit for content will be awarded no marks for either content or language.

## Unit 6 Listening, Reading and Writing

The maximum mark for this Unit is 100, made up as follows:

Paper 6a 35 marks

Paper 6b 25 marks

Paper 6c 40 marks

The candidate's raw mark for this unit is therefore a simple addition of the three component parts.

### Paper 6a Listening

Assessment of Quality of Language will be transferred to 6b.

Mark	Summary (AO1)
14-15	Excellent summary skills. All essential detail communicated concisely.
11-13	Very good summary skills. Most essential detail communicated concisely.
8-10	Good summary skills. More than half of the essential detail communicated. May lack conciseness.
5-7	Satisfactory summary skills. About half of the essential detail communicated. Often lacks conciseness.
3-4	Unsatisfactory summary skills. Little essential detail communicated.
1-2	Very limited summary skills. Little intelligible detail communicated.
0	No essential detail communicated.

Mark	Grammar, Punctuation and Spelling (AO1)
5	Excellent
4	Good
3	Minor errors
2	Noticeable weaknesses
1	Major flaws
0	Unacceptable GPS

### Paper 6b Reading

Mark	Quality of Target Language (AO3)
6 -7	Good handling of complex structures. Good level of fluency. Idiomatic and nuanced.
4 -5	Satisfactory handling of complex structures. Some successful idiom and nuance.
2 -3	Limited handling of complex structures, idiom and nuance.
1	Unsuccessful handling of complex structures. Little attempt at idiom or nuance.
0	Very little or no handling of complex structures. No idiom or nuance.

The Transfer of Meaning passage is linked thematically to the stimulus. Lexical items present in this stimulus may be re-used, manipulated and adapted by candidates. The exercise is therefore less a test of lexis than of the accurate handling of grammar and structures. The published Transfer of Meaning grid has therefore been replaced by a more appropriate mark scheme. The passage will be divided into 'assessable elements'.

## Paper 6c Writing in Registers

Candidates will not be required to demonstrate cultural knowledge of the target-language country in any of their answers.

Mark	Creative/Discursive Content (AO2)
17-20	Very good response. Implications of question fully grasped. Extremely clear and effective organisation of ideas. Very imaginative use of stimulus, where appropriate.
13-16	Good understanding of question. Organisation and development logical and clear. Good use of stimulus, where appropriate.
9-12	Satisfactory understanding of question. Organisation and development defective or lacks clarity in places. Satisfactory use of stimulus, where appropriate.
5-8	Limited understanding of question. Some relevant points made. Frequent defects in organisation and development. Use of stimulus, where appropriate, often defective.
1-4	Implications of question only vaguely grasped. Answer largely irrelevant and disorganised. Major deficiencies in use of stimulus, where appropriate.
0	No rewardable material.

Mark	TBA Response to the task (AO2)
17-20	Very good response. Implications of task fully grasped. Extremely clear and effective organisation of ideas. Very skilful use of data.
13-16	Good understanding of task. Development logical and clear. Good use of data.
9-12	Satisfactory understanding of task. Organisation and development defective or lacks clarity in places. Satisfactory use of data with some deficiencies.
5-8	Limited understanding of task. Some relevant points made. Frequent deficiencies in organisation and development. Use of data often defective.
1-4	Response shows that implications of task only vaguely grasped. Minimal organisation and development. Hardly any constructive use of data.
0	No rewardable material.

<b>Mark</b>	<b>Accuracy of the target language (AO3)</b>
5	Almost flawless.
4	Few errors, mostly of a minor nature.
3	A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate.
2	Communication impaired at times by basic errors e.g. agreements, verb forms. Some familiar language is accurate.
1	Accuracy only in the simplest forms. A high incidence of basic error.
0	Language so inaccurate that no reward is possible.

<b>Mark</b>	<b>Range and Appropriateness of Lexis (AO3)</b>
9-10	Rich and complex language. A wide range of appropriate lexis. High degree of sensitivity to nuance. Tone and register wholly suited to the chosen task. Very able to handle the language of ideas and abstract concepts where appropriate.
7-8	A wide range of appropriate lexis. Good awareness of nuance. Tone and register very well suited to task. Able to handle the language of ideas and abstract concepts where appropriate.
5-6	A good range of appropriate lexis, with minor lexical errors only. Language sometimes lacks sharpness. Tone and register usually suited to the task. Some ability to handle the language of ideas and abstract concepts where appropriate.
3-4	Adequate but predictable range of appropriate lexis. A number of significant lexical errors. Tone and register sometimes unsuited to the task.
1-2	Lexis often inappropriate with frequent anglicisms and wrong words. Limited feeling for tone and register.
0	No sense of the tone and register required.

<b>Mark</b>	<b>Manipulation of Language (AO3)</b>
5	Fluent, showing a high degree of sophistication in the manipulation of the structures of the language.
4	Very successful manipulation of language. Adventurous use of complex structures, with the occasional lapse.
3	Satisfactory to good manipulation of language, but generally unadventurous. Attempts to handle complex structures not always successful, possibly affecting communication. Some anglicised structures.
2	Limited ability to manipulate language: mainly simple “translated” language, which impedes communication at times.
1	Very limited ability to manipulate language.
0	No ability to manipulate the language.

# **APPENDICES**

## **Oral Forms**

## **Candidates' Record Sheet (Coursework)**

## **Changes to Topics/Texts**

Jan/June 200\_

**Unit 3 Oral Form**

**AS/A Modern Foreign Languages (Prepared Oral Topic)**

<b>Centre Name</b>	<b>Centre No.</b>
<b>Candidate Name</b>	<b>Candidate No.</b>
<b>Subject Name</b>	<b>Subject No.</b>

**TO BE COMPLETED IN THE TARGET-LANGUAGE**

**Unit 3 Topic Title and Headings (up to 10 bullet points)**

**Title** .....

- |         |          |
|---------|----------|
| 1. .... | 6. ....  |
| 2. .... | 7. ....  |
| 3. .... | 8. ....  |
| 4. .... | 9. ....  |
| 5. .... | 10. .... |

**NB** Two copies of this completed form must be made: one for the Examiner and one for the candidate. Candidates may take their copy into the Unit 3 Oral test. Only one copy needs to be submitted with the tape.

**For Edexcel Examiner's use only**

Recording sufficiently clear? Yes / No\* *\*Please delete as appropriate*

Timing? Too long / too short / accurate\*

Choice of topic conforms to specification? Yes / No\*

Unpredictable questions asked? Yes / No\*

General comment, if any. ....  
.....  
.....

**Unit 3 marks**

Quality of Lang.	Response	Knowl. & Underst.	Total
<b>Senior Examiner's use only</b>			

**Edexcel Examiner's name**  
.....

**Signature & date**  
.....

Jan/June 200\_

**Unit 4.1 Declaration of Issue Form**

**AS/A Modern Foreign Languages (Oral Discussion of Issues)**

<b>Centre Name</b>	<b>Centre No.</b>
<b>Candidate Name</b>	<b>Candidate No.</b>
<b>Subject Name</b>	<b>Subject No.</b>

**Unit 4 Paper 1 Issue (A2 candidates). Candidates must indicate their stance on the issue.**

**Unit 3 Topic**

**Unit 5/1 Topics and Texts and Unit 5/2 Coursework Topic (for A2 candidates)**

**Candidate’s Statement:** I declare that the material I have used for Unit 5 is not the same as the material for Unit 3 and that the focus of study is different for each unit.

Signed.....Date.....

**NB** Two copies of this completed form must be made: one for the Examiner and one for the candidate. Candidates may take their copy into the Unit 4 Paper 1 Oral test. Only one copy needs to be submitted with the tape.

**For Edexcel Examiner’s use only**

Recording sufficiently clear? Yes / No\* *\*Please delete as appropriate*  
 Timing? Too long / too short / accurate\*  
 Choice of issue conforms to specification? Yes / No\*  
 Unpredictable areas explored? Yes / No\*  
 General comment, if any. ....

**Unit 4 Paper 1 marks**

<b>Quality of Lang.</b>	<b>Response</b>	<b>Justification and Debate</b>	<b>Total</b>
<b>Senior Examiner’s use only</b>			

**Edexcel Examiner’s name**  
.....

**Signature & date**  
.....

June 200\_

**Unit 4.2 Interpreting Form**

**AS/A Modern Foreign Languages (Interpreting)**

<b>Centre Name</b>	<b>Centre No.</b>
<b>Candidate Name</b>	<b>Candidate No.</b>
<b>Subject Name</b>	<b>Subject No.</b>

**For Teacher's use only**

**Please tick (see sequence of tests in the Interlocutors' booklet)**

Test 1  Test 2  Test 3  Test 4

**Unit 3 Topic**

.....  
.....

**Unit 5/1 Topics and Texts and Unit 5/2 Coursework Topic (for A2 candidates)**

.....  
.....  
.....

**Candidate's Statement:** I declare that the material I have used for Unit 5 is not the same as the material for Unit 3 and that the focus of study is different for each unit.

Signed.....Date.....

**NB** Only one copy of this form needs to be submitted with the tape.

**For Edexcel Examiner's use only**

Recording sufficiently clear Yes/No\* \*Please delete as appropriate

**Unit 4 Paper 2 marks**

<b>Accuracy of Target Language</b>	<b>Appropriateness of Target Language</b>	<b>Transmission</b>	<b>Total</b>
<b>Senior Examiner's use only</b>			

**Edexcel Examiner's name**

**Signature & date**

.....

.....

**Advanced GCE June 200\_**

**Candidate Record Sheet for Modern Languages Coursework**

<b>Centre Name</b>	<b>Centre No.</b>
<b>Candidate Name</b>	<b>Candidate No.</b>
<b>Subject Name</b>	<b>Subject No.</b>

Teacher's comments on any special assistance given to the candidate in the preparation stages or on any special circumstances (*continue overleaf if necessary*):

.....  
 .....  
 .....

Title No. 1 (short piece)	No. of words
Title No. 2 (long piece)	No. of words

	<b>DATES OF ASSESSMENT</b>	<b>MARKS (1-30) FOR KNOWLEDGE AND UNDERSTANDING</b>	<b>MARKS (1-9) FOR ORGANISATION AND DEVELOPMENT</b>	<b>MARKS (1-6) FOR LANGUAGE</b>	<b>TOTAL (MAX 45)</b>	
1						
2					x 2	
					Grand total (Max 135)	

**Candidate's Statement:**

I declare that I have produced the coursework without external assistance apart from any which is acceptable under the scheme of assessment and is recorded.

Signature: ..... Date: .....

**Teacher's Declaration:**

I declare that the student's coursework activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Name (Please print): .....

Signature: ..... Date: .....

## Revision to GCE French Texts

Text 8 Cardinal - *La Clé sur la Porte* and Text 13 Rostand - *Cyrano de Bergerac* are withdrawn. They will be replaced by Sartre - *Les Mains Sales* and Voltaire - *Candide*.

## Revision to GCE German Topics and Texts

Topics 1,2,3 and 4 remain unchanged.

Topics 5 and 6 are discontinued.

Topic 6 will be replaced by the literary text “**von Keyserling**” – ***Schwüle Tage***

New Topic 5 – **Von Buch zum Film: Benjamin Lebert *Crazy***

**Benjamin Lebert – *Crazy* (Goldmann – ISBN 3-442-54159-X)**

Hans-Christian Schmid, Michael Gutmann – *Crazy* – Das Buch zum Film KiWi  
Paperbacks 582

***Crazy* – Film von Hans Christian Schmid - 2000**

### Roman

- a Handlung, Entwicklung, Erzählkunst
- b Die Hauptpersonen und Beziehungen zwischen den Hauptcharakteren

### Film

- a Handlung, Hauptthemen, Hauptcharaktere
- b filmtechnische Gestaltung
- c Darsteller
- d Ähnlichkeiten und Unterschiede zwischen Film und Roman

## Revision to GCE Russian Topics and Texts

Text 8 (Tolstoy) has been withdrawn and replaced with И. С. Тургенев, *Первая любовь*

Topic 4 (Turgenev) has been withdrawn and replaced with:

Творчество С. М. Эйзенштейна (Стачка, Броненосец “Потёмкин”, Октябрь)

- Историко-политический контекст
- Темы и сюжеты
- Стиль и техника Эйзенштейна

Литература

Bordwell, David, *The Cinema of Eisenstein*, Cambridge, MA, 1993.

Юренев Р. Н., *Сергей Эйзенштейн 1898-1929: Замыслы. Фильмы. Метод. Часть первая 1898-1929*, Москва, *Искусство*, 1985.

There are numerous Internet sources available in Russian and English on this topic. The films are available on video (Tartan) and DVD (Eureka).

## Revision to GCE Spanish Texts

Text 9 Buero Vallejo – *El concierto de San Ovidio*, Text 11 Goytisolo – *Fiestas* and Text 12 Martín Gaité – *Las ataduras* are withdrawn. They will be replaced by F Fernán-Gómez – *Las bicicletas son para el verano*, B Atxaga – *Esos cielos* and E Mendoza – *Sin noticias de Gurb*.

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