

# The A Level Content Advisory Board

## REPORT OF THE ALCAB PANEL FOR MODERN FOREIGN AND CLASSICAL LANGUAGES

July 2014

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## **EXECUTIVE SUMMARY**

### **Report of the ALCAB Panel for Modern Foreign and Ancient Languages**

The ALCAB Panel for Modern Foreign and Classical Languages has reviewed the content of language A levels with particular reference to the following subjects: French, German and Spanish; and ancient Greek and Latin. The panel has been guided in its thinking by the view that the study of modern foreign and ancient languages at AS and A level is valuable in developing communication skills and critical thinking, in gaining insight into other societies and cultures that can only be achieved through the language and in enriching the lives of students.

### **Modern languages: towards independent communication**

#### **The context**

There is a grave decline in the numbers studying modern languages beyond the age of 16. The panel's proposals entail significant change to the content of A levels in modern foreign languages. They are designed to produce a rich and rewarding qualification, with an appropriate level of cognitive challenge and suitable for progression to university study or to employment.

#### **Weaknesses in the present A level**

The panel identified five weaknesses in the current AS and A level:

- (a) The regulatory requirements are of such a general nature that they do not require awarding organisations to prescribe topics which require students' direct engagement with material relating to the society of the countries where the language of study is spoken.
- (b) The study of cultural topics is only an A2 option and general topics predominate, some of which are studied and restudied at GCSE, AS and A level. Despite examples of good practice by awarding organisations and inspiring teaching, this can make the current syllabus rather dull and uninspiring, particularly at AS level.
- (c) The language of study tends to be conceived principally in terms of its immediate practical use and in isolation from the student's competence in other languages. There is therefore no encouragement to develop a more searching understanding of linguistic systems.
- (d) The intention to promote accuracy in language use is not carried through in practice and some awarding organisations advise examiners not to penalise grammatical mistakes in some parts of the written examination. There is a need for balance between fluency and accuracy.

- (e) The existing requirements do not promote the development of transferable critical skills. Such development is an important part of language learning.

### **Guiding principles for reform**

The new A level should be:

- Intrinsically motivating
- Challenging, but negotiable
- Reliable in rewarding demonstrated competence.

Revised content should enrich the cognitive and linguistic challenge, developing independent language use through a range of stimulating and relevant contexts and through interaction with culturally rich content which can be reliably assessed.

### **Benchmarking**

Given the stage reached in a complex process of reform, the panel has not benchmarked the new GCE against the Common European Framework of Reference for Languages (CEFR), but it recommends that such benchmarking should be done in the future, in the light of changes at Key Stage 2 and GCSE. It also considers that England should continue to participate in international comparisons of performance in modern languages.

### **The renewal of content within the constraints of the qualification**

The aim of reform should be the revival of the qualification and its re-establishment alongside other facilitating subjects. The qualification should promote accuracy in conjunction with fluency. Study of a language should be in the context of the society and cultures of the countries in which the language is spoken rather than the discussion of generalised lifestyle topics. The A level should be a rounded, challenging and rewarding learning experience, encouraging students to develop linguistic strategies and metacognition. Although assessment requirements are a matter for Ofqual, the panel believes that assessing these competencies will require written papers of sufficient length to allow for extended writing, as well as an oral examination.

The four language skills (listening, speaking, reading, writing), together with the linguistic systems (pronunciation, morphology, syntax, vocabulary and idiom) should be studied in an integrated way, with teaching, learning and assessment mainly in the target language.

The panel believes that critical thinking should be developed alongside the linguistic skills. This will support greater understanding of the language and culture studied and equip the student to make comparisons with the language and culture of his or her own country.

## **The purpose of the qualifications**

Work on the reformed GCSE is now complete. The A level should build on the knowledge, skills and understanding outlined in the specification for GCSE. It will do so in two stages, with the first designed to be co-taught with the AS. Language skills develop gradually and the A level will require more advanced analytical capability and a significant deepening of cultural knowledge and understanding, compared to AS.

**The aim of the AS qualification in modern languages is to enhance candidates' linguistic skills in the language of study and to begin to promote their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries of the language of study.**

**The aim of the A level qualification in modern languages is to enhance significantly candidates' linguistic skills in the language of study and to develop their capacity for critical and analytical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries of the language of study.**

## **The structure of the content**

The structure recommended by the panel is set out in Fig 1 (below). The elements are considered in more detail in the paragraphs that follow and in the full report. The panel recommends a framework of two interdependent strands:

1. Culture and society: knowledge, understanding and critical analysis
2. Language: knowledge, understanding and communication.

### **1. Culture and society: knowledge, understanding and critical analysis**

This requires study, based on material in the target language, of themes and works (explained below) on the basis of material in the language of study.

#### a. Themes

These are subjects of study within the following thematic areas:

- social issues and phenomena
- politics, current affairs and history:
- intellectual culture, past and present

Three themes, one from each category above, will be chosen in each year of study. Students will, therefore, study three themes for AS and six for A level.

Themes will be set by awarding organisations, but to guide their selection, the panel has devised an indicative list of themes for each language. It is at Annex 4. Material

studied must be in the language of study and must relate to the culture and society of countries where the language of study is spoken.

*Fig 1: Structure of the qualification content*

<p><b>1. Culture and Society: Knowledge, Understanding and Critical Analysis</b></p> <p>a. <u>Themes</u></p> <ul style="list-style-type: none"><li>• social issues and phenomena</li><li>• politics, current affairs and history</li><li>• intellectual culture, past and present:</li></ul> <p>3 themes (one in each category) to be studied for AS; 6 for A level.</p> <p>b. <u>Works</u> (eg_film, fiction, life writing, drama, poetry)</p> <p>One work to be studied for AS; two for A level.</p> <p>c. <u>Individual research project</u> (A level only)</p> <p><b>2. Language: Knowledge, Understanding and Communication</b></p> <p>a. <u>Grammar</u></p> <p>b. <u>Vocabulary</u></p> <p>c. <u>Listening</u></p> <p>d. <u>Speaking</u>, with oral exam comprising:</p> <ul style="list-style-type: none"><li>- individual research presentation</li><li>- discussion</li></ul> <p>e. <u>Reading</u></p> <p>f. <u>Writing</u></p> <ul style="list-style-type: none"><li>- in the language of study</li><li>- in English</li></ul> <p>g. <u>Translation</u></p>
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b. Works

By “works” the panel means feature films, pieces of fiction, life writing, drama and collections of poetry, understood as artefacts. Study of one work should be required

for AS and two for A level. At least one of the works studied for A level must be a piece of fiction or drama or life writing or collection of poetry. The panel has developed an indicative list of suitable works for each language at AS and A level. This is at [Annex 4](#).

The form of assessment of the study of works is a matter for Ofqual, but for AS the panel recommends a written response in the language of study of 250-350 words, either to a context question or to a series of questions some of which will require a critical response. For A level the panel recommends both a context question (or a series of questions) and an analytical essay in English of 400-550 words.

### c. Individual research

An individually chosen and researched project should be required for A level, but not for AS. The project should be sharply focused and related to a country where the language of study is an official or national language. Students should be able to choose the subject for their project within a framework provided by awarding organisations. An indicative list of topics for each language of study is at [Annex 4](#). There should be an opportunity for the student to discuss the project in the oral examination (see below).

## **2. Language: knowledge, understanding and communication**

This strand develops knowledge and understanding of the language of study and the ability to use it for listening, speaking, reading and writing. Material studied should mainly be in the language of study.

### a. Grammar

Students should be expected to develop an understanding of standard key concepts of grammar and learn to apply their knowledge, particularly of the rules governing everyday usage.

The grammatical knowledge which students should be expected to have, and which should be tested, includes:

- Grammatical concepts: identification of concepts on the basis of examples of use (this could be assessed by multiple choice questions)
- Grammar essentials, requiring accurate application of rules concerning such things as gender, plural formation, verb forms and word formation
- Sentences, requiring accurate application of rules concerning, for example, agreement between subject and verb, word order, use of relative pronouns, subordinate clauses.

Beyond the discrete testing of grammatical accuracy, grammar should be assessed alongside other skills in tasks requiring writing in the language of study.

Lists of the grammar to be covered in each language of study are contained in Annex 3.

b. Vocabulary

Students should work systematically to develop a broad, transferable vocabulary which will equip them to deal with everyday situations and tasks for which they have not specifically prepared. Vocabulary should also be expanded systematically in the context of study of themes and works.

c. Listening

There is a wealth of material available on the internet for listening to authentic use of the languages of study. Students should practise listening systematically in the classroom and should be encouraged to do more listening in their own time.

d. Speaking and the oral exam

Developing competence in speaking a new language is for many learners the greatest challenge. Competence in speaking requires regular authentic language use in the classroom, with students encouraged to take risks and learn from their mistakes.

The form of assessment of oral skills is a matter for Ofqual, but the panel recommends that for A level there should be an oral exam consisting of two components:

- Individual research presentation: Drawing upon their individual research project (see above) students will present, then discuss with the examiner, aspects of the project which interest them. Students should be required to submit a written outline to the examiner in advance in the language of study, but it will not count towards the assessment of the oral exam (or of any other part of the qualification).
- Discussion, deriving from any of the themes studied, at the discretion of the examiner.

For the AS qualification the oral examination should consist of a presentation related to a theme studied, followed by a discussion, deriving from any of the themes studied, at the discretion of the examiner.

e. Reading

Reading extended texts is a key cognitive skill for all learners. Building on GCSE, students should be able to:

- Read a variety of texts written for different purposes and audiences drawn from a range of authentic contemporary, historical and literary sources, covering a range of genres, including fiction and non-fiction material and with minor adaptation if necessary
- Assimilate information from written sources
- Infer meaning from written material of increasing linguistic complexity and more abstract content
- Demonstrate understanding of the main points expressed in extended written passages from a range of different contexts

f. Writing

In the language of study: Building on GCSE, students should learn to use language independently to:

- Express thoughts and feelings, present viewpoints, develop arguments, persuade, analyse and evaluate spoken and written material
- Respond to a range of authentic spoken sources
- Respond to a variety of texts, drawn from a range of authentic sources and genres, including fiction and non-fiction
- Summarise information from spoken and written sources, reporting key points for other audiences.

In English: The principal areas in which writing in English has a useful role to play are:

- Translation into English of an unseen passage in the language of study (see “Translation” below)
- An analytical essay about a work (see “works” above)

g. Translation

The capacity to translate from one language into another entails the mediation of meaning between two cultures and is a key competency. AS and A level students should be able to translate into and out of the language of study.

The translation tasks to be required are a matter for Ofqual, but the panel recommends:

- Translation into English of an unseen passage from the language of study (to be selected by awarding organisations)



- Translation into the language of study of carefully selected sentences.

## **Workload**

The workload for A level comprises, in summary:

- Six themes
- Two works
- Individual research
- Grammar
- Vocabulary
- Skills of listening, speaking, reading and writing in the target language
- Writing an essay in English
- Translation from and into the target language.

The workload for AS is:

- Three themes
- One work
- Grammar
- Vocabulary
- Skills of listening, speaking, reading and writing in the target language
- Translation from and into the target language.

The fields of study and the tasks will all feed into a coherent whole and should be taught interactively.

## **Assessment issues**

Assessment requirements are a matter for Ofqual, but the panel recommends that there should be a discrete assessment objective referring to the need for candidates to demonstrate knowledge and critical awareness of the culture and society of countries where the language is spoken.

The assessments at A level and AS should also test candidates' ability to:

- understand and respond in speech in the language of study to spoken and written material drawn from a variety of sources in that language, including for spoken sources face-to-face interaction

- understand and respond in writing in the language of study to spoken and written material drawn from a variety of sources in that language
- manipulate the language accurately and appropriately in spoken and written forms
- demonstrate knowledge and understanding of the linguistic systems of the language of study, including an ability to translate material from the language of study into English and vice versa.
- demonstrate knowledge and understanding of aspects of the culture and society of countries where the language of study is a national or official language
- engage critically with works in the language of study.
- (A level) engage analytically with works in the language of study

## **Classical languages**

Classical languages A levels as presently taught are challenging and essentially fit for purpose. The panel sees no need for radical change.

The purpose of study as currently expressed remains fit for purpose.

## **Structure of content**

For the health of classical languages and related subjects as a discipline in both schools and universities the panel recommends that every effort should be made to shape the AS and A level in such a way as to be co-teachable in classes which contain more than one year group. It is therefore a necessity that some literary content should be required in AS as well as in the second year of A level study.

## **Nature of content**

The panel does not wish to alter the current balance between language and literature. The reading of ancient texts tests and hones both language skills in a different way from unseen translation, allowing appreciation of language in its cultural context. Such engagement with ancient cultures is all-important.

## **Curriculum and assessment aspects**

The panel recommends:

- Unseen translation should remain a core component;
- Prose composition should be retained as an option, with the alternative of an unseen translation and/or comprehension of equivalent challenge;
- Language-oriented questions should be drafted so as to ensure set texts are read closely in the original language, with relatively few marks for straightforward translation;
- Defined vocabulary and grammatical construction lists should be specified, but at A2 level these will form only core – not total – expected content;
- Set texts should be of appropriate difficulty and supported by appropriate editions.

An indicative list of appropriate classical authors for AS and A level is at [Annex 5](#).

## **A levels in modern and foreign languages (MFL): Towards independent communication<sup>1</sup>**

### **The context for GCE MFL Reform**

The brief of the ALCAB panel is to provide advice on the content of the GCE AS and A level in a modern foreign language. The panel's deliberations were undertaken in the context of a grave decline in the study of modern languages beyond the age of sixteen. The panel's advice is presented as a measured response at this critical juncture. Its proposals are carefully structured and entail a renewal of content of some magnitude. They are designed to re-ground the cognitive challenge of modern languages in relation to cognate subjects such as English, history and classics. In that way, study of a modern foreign language at A level will provide for progression to further study or into employment. Indeed, with its integration of practical and intellectual skills and knowledge, the proposed reformed content of modern languages can readily equip students for university or work.

The panel's advice is informed by the understanding that the GCE is an advanced level academic qualification which takes into account the diversity of the English education system within schools and colleges, and in higher education. The panel's proposals are intended to permit co-teaching of material for the first years of A level and the stand-alone AS qualification.

### **Principal weaknesses of the present qualification**

The panel has identified five principal weaknesses in the present AS and A level. The first weakness is that the regulatory requirements for the qualifications are of such a general nature as not to require awarding organisations to prescribe topics which require students' direct engagement with material relating to the society of the countries in which the language of study is a national or official language. For example, the specifications of one awarding organisation include: 'As Knowledge of Society is not a discrete assessment objective in the subject criteria for Modern Foreign Languages, there is no requirement to study the topics in the context of the target-language country/community'.

The second weakness, closely related to the first, is that the study of cultural topics has been relegated to the status of A2 level options. In the place of social and cultural materials, a practice has developed in which general topics predominate. A lifestyle topic or one of general social concern such as euthanasia can, potentially, be studied and re-studied at GCSE, AS and A Level in all modern languages.

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<sup>1</sup> The panel understands the notion of independence in language usage in a manner consistent with *The Common European Framework of Reference for Languages*. (CEFR)

Notwithstanding examples of good practice by awarding organisations in this area and of inspired and inspiring teaching, such arrangements have contributed for some students (particularly, we understand, at AS level) to a repetitive and hence rather dull and uninspiring learning experience, less stimulating than is provided by other related subjects at GCE, such as English, history and classics.

The result of this diminution of content has been an impoverishment of students' curiosity-driven learning. Cognitive stimulus is largely restricted to practical language learning, together with what teachers may bring to the subject over and above the requirements of the qualification. Hence, the cognitive challenge at GCE in modern languages is met only inconsistently. That challenge is to communicate increasingly complex messages, necessitating the use of more complex structures to connect ideas about increasingly complex material. The panel believes that this weakness makes the qualification less rewarding and less engaging for high-achieving students. That, together with perceptions of severe grading, can discourage students from selecting a modern language A level.

The third weakness is that the language of study tends to be conceived principally in terms of its immediate practical use and in isolation from the student's competence in other languages. The present focus of the learning objectives for A level on the immediate practical use of the language of study comes at the expense of encouragement to engage in more searching theoretical understanding of language systems and their relationship to cultural difference. There is also no place for drawing systematically on students' competence in their native language and familiarity with their native culture for the development of their theoretical knowledge about the language of study and the interaction between language and culture.

The fourth weakness is the failure to maintain the integrity of the intention to promote accuracy in language usage as a determiner of meaning. Present GCE arrangements in England appear to foster and, indeed, require morphological and syntactic competence. At the point of specification by Ofqual and the awarding organisations the matter is granted due attention, and grammar lists are published. Unfortunately, the principle is not carried through consistently in practice, with the result that, as teachers have reported to the panel, some students see no reason to revise grammar because it plays such an insignificant role in assessment. The mark scheme prepared by the Principal Examiner of one awarding organisation in June 2012 for parts of one question in the AS French Unit 1 (Listening, Reading and Writing; assessment of listening comprehension) advises consistently: 'Accept recognisable form of the verb'. Similarly, concerning part of the A2 French Unit 3 (Listening, Reading and Writing; assessment of listening comprehension) examiners are advised consistently: 'Do not penalise errors of spelling or grammar provided that the meaning remains clear'. Although this instruction was confined to one part of the assessment (listening comprehension) the panel felt that it gave the wrong message about the importance of grammar.

In the panel's view, it is reasonable to expect that after at least three, and in some cases as many as seven, years of learning French (for example), candidates should

be able to present the correct form of a verb and of other parts of speech in a written context. At present, those who can do so are not distinguished in some parts of the assessment from those who cannot. This contributes to an assessment culture in which levels of attainment are not adequately differentiated.

Students must appreciate the importance of correct spelling in the foreign language . This includes the use of written accents, since these are often responsible for important grammatical and semantic distinctions (eg French *donne/donné*, Spanish *hablo/habló*). It is advisable to distinguish between learners' usage in written and spoken contexts. In speaking, there is a danger that privileging accuracy over fluency can undermine the speaker's confidence, negating very real achievements in the difficult process of developing speaking competence. The panel has sought an appropriate balance between the communication of the message and the control of the language. The first favours fluency, communication strategies and risk-taking, which accelerate communicative competence and confidence; the second favours accuracy, which in turn builds greater credibility, independence, propositional precision and clarity.

The fifth weakness is that existing requirements do not promote the development of transferable critical skills. Such development is an important part of language learning.

### **Guiding principles for reform**

The panel did not seek to increase the difficulty of the GCE, but rather to integrate the linguistic content with the social and cultural content and conceptualise the development of both in close relation to the specific tasks that form the medium of assessment. Students who continue to study languages post-16 are aware that languages are useful, but these learners also have strong intrinsic motivation and say they enjoy languages and find them interesting, frequently highlighting cultural content.<sup>2</sup>

Research shows that the perceived difficulty of post-16 study of Modern Languages has become a disincentive to learners in the choice of A levels. Uptake is, of course affected by expectations of success. It is therefore important for the new GCE to be:

- Intrinsically motivating
- Challenging but negotiable
- Reliable in rewarding demonstrated competence.

In the revivification of content, the ALCAB panel is seeking to go with the grain of modern linguists' enjoyment of their subject, which helps them to negotiate its difficulties. **Revised content should enrich the cognitive and linguistic challenge, developing independent language use through a range of**

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<sup>2</sup> See Suzanne Graham, 'Giving up on modern foreign languages? Students' perceptions of learning French', *The Modern Language Journal*, 88 (2004), 171-191 and S.G., *Effective language learning. Positive strategies for Advanced Level language learning* (Clevedon: Multilingual Matters Ltd, 1997)

**stimulating and relevant contexts and through interaction with culturally rich content, which can be reliably assessed.**

## **Benchmarking**

Given the complex process of reform, involving not only GCSE and GCE but also the new statutory requirement for the study of a foreign language at Key Stage 2, the panel has at this stage refrained from benchmarking the new GCE against *The Common European Framework of Reference for Languages* (CEFR) across the range of the four productive and receptive skills of listening and speaking, reading and writing. However, the CEFR commands wide support as a helpful point of orientation for curriculum design, offering guidance in that process and enabling international comparisons. The panel therefore recommends that **benchmarking of the AS and A level against *The Common European Framework of Reference for Languages* should be undertaken in the light of the introduction of the reformed GCSE and GCE and revisited in the light of the Key Stage 2 reform.**

In order to monitor progress in England in relation to other countries, the panel also recommends that **England should continue to participate in suitable exercises permitting international comparison of performance in modern languages.**

## **The renewal of content within the constraints of the qualification**

The aim of reform must be the revivification of the qualification and its re-establishment alongside other facilitating subjects. A renewal of content must capture afresh the stimulating challenge of language learning and reconnect languages with cultures, enhancing learners' enjoyment of their subject. Some of the necessary reform can be achieved by ensuring that **practice reflects principle in the promotion of accuracy in conjunction with fluency** and by re-balancing content.

Instead of the present diffuse spread of topics about lifestyle or general social concerns, topics studied should be delimited and sharply focused on the culture and society of the countries of the language of study, employing material relating to that culture and society. However, the aspiration of reform must be greater. Re-balancing must be combined with a blend of innovation and the recovery of linguistic, social and cultural elements which contribute to a rounded, challenging and rewarding learning experience for a new generation of increasingly accomplished linguists with broadly-based communication skills.

These aspirations need to be achieved within the significant constraints upon time available for learning, and hence upon the size of the qualification. At present 360 guided learning hours are available for each A level subject. This requires concentration upon the treatment of material selected for 'deep' learning over a 2-

term (AS) or 5-term (A level) period of study. Learners must be equipped with a range of communicative and analytical skills informed by deep understanding of the linguistic systems that structure the language of study. In this process learners must be encouraged to reflect on form as well as function in the language they are using and in so doing develop strategies and metacognition to support their progression in active language use.

The nature and length of the assessment of these areas of knowledge are matters for Ofqual, but the panel anticipates that they will require written papers of sufficient length to allow for extended writing, as well as an oral examination.

### **Developing language skills in conjunction with knowledge of linguistic systems**

Too often the study of modern languages is seen by those outside it as the acquisition of a mere knack, a straightforward practical skill that once acquired needs no further development. The panel views modern languages, like any other academic subject, as a rewarding activity which makes growing cognitive demands upon learners. Language learning is accordingly best approached in a methodical fashion, which recognises that it is a cumulative process of nurturing understanding, competence and, not least, confidence in learners. The statutory language requirement at Key Stage 2 envisages linkage of language learning with literacy and the embedding of language learning within the broader curriculum. Like the new GCSE, the reformed GCE will seek to build upon this and upon the recognition that the learning of modern languages proceeds on the basis of the promotion of the four mutually reinforcing language skills: listening, speaking, reading and writing. These skills are informed by the linguistic systems (pronunciation, morphology, syntax, vocabulary, idiom) characteristic of the language. The acquisition of knowledge of these systems, together with the practical implementation of that knowledge, is a vital component of cumulative language learning, in which learners acquire a command of the pronunciation, grammar and vocabulary of the foreign language, including idiomatic usage, which enables increasing accuracy, fluency, coherence and range of expression in speech and writing. If significant and enduring progress in a language is to be made, an understanding of the linguistic systems is required, alongside sustained practice in applying, and hence consolidating, what has been learnt. On this basis, learners may progress from the acquisition of the fundamentals at GCSE so that they can approach the threshold of independence. They can progress to more independent, spontaneous and confident production at GCE and from there to the level of accomplished communication to be achieved through undergraduate study and in employment.

Language learning beyond the basic level requires a capacity to understand and respond to increasingly complex authentic material. The four language skills, together with the linguistic systems (pronunciation, morphology, syntax, vocabulary, idiom), are typically developed as interdependent and mutually re-enforcing entities. Engaging with more demanding authentic material fosters learners' grasp of more



involved grammatical structures, of pronunciation and of vocabulary. Work at GCSE already entails the differentiation of register, proceeding from the distinction between features of the spoken and written language. GCE should continue upon this path.

At the same time, language learning involves learning from mistakes. Again, the new GCSE is instructive, encouraging the development of 'repair strategies' in learners. This is part of an emphasis upon the development of learning strategies appropriate to the skill in hand which GCE must also pursue. In this learning process, in the great majority of circumstances and at most times, the language of study should be used for teaching, learning and assessment (including rubrics).

### **The comparative moment in understanding**

A vital facet of the modern linguist's cognitive development at GCSE is a broadening of horizons through the fostering of an understanding of the language and culture of the countries where the language of study is spoken. By drawing upon authentic materials from such sources, suitably tailored to learners' needs, language learning is contextually embedded. This approach implies, too, a moment of comparison and contrast with the language and culture of the country where the student lives. Some specialists use the term "intercultural competence" to describe this moment of comparison and contrast. When learners progress to AS and A level, the comparative perspective can be explored more explicitly and systematically as questions concerning the meaning embedded in the material of study lend themselves to more searching treatment. The meaning of the material of study is to be understood here in a manner appropriate to the contemporary world, hence both in a specifically linguistic sense and in a broader sense in relation to the sounds, images, and underlying values and attitudes embedded in material derived from the cultural and social space in question, which is susceptible to analysis linguistically.

Through work upon a range of materials of carefully calibrated complexity, typically fiction and non-fiction books, life writing, poetry and drama as well as prose, historical and documentary works, journalism, video and films, this space becomes a focus for the development of more advanced linguistic knowledge and skills. As intercultural competence grows, modern linguists begin to acquire a vantage point in relation to the language and culture in question, from which they can enjoy a perspective for critical thinking. This is both personally enriching and valuable to society. This dimension of learning raises the horizon for achievement qualitatively. For this reason, the panel recommends that **at GCE in modern languages critical thinking should be developed alongside the four language skills.**

It goes with the grain of this approach for teachers to include selectively contrastive work with English, fostering an appreciation of different levels of competence and stretching the learner both cognitively and linguistically. This helps to develop a nuanced sense of register as well as an understanding of ways in which culture interacts with language. Integrating a comparative moment is also well suited to teaching classes where there may be students from a variety of cultural and linguistic

backgrounds, whose experience and expertise can help to enhance the collective understanding of linguistic and cultural difference.

The blend of linguistic and critical competence informs the rounded skill set to which the independent and increasingly accomplished linguist aspires, equipped to reflect on their own language, culture and society in the light of knowledge of another. In this way, linguists can act as mediators of other languages and cultures within their own. By adopting such an approach to subject matter, modern languages can once more offer a learning experience consistently comparable with other facilitating subjects such as history, English and classics.

In order to foster critical skills consistently in interaction with linguistic skills, the panel places at the heart of its advice the study of materials which relate to the language, culture and society of the countries of the language of study and which are expressed in that language. For the learner, the material of study acts as a vehicle for language production and as a focus for knowledge acquisition. Without engagement with such material to stimulate cultural and linguistic curiosity and promote interaction and critical thinking through the language of study, the learner's skills base runs the serious risk of remaining trapped at a low level of development. At that level the learner typically continues to produce phrases learnt by rote, without a proper understanding of the linguistic systems informing the language or of the culture and society in question.

### **Articulation of purpose**

Work upon the reformed GCSE is now complete. If it is delivered with the appropriate number of guided learning hours and supported by the necessary infrastructure, it will provide a pathway for learners to move from the fundamentals to, at the highest level, the threshold of independence. It makes fresh cognitive demands of candidates, exposing them to a greater range of authentic spoken and written material. It is intended to promote growing linguistic competence and to broaden horizons by fostering an understanding of the language, culture and identity of the countries and communities where the language is spoken. The reformed GCSE has been designed not only to develop capable linguists but also to encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Its progressive framework for language development is intended to facilitate smoother progression to the next level. Building upon this platform, the reformed GCE qualifications, AS and A level, can now follow. Re-thinking content for modern languages at GCE has been directed by the related questions: what do we want our modern linguists to be equipped to do; and what expectations can we invest in them at this level?

The A level course will build on the knowledge, skills and understanding outlined in the specification for GCSE. It will do so in two stages, corresponding approximately to the two years of study in order to enable the first year to be co-taught with the stand-alone AS. It is in the nature of language skills - and indeed critical thinking

skills - that they develop gradually. The difference in purpose between the two qualifications is therefore primarily one of degree of competence expected. Nevertheless the A level will also require students to develop certain skills that go beyond what will be required at AS. The A level will require more advanced analytical capability and a significant extension and deepening of knowledge, understanding and critical analysis of culture and society, as well as linguistic and intercultural knowledge and understanding.

The panel offers the following statement to define the purpose of the AS qualification:

**The aim of the AS qualification in modern languages is to enhance candidates' linguistic skills in the language of study and to begin to promote their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries of the language of study.**

Students will develop their oral and written competence for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language. They will develop their ability to interact effectively with speakers of the language of study in speech and in writing and will develop their appreciation of the cognitive and practical rewards of understanding and working with the linguistic systems (pronunciation, morphology, syntax, vocabulary and idiom) of the language. They will begin to engage critically with intellectually stimulating texts, films and other materials in the original language, starting to appreciate sophisticated and creative uses of the language and to understand them in their cultural and social context, informed by an awareness of social, cultural and linguistic difference between the English-speaking context of study and the language and cultures that are being studied. Through selective study of issues central to the society and culture of the countries in which the language is spoken, students will start to gain an understanding of elements of the political structures, historical processes and social concerns that shape the cultures of the countries in question. Comparative understanding with reference to the English-speaking place of study will contribute to enhancing learners' capacity to communicate increasingly independent and critical thought, foster their ability to learn other languages and equip them with skills and knowledge that will enable them to proceed to further study or to employment.

The panel offers the following statement to define the purpose of the A level qualification:

**The aim of the A level qualification in modern languages is to enhance significantly candidates' linguistic skills in the language of study and to promote their capacity for critical and analytical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries of the language of study.**

Students will develop their oral and written competence for both practical and intellectual purposes as confident, accurate and independent users of the language. They will develop their ability to interact effectively with speakers of the language of study in speech and in writing and will deepen their appreciation of the cognitive and practical rewards of understanding and working with the linguistic systems (pronunciation, morphology, syntax, vocabulary, idiom) of the language. They will engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them in their cultural and social context, informed by an awareness of social, cultural and linguistic difference between the English-speaking context of study and the language and cultures that are being studied.

Through selective study of issues central to the society and culture of the countries in which the language is spoken, students will gain an understanding of elements of the political structures, historical processes and social concerns that shape the cultures of these countries. Comparative understanding with reference to the English-speaking place of study will enable learners to develop an ability to mediate effectively in such fields as translation between users of that language and native speakers of English as well as users of English as a global lingua franca.

Students will have the opportunity to conduct individual research on a topic of their choice, which they will be able to tailor to their specific interests, which could include their aspirations for further study or employment. They will acquire presentation skills and the ability to conduct a discussion and answer unprepared questions, explaining detail and elaborating on key points of interest on an area where they have developed special expertise. They will be required to develop their analytical skills to a high level in response to a linguistically and cognitively challenging source. The A level qualification will thereby enhance learners' capacity to communicate independent and critical thought in the language of study and foster their ability to learn other languages. In this way the A level will equip them with skills and knowledge that will equip them for further study or employment.

## **Structuring Content**

In modern languages content encompasses both a body of social and cultural knowledge and a body of linguistic knowledge. The A level in modern languages should therefore foster a cognitively challenging, interdisciplinary range and enable students to become multi-skilled and flexible communicators. The panel recommends an integrated approach to the study of linguistically rich content about specific aspects of the culture and society of countries of the language of study, in this way fostering independent language skills. Such an integrated approach is designed to stimulate learners' curiosity and also to foster their aptitude for critical thinking as increasingly accomplished mediators between languages and cultures.

The new GCSE identifies the following themes: culture and identity; and local, national, international and global areas of interest. The reformed AS and A level can build upon this foundation.

**The panel recommends a framework consisting of two interdependent strands to put into practice its conception of integrated study:**

- **Culture and Society: Knowledge, Understanding and Critical Analysis**
- **Language: Knowledge, Understanding and Communication.**

### **1. Culture and Society: Knowledge, Understanding and Critical Analysis**

This strand develops knowledge, understanding and critical analysis of the society and culture of the countries of the language of study on the basis of material in the language, related to a series of themes. It requires study of cultural artefacts and also a component of individual research.

#### **a) Themes**

By the term 'themes', the panel means subjects of study within the **following thematic areas, studied through the lens of the language and cultures of study:**

- **social issues and phenomena**
- **politics, current affairs and history**
- **intellectual culture, past and present.**

**Three themes, one from each category above, will be chosen in each year of study. Students will, therefore, study three themes for AS and six for A level.**

The panel has devised an indicative list of themes for each language, which is at [Annex 4](#). However, it recognises the role of awarding organisations in selecting themes for study and encourages them to employ their creativity in devising stimulating themes. Repetition of subjects covered earlier (eg at GCSE) should be avoided. A range of linguistically accessible texts and audio-visual material may be selected, including (but not confined to) journalism, documentary, fiction or film. Material studied must be in the language of study and must relate to the culture and society of countries where the language of study is spoken. On this basis students will develop selective knowledge about language, culture and society, including historical and political dimensions, and build their intercultural understanding.

**The form of assessment of the study of these themes is a matter for Ofqual, but the panel recommends:**

- **a listening comprehension test with straightforward methods of testing understanding, including multiple choice**
- **a reading comprehension test with one or more written components** (This might build on portfolio work with journalistic texts, for example by requiring candidates to write a brief article that draws on presented documents)
- **an oral exam.** (see further details below)

Candidates for the AS qualification should be examined across the same range of skills.

## **b) Works**

By the term 'works' the panel means feature films, pieces of fiction, life writing (eg autobiography, letters, diaries), drama and collections of poetry, understood as artefacts. **Study of one work should be required for AS and two for A level. At least one of the works studied for A level must be a piece of fiction, life writing, a drama or a collection of poetry. The selected works must achieve a balance between linguistic accessibility and intrinsic interest.** The selection of works is the responsibility of awarding organisations, but the panel has devised an indicative list of suitable works for each language for study at each of AS and A level. This is at [Annex 4](#).

**The form of assessment of the study of works is a matter for Ofqual, but for AS the panel recommends a written response in the language of study of 250-350 words EITHER to a context question OR to a series of questions, some of which will require critical responses. For A level the panel recommends both a context question (or a series of questions) and an analytical essay in English of 400-550 words.** Marking criteria are a matter for awarding organisations, but the panel advises that candidates should not be penalised, directly or indirectly, for writing more than the recommended number of words.

At both AS and A level questions and answers to the context question (or series of questions) must be in the language of study. In the context question a short passage from the work might be cited, with candidates required to situate the text within the work as a whole, showing, eg in the case of a piece of fiction, its place in the plot, its contribution to characterisation, its use of imagery or other stylistic features.

At A level the opportunity to write in English in the analytical essay enables English-speaking learners to extend their critical thinking and analytical skills with greater sophistication than is possible in the language of study at this stage. Quotation from the work in question must be in the original language of the work. The proportion of marks available for each task is a matter for Ofqual, but the analytical essay written in English, as recommended by the panel, would constitute only a limited proportion

of assessment in relation to the entirety of tasks in the examination. It should not detract from the primacy given to the language of study in the whole examination. Candidates should be required to address the question directly, demonstrating a detailed understanding and analytical grasp of the work. Ambitious responses might include reference to aspects such as the form and the technique of presentation (eg the effect of narrative voice in a prose text or camera work in a film). Any references to matters of cultural, social or historical context should be confined to what is relevant to the question.

### **c) Individual Research**

**The panel recommends that an individually chosen and researched project should be required for A level but not for AS.** The project should be sharply focused and related to a country where the language of study is an official or national language. There should be an opportunity for the candidate to discuss the project in the oral examination (see below). The project provides the opportunity for independent work, entailing the development of a portfolio of material, which may include online research. In addition to other topics, students may be given the choice to pursue research into future study or career aspirations, including professions which involve accomplished communication e.g. journalist, interpreter, translator, teacher, critic, reviewer.

Students should be able to choose the subject for their project, within a framework provided by awarding organisations. An indicative list of topics for each language of study is at [Annex 4](#).

### **Concluding remarks about Culture and Society: Knowledge, Understanding and Critical Analysis**

The three components outlined above will provide a structured pathway for approaching the language, culture and society of the countries of the language of study. While each component will be associated with specific tasks, they should be studied as complementary parts of a coherent whole. Awarding organisations will have scope to combine materials in a variety of ways in keeping with this principle.

This element of the qualification should enable students to gain selective insight into key concerns of the peoples whose language, culture and society they are learning about and strengthen their intercultural competence as they engage with aspects of language, society, politics, history and culture of the countries. In this way, comparison can be encouraged with students' experience of other cultures, in the UK or elsewhere. Close engagement with specific texts or films and exploration of their contexts will develop a wide range of transferable skills (analytical thinking, critical judgement, use of the imagination, emotional intelligence) which can be refined in further study and employment.

## **2. Language: Knowledge, Understanding and Communication**

This strand develops knowledge and understanding of the language of study and the ability to use it for listening, speaking, reading, and writing. The emphasis is upon studying material in the language of study, supplemented by English as appropriate (eg an English language grammar). All material studied is in the language of study. All the components of the first strand (“Culture and society: knowledge, understanding and critical analysis”) contribute interactively to the systematic development of knowledge about the language of study and to the practical skills involved in using the language.

The components of ‘Culture and Society: Knowledge, Understanding and Critical Analysis’ are designed to encourage students to build on classroom study by compiling portfolios of relevant authentic materials. Focusing on specific aspects of language, culture and society provides opportunities and incentives for systematic expansion of vocabulary, which will then be transferable to other contexts.

Students will be expected to develop their receptive and productive skills in the language of study in a wide variety of ways, performing a broad but manageable range of tasks, as indicated below. Strategies for learning should be informed by recent research.<sup>3</sup> Development of communicative skills in the language of study will be complemented and enhanced by comparing aspects of the language with English. As is indicated below, this holds good for the development of the practical skill of translation. The exposition of grammar may also include the use of English.

In order to enable students to engage appropriately with the range of language tested in the examination, it will be necessary for use of the language of study in the classroom to be maximised, with structured homework that includes further engagement with written and audio-visual material in the language in question. Independent learning should also be encouraged, drawing upon online material. Where possible, students should be enabled to visit a country in which the language of study is routinely spoken, though such exposure to the language of study should not be assumed by examiners.

### **a) Grammar**

For learners of any language, grammatical competence – the capacity to understand and reproduce the syntactic and morphological systems of the language in question – is a vital underpinning of a broader linguistic competence. It supports confidence in language usage, systematic development of all four language skills and the skill of translation. What we have called the comparative moment in understanding plays an

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<sup>3</sup> For an overview of research on language learner strategies, see Cohen, A.D. and Macaro, E. (eds.) *Language Learner Strategies: 30 Years of Research and Practice* (Oxford: Oxford University Press, 2007) , pp. 165-185.



important role in the learner's acquisition of grammatical competence in the new language, as learners make comparisons with the grammatical features of their first language. The panel notes the link to literacy as part of the development of grammatical awareness at Key Stage 2. The process of recognition and re-application of grammatical patterns in relation to the four language skills remains integral at each subsequent level of study. The reformed GCE AS and A level will continue this process, ensuring that learners develop greater accuracy, fluency, coherence and independence as they progress.

The formal study of grammar may involve the explanation of grammatical principles in English as well as their practical application in the language of study. Students will be expected to develop an understanding of standard key concepts of grammar and learn to apply their knowledge, particularly of the rules governing everyday usage.

**In order to promote grammatical accuracy in terms of knowledge and usage, the panel advises the testing of:**

- **Grammatical concepts: identification of concepts on the basis of examples of use (this could be assessed by multiple choice questions)**
- **Grammar essentials, requiring accurate application of rules concerning, eg, gender, plural formation, verb forms, word formation.**
- **Sentences, requiring accurate application of rules concerning, eg, agreement between subject and verb, word order, use of relative pronouns, subordinate clauses. (See also "Translation" below.)**

**Beyond the discrete testing of grammatical accuracy, grammar should be assessed in a mixed-skill mode alongside other components across the range of tasks examined in the candidates' written use of the language of study and in translation into and out of the language of study.**

An understanding of grammar will form part of language work throughout, fostering both a deep understanding of structures and patterns, and their accurate implementation in practice. Lists of the grammar that should be covered in each language of study are at [Annex 3](#). Awarding organisations will normally recommend that teachers and students use a reference grammar that provides a systematically organised overview and information at an appropriate level of detail. .

## **b) Vocabulary**

**The principles of word formation should form part of grammar work.** That will underpin systematic work on the development of a broad, transferable vocabulary, which will equip students to deal with everyday situations or tasks for which they have not had any specific preparation. **Vocabulary must also be expanded**

**systematically in the context of the focused study of themes and works.** The manageable number of themes set for study will provide an incentive to engage in systematic, focused and ambitious vocabulary expansion since a wide range of vocabulary in speech and writing is vital to progress in the acquisition of the target language. This will be especially effective if vocabulary relevant to a topic is explored in the context of building up portfolios of relevant authentic materials. Translation (see below) will serve as a means of fostering an appreciation of semantic nuance.

### **c) Listening**

In the age of the internet there has been an extraordinary transformation in the availability of open-access material available for listening in most languages, not least the reporting of current affairs online with video footage. Online material is available to support learning across the range of the components of study. These opportunities are already being used in many schools to enhance language teaching. **Strategies for developing the listening skill as well as listening itself must be practised systematically in the classroom and students encouraged to do more listening in their own time.** Every effort must be made to ensure consistent and systematic independent practice, listening to recorded dialogues and other forms of speech, with and without the involvement of visual media. This leads on in a structured way to classroom conversations and debates, as well as to writing tasks.

### **d) Speaking and the oral exam**

Developing competence in speaking a new language is for many learners the single greatest challenge. Acquiring that competence goes hand-in-hand with developing confidence. Learning the conventions informing pronunciation of the language in question is just part of the equation. The coherence of speech depends, too, on the capacity to apply rules of morphology and syntax in practice, and on breadth of vocabulary. Competence in speech requires regular authentic language use in the classroom, underpinned by learning strategies, the most important being the recognition that the path to greater competence lies in taking risks, making mistakes and learning from them. Another key facet is the importance of teaching and using verb forms, which require some emphasis in the classroom from an early stage.

By the same token, the experience of success, as the speaker develops greater confidence through the articulation of a growing range of expression, can transform speaking into a learning adventure and a greatly enabling source of satisfaction, which opens both professional and academic horizons. In the AS qualification, and even more at A level, the mark of communicative competence is the capacity to interact independently with speakers of the language in an increasingly accomplished manner. Growing competence goes hand in hand with the capacity to produce phonetically, syntactically and morphologically coherent phrases and sentences at an increasing level of complexity with increasing spontaneity. At the

same time, it must be recognised that in non-native speakers at this level the practical expression of this combination of knowledge will have considerable imperfections.

In the communicatively oriented task of the oral exam, fluency and risk-taking must be rewarded alongside communicative efficacy. These factors are more important in this context than grammatical precision, though accuracy should also be rewarded. Classroom conversations, discussions and debates will focus on issues arising from work on themes and individual research.

The form of assessment of oral skills is a matter for Ofqual, but the panel recommends that **for A level there should be an oral exam consisting of two components:**

- **Individual research presentation: Drawing upon their individual research project (see above) students will present, then discuss with the examiner, aspects of the project which interest them. Students should be required to submit a written outline to the examiner in advance in the language of study, but it will not count towards the assessment of the oral exam (or of any other part of the qualification)**
- **Discussion, deriving from any of the themes studied, at the discretion of the examiner.**

**For the AS qualification the panel suggests that the oral examination should consist of a presentation related to a theme of study, followed by a discussion, deriving from any of the themes studied, at the discretion of the examiner.**

The panel also recommends, for consideration by Ofqual, that:

- **Equal weighting should be given to prepared presentation skills and spontaneous conversation**
- **Fluency and risk-taking should be rewarded alongside communicative efficacy but accuracy should also be rewarded**
- **An external examiner should conduct proceedings, with an examination conducted remotely with appropriate technology a possibility.** (The panel was aware of possible practical difficulties in finding enough external examiners, as well as cost implications.).
- **An opportunity should be sought for candidates to have an option of being assessed in interpretation skills.** (The panel is aware that offering this as an option can raise issues of comparability with the alternative option, but they believe that it should be considered further).

## e) Reading

Reading extended texts is a key cognitive skill for all learners, whether they are studying a foreign language or material in their own language. The capacity to immerse oneself in an extended text to extract meaning involves the capacity to move from micro-understanding of linguistic structure to the appreciation of whole works. Beginning that learning process early, as specified in the new GCSE qualification, will equip students to address cumulatively greater challenges, as they encounter new vocabulary and more complex sentence structure while they extract meaning. The requirement to read, among other things, at least one work in the language of study as an artefact at A level will ensure that students are given the opportunity to develop the necessary and rewarding experience of reading.

**Students should be able to:**

- **Read a variety of texts written for different purposes and audiences drawn from a range of authentic contemporary, historical and literary sources, covering a range of genres, including fiction and non-fiction material and with minor adaptation if necessary**
- **Assimilate information from written sources**
- **Infer meaning from written material of increasing linguistic complexity and more abstract content**
- **Demonstrate understanding of the main points expressed in extended written passages from a range of different contexts**

Without the systematic, cumulative building of reading capacity, non-native learners run a high risk of remaining at a basic level, with their linguistic competence fossilised. The measure of that acquired reading capacity is in reading comprehension, expressed in speech and in writing, as well as in producing essays and other exercises in which the student is required to demonstrate understanding of the work read. Written exercises also demonstrate the student's writing skill.

## f) Writing

In the language of study

Competence in writing in a language is an essential component for progression through independent production and on to accomplished communication in an academic or professional environment. The skill involves the deployment of syntactic and morphological knowledge in conjunction with lexical dexterity and sensitivity to the communicative purpose and effect. All parts of the content will lend themselves to practising writing tasks, which will entail different text types and levels of complexity. **There must be regular practice of writing tasks related to**

listening/reading comprehension and a formal focus on how to develop the skills of writing a descriptive/critical essay, using appropriate register and idiom.

Building on GCSE, students will learn to use language independently to:

- **Express thoughts and feelings, present viewpoints, develop arguments, persuade, analyse and evaluate spoken and written material**
- **Respond to a range of spoken sources covering different registers and types, consisting of authentic communication involving one or more speakers**
- **Respond to a variety of texts written for different purposes and audiences drawn from a range of authentic contemporary, historical and literary sources, covering a range of genres, including fiction and non-fiction**
- **Demonstrate understanding of the main points expressed in extended spoken and written passages from a range of different contexts**
- **Summarise information from spoken and written sources, reporting key points and themes for other audiences in writing.**

### In English

As noted above, the use of English in teaching, learning and assessment must be restricted to tasks where the advantage of selectively using English outweighs the disadvantage of reducing the time available for direct exposure to the language of study. **The principal areas in which writing in English has a useful role to play are:**

- **translation into English of an unseen passage from the language of study** (See “Translation” below)
- **analytical essay dealing with a work** (see “Works” above).

The formal study of grammar may also require some teaching in English, for instance, in order to explain differences between the structures of the target language and those of English that are hard for English speakers to assimilate.

As noted under Works above, the analytical essay in English will allow students to demonstrate their command of communicative and analytical skills to a higher cognitive level than is possible at their stage of competence in the language of study. Engagement through the medium of English with a complex text written in the language of study can contribute to the student’s appreciation of complex and creative uses of the language of study and a sophisticated appreciation of linguistic difference. However, the analytical essay in English will constitute a limited

proportion of the qualification as a whole. The norm for assessment is the language of study.

### **g) Translation**

The mediation of meaning between two cultures is an integral component of the learner's developing intercultural competence. This requires of the learner the capacity to translate from one language into another. In a professional environment, translation is generally, though not exclusively, carried out into the translator's native language and is undertaken with varying levels of sophistication and with different ends in mind, from the strictly practical translation of a user's manual to the artistically refined rendering of verse. In all cases, however, accuracy is important.

Translation is embedded in the reformed GCSE as one of the modern linguist's core competencies, founded upon a growing capacity to mediate accurately and appropriately. The GCSE requires an element of translation into and out of the language of study, with a view to promoting learners' growing comprehension, vocabulary and grammatical accuracy. The fact that the semantic content is given means that students are engaging in a specifically linguistic task and thus the actual language learning can be more focused than is the case when manufacturing content is also a consideration.

Translation into and out of the language of study is a more structured method than essays for training and testing independent and complex application of grammatical and lexical knowledge and nuance. Translation also fosters an appreciation of the cognitive complexity of language. Translation work should involve discussion of cultural difference and experimentation with cultural transfer, aiming for equivalence of effect in the new communicative context as well as linguistic accuracy.

**The panel recommends that reformed AS and A levels further develop learners' competence in translation**, mindful of the need to distinguish between content appropriate for translation from the language of study and into it. **The translation tasks to be required are a matter for Ofqual, but the panel recommends:**

- **Translation into English of an unseen passage from the language of study, to be selected by awarding organisations.** This can be edited for the purpose if it is based on an authentic text. It should be designed for learners to demonstrate comprehension of the source text and the capacity to translate it accurately into English.
- **Translation into the language of study of carefully selected and, where necessary, suitably edited sentences**, designed for learners to demonstrate comprehension of the sentence in English and knowledge of vocabulary, grammar and idiom sufficient to convey its meaning accurately in the language of study. (This exercise may be combined with the testing of sentences under "Grammar" above.)

## **Workload**

In the light of the purpose of the GCE and the nature of the subject, students will be required to develop an extensive range of knowledge, understanding and skills spanning language, culture and society in an interactive learning process. In order to gain a clear view of what will be required, the different parts that make up the whole at A level are listed here:

- Six themes
- Two works
- Individual research
- Grammar
- Vocabulary
- Skills of listening, speaking, reading and writing in the target language
- Writing an essay in English
- Translation from and into the target language.

The workload at AS is:

- Three themes
- One work
- Grammar
- Vocabulary
- Skills of listening, speaking, reading and writing in the target language
- Translation from and into the target language.

The fields of study and the tasks will all feed into a coherent whole and should be taught interactively. The wide range of content is designed to equip students to become multi-skilled, independent linguists with the necessary cognitive agility and stamina to perform to the best of their ability in a wide range of situations. The focused areas of study are designed to encourage selective pursuit of deeper and more specialised understanding. The awarding organisations will need to take account of the wide range of tasks required of candidates, and must reward performance appropriately in the light of the challenging range.

## **Assessment issues**

The panel's working assumption was that, while discrete assessment of skills is the norm at beginners' level and earlier stages of learning, mixed-skill assessment becomes more prevalent as learners progress to more advanced levels and should be the norm at A level, particularly for assessment of writing in the target language.

The wording of assessment objectives and the percentage of marks attributed to each are the responsibilities of Ofqual as regulator of examinations. Ofqual shared with the panel, for illustrative purposes, different options for the wording of

assessment objectives for A levels in modern foreign languages. One model included a distinct objective referring to the need for candidates to demonstrate knowledge and critical awareness of the culture and society of countries where the language is spoken. Historically, this was included among the assessment objectives of language A levels, but it was removed in the most recent set of revisions. **The panel recommends that it should be included as a discrete objective for the new A levels in modern languages.** For reasons given in the report, one of the sources of evidence relating to this objective should be an analytical essay in English on a work in the language of study.

It should be noted that the panel is not recommending that the new A levels should centre on country-related contextual studies. The qualifications are in each case focused on the study of a language as it is embedded in, and interacts with, its cultural context and the linguistic manifestations of the relevant cultures. Materials from the countries in which the language is used are therefore essential. The assessment objectives should refer to the ability to understand and respond in speech and writing in the target language to source material in that language. An understanding of aspects of the societies and cultures in which the language is used enriches and embeds the linguistic ability that A levels should require. The panel has noted the exclusive focus on the practical application of language skills in the current assessment objectives. In the panel's view these should be supplemented by reference to knowledge and understanding of the linguistic systems informing practical usage.

**The panel recommends to Ofqual that the assessment objectives for A level and AS level should include:**

- **an ability to understand and respond in speech in the language of study to spoken and written material drawn from a variety of sources in that language, including for spoken sources face-to-face interaction**
- **an ability to understand and respond in writing in the language of study to spoken and written material drawn from a variety of sources in that language**
- **an ability to manipulate the language accurately and appropriately in spoken and written forms**
- **an ability to demonstrate knowledge and understanding of the linguistic systems of the language of study, including an ability to translate material from the language of study into English and vice versa.**
- **an ability to demonstrate knowledge and understanding of aspects of the culture and society of countries where the language of study is a national or official language**
- **an ability to engage critically with works in the language of study**



- **(at A level) an ability to engage analytically with works in the language of study**

# Classical Languages

## 1. Overview

Classical languages A levels as presently taught are essentially fit for purpose, demonstrably intellectually rigorous and challenging, and the panel sees no need for radical change. The current qualifications are already appropriate in the vast majority of respects, and in particular the balance between literature and language is broadly right.

## 2. Purpose

The current OCR GCE specifications (the only A level qualifications in Latin and Greek available are those offered by OCR) cite as their aims for the classical languages qualification as encouraging candidates to:

- 'Develop an appropriate level of competence in the language studied and a sensitive and analytical approach to language generally.'

And through the detailed study of classical literature, both in translation and in the original language, as encouraging candidates to:

- Develop interest in, and enthusiasm for, the classical world;
- Acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of classical civilization;
- Develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times;
- Develop and apply analytical and evaluative skills at an appropriate level;
- Make an informed personal response to the material studied.'

**These aims both build appropriately on GCSE (and will continue to do so when the new criteria apply) and allow for smooth progression into higher education.** The complementary A level qualifications available in classical civilisation and in ancient history mutually broaden and enhance these aims, and the panel believes that the interrelation between classical languages, classical civilisation and ancient history is a crucial and unique strength of the discipline at secondary and tertiary level.

### 3. Structure of content

**The panel believes it is essential for the health of classical languages and related subjects as a discipline that every effort should be made to shape the A levels in such a way that year 1 of A level and AS should be co-teachable, for practical reasons and to maintain the long-term viability of the subjects in both schools and universities.** This means the content must be appropriate to be taught in classes which may contain more than one year group.

To achieve co-teachability, it is a necessity that some literary content should be required in AS as well as in A level. We in any case believe that this is highly desirable. It should be possible to teach AS simultaneously with year one of A level and if possible to share some classes with year 2 through approaches such as the alternation of set texts in order to maximise the possibilities for schools which may not have large resources to devote to the subject. It can be important for subject teachers to be able to aim for economies of scale in this kind of situation.

### 4. Nature of content

**The panel does not wish to alter the balance between language and literature, as the literature component of the present A level courses both appeals to and engages students.** It also prepares those who go on to study the subject at university, where literature and culture are usually the primary focus of study. The reading of literary texts hones and tests both basic and advanced language skills in a different way from unseen translation, since it allows more mature appreciation of language in its cultural context. It also enables the all-important engagement with ancient cultures which we regard as the hallmark of excellence in our subject. **The panel's recommendation to allow awarding organisations appropriate room to reward cultural/historical/later reception knowledge *when particularly appropriate to a given text*** (e.g. some knowledge of 1st century politics when studying Cicero or Caesar vel sim) is emphatically not intended to broaden the scope of the subjects as they are currently configured. It is envisaged that the marks awarded for the demonstration of such knowledge will be modest.

We have considered progression from GCSE in the light of the fact that historically GCSE Latin and classical Greek have demonstrably been extremely challenging and demand more teaching hours than many other subjects have done hitherto. They further demand a very high degree of commitment and ability from candidates. We have also consulted widely in the university sector, where there is a high level of consensus as to the overall effectiveness of the present qualifications.

Our discussions with a wide range of organisations have identified no major

disagreements in relation to the broad shape of A level (had the exercise been carried out in relation to GCSE, more differences of opinion might have emerged, since serious reservations have been expressed by some, particularly teachers, about the lack of parity between Latin and Greek GCSE and other GCSEs hitherto). Clearly there is scope for more discussion about the types of assessment used, but any differences we have identified consist in nuance and emphasis rather than constituting fundamental disagreements. In general the focus emerging from the contributions we have received has been on issues of accessibility and practicality of delivery, and our recommendations have been particularly informed by this concern.

## 5. Assessment issues

**The panel wishes unseen translation to remain a core component of assessment.** This reflects its relative importance in the HE sector, where unseens are a core mode of assessment. **Prose composition should remain, but as an option only; there is consensus that an appropriately set unseen translation or comprehension assesses broadly parallel deep language skills.**

**There is agreement that the memorisation of set texts should be discouraged.**

It is widely thought that language-oriented questions can be drafted to ensure that set texts are read closely in the original. Significantly fewer marks can thereby be awarded for straightforward translation as a method of proving that students have read the texts in the target language. Whatever the method of assessment, Universities will want to be convinced that serious reading of the set texts in the original language has taken place.

Teachers are enthusiastic about a defined vocabulary and grammatical construction list relating to the language component of the exam, but above all urge **that** set texts should be of appropriate difficulty and in particular should be supported by appropriate editions. Universities too have commented that some texts set for A level at present (e.g. Tacitus) are beyond the level of difficulty expected from first-year undergraduate language work. We therefore recommend that **awarding organisations should agree a list of suitable authors from which set texts could be drawn**, and we have developed an illustrative list for them to consider ([Annex 5](#)).

The panel does not wish to alter the present balance between prose and verse set texts (currently 50:50 at AS and at A level); nor the number of set texts (currently one prose text or group of texts and one verse text or group of texts at AS OR two prose texts or groups of texts and two verse texts or groups of texts over the two years of A level). We are happy with coherent groups of texts being set and, as an indication, believe that set texts in the last five years have been of appropriate length to facilitate the aims of engagement with the classical world and the development of

evaluative skills outlined above. We believe that differentiation between the skills required at AS level and at A level is best tested not by setting certain texts only at one level or another, but rather through nuances of assessment at A level to reflect the longer experience A level candidates will have of reading texts.

The panel considered carefully and consulted widely on the prospect of a detailed project (along the lines of the highly regarded International Baccalaureate extended essay), but concludes that this is undesirable for reasons of practicality and deliverability. It noted and supported the existing availability of an accredited Extended Project Qualification (EPQ) option, and wanted to encourage students intending to pursue classical subjects in HE to write upon a classics-related topic.

Finally, in the context of the aim of A level qualifications in Latin and Greek to encourage candidates to develop ‘a sensitive and analytical approach to language’ **the panel encourages the calibration of all assessment criteria so that appropriate reward can be given to answers which demonstrate originality, creativity, and ambition.**

The panel asked about the qualifications and experience of examiners marking A levels in classical languages. They were reassured by the information given by OCR on the qualifications and experience required of examiners for A level Latin and A level Greek and by the measures taken to oversee the quality and consistency of marking. In the panel’s view it is also essential to ensure that the approach to marking enables high quality, insightful, work to be recognised and rewarded. Structured mark schemes and other measures introduced to ensure consistency of marking must leave space for credit to be given for excellence in the exercise of scholarly judgement.

## **6. Concluding remarks**

This advice aims to maintain the rigour of the present A levels, which provide an excellent background for university study. At the same time we wish to maximise their availability by ensuring that a broad range of students in as wide a variety of teaching environments as possible have the potential to succeed in Classical Languages at A level. We have responded in this report to comments from Ofqual on the purpose of reading set texts and on prose composition as an option.

We do not consider our advice on content raises specific equalities issues.

## Recommendations

### Modern foreign languages

1. Revised content should enrich the cognitive and linguistic challenge, developing independent language use through a range of stimulating and relevant contexts and through interaction with culturally rich content, which can be reliably assessed (page 14).
2. Benchmarking of the AS and A level against *The Common European Framework of Reference for Languages* should be undertaken in the light of the introduction of the reformed GCSE and GCE and revisited in the light of the Key Stage 2 reform (page 15).
3. England should continue to participate in suitable exercises permitting international comparison of performance in modern languages (page 15).
4. A levels should promote accuracy in conjunction with fluency (page 15).
5. At GCE in modern languages critical thinking should be developed alongside the four language skills (reading, writing, speaking, listening) (page 17).
6. The aim of the AS qualification in modern languages should be to enhance candidates' linguistic skills in the language of study and to begin to promote their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries of the language of study (page 19).
7. The aim of the A level qualification in modern languages should be to enhance significantly candidates' linguistic skills in the language of study and to promote their capacity for critical and analytical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries of the language of study (page 19).
8. The panel recommends a framework consisting of two interdependent strands to put into practice its conception of integrated study:
  - Culture and Society: Knowledge, Understanding and Critical Analysis
  - Language: Knowledge, Understanding and Communication (page 21).

#### Culture and Society: Knowledge, Understanding and Critical Analysis

9. The following thematic areas should be studied through the lens of the language and cultures of study:
  - social issues and phenomena

- politics, current affairs and history
  - intellectual culture, past and present (page 21).
10. Three themes, one from each category above, will be chosen in each year of study. Students will, therefore, study three themes for AS and six for A level (page 21).
11. The form of assessment of the study of these themes is a matter for Ofqual, but the panel recommends:
- a listening comprehension test with straightforward methods of testing understanding, including multiple choice
  - a reading comprehension test with one or more written components
  - an oral exam (page 22).
12. Study of one work should be required for AS and two for A level. At least one of the works studied for A level must be a piece of fiction, life writing, a drama or a collection of poetry. The selected works must achieve a balance between linguistic accessibility and intrinsic interest (page 22).
13. The form of assessment of the study of works is a matter for Ofqual, but for AS the panel recommends a written response in the language of study of 250-350 words *either* to a context question *or* to a series of questions, some of which will require critical responses. For A level the panel recommends both a context question (or a series of questions) and an analytical essay in English of 400-550 words (page 22).
14. An individually chosen and researched project should be required for A level but not for AS (page 23).

#### Language: Knowledge, Understanding and Communication

15. In order to promote grammatical accuracy in terms of knowledge and usage, the panel advises the testing of:
- Grammatical concepts: identification of concepts on the basis of examples of use (this could be assessed by multiple choice questions)
  - Grammar essentials, requiring accurate application of rules concerning, eg, gender, plural formation, verb forms, word formation.
  - Sentences, requiring accurate application of rules concerning, eg, agreement between subject and verb, word order, use of relative pronouns, subordinate clauses (page 25).
16. Beyond the discrete testing of grammatical accuracy, grammar should be assessed in a mixed-skill mode alongside other components across the range of

tasks examined in the candidates' written use of the language of study and in translation into and out of the language of study (page 25).

17. The principles of word formation should form part of grammar work (page 25).
18. Vocabulary should be expanded systematically in the context of the focused study of themes and works (page 25).
19. Strategies for developing the listening skill as well as listening itself must be practised systematically in the classroom and students encouraged to do more listening in their own time (page 26).
20. The form of assessment of oral skills is a matter for Ofqual, but the panel recommends that for A level there should be an oral exam consisting of two components:
  - Individual research presentation
  - Discussion, deriving from any of the themes studied (page 27).
21. For the AS qualification the oral examination should consist of a presentation related to a theme of study, followed by a discussion, deriving from any of the themes studied, at the discretion of the examiner (page 27).
22. Equal weighting should be given to prepared presentation skills and spontaneous conversation (page 27).
23. Fluency and risk-taking should be rewarded alongside communicative efficacy but accuracy should also be rewarded (page 27).
24. An external examiner should conduct the oral exam, with an examination conducted remotely with appropriate technology a possibility (page 27).
25. An opportunity should be sought for candidates to have an option of being assessed in interpretation skills (page 27).
26. Students should be able to:
  - Read a variety of texts written for different purposes and audiences drawn from a range of authentic sources
  - Assimilate information from written sources
  - Infer meaning from written material of increasing linguistic complexity and more abstract content
  - Demonstrate understanding of the main points expressed in extended written passages from a range of different contexts (page 28).



27. There must be regular practice of writing tasks related to listening/reading comprehension and a formal focus on how to develop the skills of writing a descriptive/critical essay, using appropriate register and idiom (page 28).
28. Students should learn to use language independently in writing to:
- Express thoughts and feelings, present viewpoints, develop arguments, persuade, analyse and evaluate spoken and written material
  - Respond to a range of spoken sources covering different registers and types
  - Respond to a variety of texts written for different purposes and audiences drawn from a range of authentic sources
  - Demonstrate understanding of the main points expressed in extended spoken and written passages
  - Summarise information from spoken and written sources (page 29).
29. The principal areas in which writing in English has a useful role to play are:
- translation into English of an unseen passage from the language of study
  - analytical essay dealing with a work (page 29).
30. Reformed AS and A levels should further develop learners' competence in translation (page 30)
31. The translation tasks to be required are a matter for Ofqual, but the panel recommends:
- Translation into English of an unseen passage from the language of study, to be selected by awarding organisations
  - Translation into the language of study of carefully selected and, where necessary, suitably edited sentences (page 30).

### Assessment

32. There should be a distinct assessment objective referring to the need for candidates to demonstrate knowledge and critical awareness of the culture and society of countries where the language is spoken (page 32).
33. At A level and AS level the following should be assessed:
- An ability to understand and respond in speech in the language of study to spoken and written material drawn from a variety of sources in that language
  - an ability to understand and respond in writing in the language of study to spoken and written material drawn from a variety of sources in that

language

- an ability to manipulate the language accurately and appropriately in spoken and written forms
- an ability to demonstrate knowledge and understanding of the linguistic systems of the language of study, including an ability to translate material from the language of study into English and vice versa.
- an ability to demonstrate knowledge and understanding of aspects of the culture and society of countries where the language of study is a national or official language
- an ability to engage critically with works in the language of study
- (at A level) an ability to engage analytically with works in the language of study (page 32).

### **Classical languages**

34. The aims of the current A levels in classical Greek and Latin offered by OCR build appropriately on GCSE (and will continue to do so when the new criteria apply) and allow for smooth progression into higher education (page 34).
35. Every effort should be made to shape the A levels in such a way that year 1 of A level and AS should be co-teachable, for practical reasons and to maintain the long-term viability of the subjects in both schools and universities (page 35).
36. The panel does not wish to alter the balance between language and literature, as the literature component of the present A level courses both appeals to and engages students (page 35).
37. Awarding organisations should be allowed appropriate room to reward cultural/historical/later reception knowledge when particularly appropriate to a given text (page 35).
38. Unseen translation should remain a core component of assessment (page 36).
39. Prose composition should remain, but as an option only (page 36).
40. Memorisation of set texts should be discouraged (page 36).
41. Awarding organisations should agree a list of suitable authors from which set texts could be drawn, drawing on the illustrative list provided by the ALCAB panel at [Annex 5](#) (page 36).

42. Assessment criteria should be calibrated so that appropriate reward can be given to answers which demonstrate originality, creativity, and ambition (page 37).

## **Annex 1**

### **Members of ALCAB Modern Foreign and Classical Languages Panel**

#### *Panel Chair:*

Professor Stephen Parker, University of Manchester

#### *Modern Foreign Languages (French, German, Spanish) Panel members:*

Dr Sean Allan, University of Warwick

Professor Nicholas Harrison, King's College London

Professor Katrin Kohl, University of Oxford

Dr Shirley Lawes, Institute of Education, University of London

Dr Irene Macías, University of Bath

Professor Ian MacKenzie, University of Newcastle

Professor Michael Moriarty, University of Cambridge

Professor Chris Pountain, Queen Mary University of London

Professor Stuart Taberner, University of Leeds

#### *Classical Languages Sub-Panel members:*

Professor Bruce Gibson, University of Liverpool

Dr Genevieve Lively, University of Bristol

Professor Judith Mossman, University of Nottingham

## **Annex 2**

### **List of organisations and individuals contributing to the panel's work**

The panel received helpful contributions to its work from a wide variety of groups and individuals. Those who gave presentations to the panel are listed below.

#### **Modern Foreign Languages:**

The Association for German Studies (Dr Benedict Schofield)

The Association of Hispanists (Professor Trevor Dadson)

The Association for Language Learners (Linda Parker)

The British Academy (Professor Nigel Vincent and Anandini Yoganathan)

British Association for Applied Linguistics (Professor Suzanne Graham and Dr Emma Marsden)

Cherwell School (Jacqui Cheetham)

Independent Schools' Modern Languages Association (Nick Mair)

Routes into Languages (Professor Robert Vilain)

Society for French Studies (Professor Mairead Hanrahan)

University Council for Modern Languages (Ms Jocelyn Wyburd)

In addition, outside panel meetings members held helpful discussions with Teresa Tinsley about the Language Trends survey published by CfBT Education Trust/British Council and with the linguistic/cultural arms of the French, German and Spanish embassies.

#### **Ancient Languages:**

The British Academy (Professor Robin Osborne)

Cambridge Schools Classics Project (Will Griffiths)

Joint Association of Classical Teachers (Alex Smith)

Society for the Promotion of Roman Studies (Aisha Khan-Evans)

The panel also received contributions to its work from The Council of University Classics Departments.

In addition to the above, the Chair would like to thank the following individuals for their assistance: Professors Martin Durrell, Maj-Britt Hansen, Henry Phillips, Hilary Owen and David Langslow, Mrs Nicola Edgar and Dr Elena Polesca.

## Annex 3

### Grammar lists

AS and A level learners will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the examination learners will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The mention of an item in these lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The lists are divided into AS and A level. The examples in italics in parentheses are indicative; that is, they serve to illustrate the part of speech or structure that the candidate must know and hence do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

### French: AS level

#### *Nouns*

- Gender
- Singular and plural forms

#### *Articles*

- Definite, indefinite and partitive

#### *Adjectives*

- Agreement
- Position
- Comparative and superlative
- Use of adjectives as nouns (e.g. *le vieux, les Anglais*)
- Demonstrative (*ce, cet, cette, ces*)
- Indefinite (including *autre, chaque, même, quelque*)
- Possessive (*mon, ma, mes, etc.*)
- Interrogative and exclamatory (*quel, quelle, quels, quelles*)

#### *Numerals*

- Cardinal (e.g. *un, deux*)

Ordinal (e.g. *premier, deuxième*)  
Expression of time and date

### Adverbs

Formation of adverbs in *-ment*  
Comparative and superlative  
Interrogative (including *combien (de), comment, où, pourquoi, quand*)

### Quantifiers/intensifiers

(including *assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop*)

### Pronouns

Personal: subject, including *on*  
Object: direct and indirect  
Disjunctive/emphatic personal, as subject and object: *moi/moi-même, etc.*  
Position and order  
Reflexive  
Relative (including *qui, que, dont, lequel etc., auquel etc, ce qui, ce que*)  
Demonstrative (*celui, celle, ceux, celles; and celui-ci/celui-là etc.*)  
Indefinite (including *quelqu'un, quelque chose*)  
Possessive (*le mien etc.*)  
Interrogative (including *qui, que, quoi*)  
Use of *y, en*

### Verbs

Conjugation of regular *-er, -ir, -re* verbs, modal verbs, principal irregular verbs, including reflexive verbs  
Agreement of verb and subject  
Use of *il y a*  
Modes of address (*tu, vous*)  
Impersonal verbs  
Constructions with verbs  
Verbs followed by an infinitive (with or without a preposition)  
Dependent infinitives (*faire réparer*) (R)  
Perfect infinitive  
Negative forms  
Interrogative forms

### Use of tenses

Present  
Perfect (including agreement of past participle)  
Imperfect  
Future

Conditional  
Future perfect  
Conditional perfect  
Pluperfect  
Past historic (R)

Use of the infinitive, present participle (e.g. *en arrivant*) and past participle

Verbal paraphrases and their uses  
(including *aller* + infinitive, *venir de* + infinitive)

Passive voice  
Present tense  
Other tenses (R)

Subjunctive mood: present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as *bien que*)

### *Prepositions*

All prepositions, both simple (e.g. *sous*) and complex (e.g. *au-delà de*)

### *Conjunctions*

Coordinating conjunctions (e.g. *et, ou, mais*)  
Subordinating conjunctions

### *Negation*

Use of negative particles (e.g. *ne...pas, ne...personne, ne...que*)  
Use of *ne* with negative subjects (e.g. *Personne n'est venu*)

### *Questions*

### *Commands*

### *Word order*

Inversion after speech

### *Other constructions*

Time expressions with *depuis* and *il y a*  
Comparative constructions  
Indirect speech

### *Discourse markers*

(e.g. *Au contraire, En fait*)



### *Fillers*

(e.g. *alors, bon*)

## **French: A level**

All grammar and structures listed for AS level, plus:

### *Verbs*

Dependent infinitives (*faire réparer*)

Passive voice: all tenses

Subjunctive mood:

perfect tense

imperfect tense (R)

### *Word order*

Inversion after adverbs

## **German: AS level**

### *Nouns*

Gender

Singular and plural forms

Case marking on nouns

Weak masculine nouns

### *Determiners*

Definite article

Indefinite article, including *kein*

Demonstratives, including *der/die/das*

Possessives

Other determiners (e.g. *alle, viel/viele, welcher*)

### *Pronouns*

Personal pronouns

Reflexive pronouns

Relative pronouns

Demonstrative pronouns

Possessive pronouns

Indefinite pronouns (e.g. *jemand*)

Interrogative pronouns (e.g. *wer*)

### *Adjectives*

Adjectival endings

Comparative and superlative

Adjectives with the dative (e.g. *es ist mir klar*)

Adjectives with prepositions (e.g. *stolz auf*)

*Adverbs and adverbials*

Time  
Place  
Direction (e.g. *hin, heraus*)  
Manner  
Degree (e.g. *sehr*)  
Interrogative (e.g. *wann, warum*)  
Comparative and superlative  
Numbers and fractions  
Clock time, days of the week, months

*Modal Particles / Discourse Markers*

e.g. *ja, doch, wohl*

*Verbs*

Principal parts of weak, strong and irregular verbs  
Reflexive verbs  
Separable/inseparable  
Auxiliary verbs (*haben, sein, werden*)  
Use of *haben* or *sein* in the perfect  
Modal verbs (*dürfen, können, mögen, müssen, sollen, wollen*): present and imperfect  
tenses; imperfect subjunctive of *mögen* and *können*  
Infinitive constructions (*um... zu, ohne... zu, verbs with zu*)  
Infinitive constructions (*lassen* and *sich lassen* with infinitive)

*Tense, voice and mood*

Present  
Past (i.e. simple past/imperfect)  
Perfect  
Perfect (modal verbs) (R)  
Pluperfect  
Future  
Future perfect (R)  
Conditional  
Conditional perfect (R)  
Passive with *werden*  
Imperative  
Subjunctive in conditional clauses (past)  
Subjunctive in conditional clauses (pluperfect) (R)  
Subjunctive in indirect speech (R)

*Prepositions*

Fixed case and dual case  
Prepositional adverbs (*da(r)+preposition, e.g. darauf*)

*Conjunctions*

Coordinating

## Subordinating

### *The case system*

The subject and the finite verb

Accusative objects

Dative objects

Prepositional objects

The use of the nominative case with copular verbs (e.g. *sein, werden, bleiben*)

### *Clause structure and word order*

Main clause word order

Questions and commands

Position of pronouns

Position of adverbials

Position of *nicht*

Word order variation to change emphasis

Subordinate clauses introduced by a conjunction (e.g. *dass, obwohl*)

### *Word formation*

Compound nouns

Forming nouns from verbs

Forming nouns from adjectives

Forming verbs from nouns

Forming verbs from adjectives

Separable and inseparable verb prefixes

## **German: A level**

All grammar and structures listed for AS level, plus:

### *Adjectives*

Use of long adjective phrases (R)

### *Tense, voice and mood*

Perfect (modal verbs)

Future perfect

Conditional perfect

Conditional sentence with omitted *wenn*, e.g. *Hätte ich mehr Zeit gehabt, wäre das nicht passiert* (R)

Passive with *sein*

Subjunctive in conditional clauses (pluperfect)

All forms of indirect speech

## Clause structure and word order

Use of the prepositional adverb (*da(r)*+preposition, e.g. *darauf*) to anticipate *dass* clauses and dependent infinitive clauses (R)

## Spanish: AS level

### Nouns

Gender  
Singular and plural forms  
Plural of male/female pairs (e.g. *los Reyes*)  
Affective suffixes (R)

### Articles

Definite and indefinite  
*El* with feminine nouns beginning with stressed *a* (*el agua*)  
*Lo* + adjective

### Adjectives

Agreement  
Position  
Apocopation (e.g. *gran, buen, mal, primer*)  
Comparative and superlative (e.g. *más fuerte; mejor, peor, mayor, menor*)  
Use of adjectives as nouns (e.g. *una triste, la roja, las norteamericanas*)  
Demonstrative (e.g. *este, ese, aquel*)  
Indefinite (e.g. *alguno, cualquiera, otro*)  
Possessive (weak and strong forms) (e.g. *mi / mío*)  
Interrogative and exclamatory (e.g. *¿cuánto? / ¡cuánto!*, etc., including use of *¿qué? / ¡qué!*)  
Relative (*cuyo*) (R)

### Numerals

Cardinal (e.g. *uno, dos*)  
Ordinal 1-10 (e.g. *primero, segundo*)  
Agreement (e.g. *cuatrocientas chicas*)  
Expression of time and date

### Adverbs

Formation of adverbs in *-mente*  
Comparative and superlative (e.g. *más despacio*)  
Use of adjectives as adverbs (e.g. *rápido, claro*)  
Adjectives as equivalents of English adverbs (e.g. *Salió contenta*)

Interrogative (e.g. *¿cómo?*, *¿cuándo?*, *¿dónde?*)

### Quantifiers/intensifiers

(e.g. *muy*, *bastante*, *poco*, *mucho*)

### Pronouns

Subject

Object: direct and indirect; use of *se* for *le(s)*; 'redundant' use of indirect object (e.g. *Dale un beso a tu papá*)

Reflexive

Unstressed / stressed forms (e.g. *me* / *mí*)

Position and order

Relative (*que*, *quien*, *el que*, *el cual*)

Demonstrative (*este*, *ese*, *aquel*; *esto*, *eso*, *aquello*)

Indefinite (e.g. *algo*, *alguien*)

Possessive (e.g. *el mío*, *la mía*). Expression of possession by the use of the indirect object pronoun (*Le rompió el brazo*) must also be included.

Interrogative

### Verbs

Regular conjugations of *-ar*, *-er* and *-ir* verbs, including radical-changing (e.g. *recordar* / *recuerdo*, *pedir* / *pido*) and orthographic-changing (e.g. *abrazar* / *abracé*) verbs, in all tenses and moods, finite and non-finite forms

Regular and Irregular verbs, in all tenses and modos, finite and non-finite forms

Agreement of verb and subject

Use of *hay que* in all tenses

Use of tenses

Present

Preterite

Imperfect

Future

Conditional

Perfect

Future perfect

Conditional perfect

Pluperfect

Use of the infinitive, the gerund and the past participle

Verbal paraphrases and their uses. These include but are not limited to the following:

*ir a* + gerund

*estar* + gerund

*acabar de* + infinitive

*estar para* + infinitive

*llevar* + gerund

*ir* + gerund (R)  
*venir* + gerund (R)

#### Use of the subjunctive

Commands  
Conditional sentences  
After conjunctions of time  
After *para que*, *sin que*  
In relative clauses (R)  
After other subordinating conjunctions (R)  
With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability (R)  
Sequence of tense in indirect speech and other subordinate clauses

#### Voice

Use of the reflexive as a passive (e.g. *El puente se construyó para unir a las comunidades*)  
Use of the reflexive to express an impersonal subject (e.g. *¿Cómo se llega a la estación?*)  
Use of *ser* + past participle  
Use of *estar* + past participle

'Nuance' reflexive verbs (e.g. *caerse*, *pararse*)

Modes of address (*tú*, *usted*; *vos* (R))

#### Constructions with verbs

Verbs followed directly by an infinitive (e.g. *querer*, *poder*)  
Verbs followed by a preposition plus an infinitive or noun phrase (e.g. *insistir en*, *negarse a*)  
Verbs followed by a gerund (e.g. *seguir*)  
Verbs of perception (e.g. *Vi asfaltar la calle*)

Uses of *ser* and *estar*

#### Prepositions

All prepositions, both simple (e.g. *bajo*) and complex (e.g. *encima de*)

'Personal' *a*

Discrimination of *por* and *para*

#### Conjunctions

Coordinating conjunctions (e.g. *y*, *o*, *pero*)

Subordinating conjunctions. These include but are not limited to the following:  
Cause (*porque*)

Purpose (*para que*)  
Proviso (*con tal que*)  
Supposition (*a no ser que*)  
Time (*cuando*)  
Concession (*aunque*)

Use of *que* to introduce a clause (e.g. ¡Cuidado, *que se va a quemar la tortilla!*) (R)

*Negation*

*Questions*

*Commands*

*Word order*

Subject following verb (*Ha llegado el profesor; Me gustan las patatas*)

Focalisation (*Tú ¿qué opinas?; A Cristiano lo odian*) (R)

*Other constructions*

Time expressions with *hace / hacía* and *desde hace / hacía*

Cleft sentences (*Fue en Madrid donde nos conocimos*)

Comparative constructions. These include but are not limited to the following:

*tan... como...*, etc.

*más... que...*, etc.

*Tiene más dinero de lo que creía* (R)

Indirect speech

*Discourse markers*

(e.g. *Es que..., Por ejemplo, Ahora bien...*)

*Fillers*

(e.g. *pues, bueno*)

## **Spanish: A level**

All grammar and structures listed for AS level, plus:

*Adjectives*

Relative (*cuyo*)

*Verbs*

Use of the subjunctive

In relative clauses

After other subordinating conjunctions  
With verbs and verbal expressions of wishing, commanding,  
influencing, emotional reaction, doubt, denial, possibility, probability

*Conjunctions*

Use of *que* to introduce a clause (*¡Cuidado, que se va a quemar la tortilla!*)

*Other constructions*

Comparative constructions

*Tiene más dinero de lo que creía*

Expression of concession other than by *aunque* (*por muy adjective que, por mucho que*) (R)



## Annex 4: Illustrative content: themes, works and topics for individual projects

### Illustrative examples of themes

The panel has recommended study of a series of themes as part of the strand to develop knowledge, understanding and critical analysis of the society and culture of the countries of the language of study, based on material in the language. By 'themes' the panel means subjects of study within the following thematic areas, studied through the lens of the language and cultures of study:

- **Social issues and phenomena**
- **Politics, current affairs and history**
- **Intellectual culture, past and present.**

The following indicative lists illustrate potential areas of study under each theme. It is, however, for awarding organisations to devise themes for study.

### Social issues and phenomena

#### French:

- Les valeurs républicaines (*Republican values*)
- L'école (*Schooling*)
- Les provinces et les régions (*Provinces and regions*)
- Paris/Montréal/Marseille
- Les DOM-TOM (*French overseas departments and territories*)
- La culture québécoise (*Québécois culture*)
- Les Grands Projets (*Monumental building projects*)
- La laïcité (*Secularism/laicity*)
- La liberté d'expression (*Freedom of expression*)

#### German:

- Die Beziehung zwischen Religion, Kultur und Staat im deutschsprachigen Raum (*The relationship between religion, culture and the state in the German-speaking territories*)
- Standort Deutschland: Vorsprung durch Technik im globalen Kontext? (*Location Germany: Advantage through technology in the global context?*)
- Tierversuche, Klonen und genetische Manipulation – medizinische Kontroversen im deutschsprachigen Raum (*Animal experiments, cloning and genetic manipulation – medical controversies in the German-speaking territories*)
- Berufsausbildung oder Universität? Deutsche Bildung zwischen Praxis und Theorie (*Vocational training or university? German education between practice and theory*)
- Gegenwart und Zukunft der sozialen Medien (*Present and future of social media*)

- Sport in der deutschen Gesellschaft (*Sport in German society*)

#### Spanish:

- La diversidad de la lengua castellana (*Diversity of the Spanish language*)
- Los avances para la mujer en la sociedad post-franquista (*Advances for women in post-Franco society*)
- El islamismo en España (*Islam in Spain*)
- La recuperación de la memoria histórica en la España post-franquista (*Truth and reconciliation in post-Franco Spain*)
- La deforestación en Amazonas (*Deforestation in Amazonia*)
- Las lenguas minoritarias en la Península Ibérica (*Minority languages in Iberia*)

### **Politics, current affairs and history**

#### French:

- La révolution française (*The French revolution*)
- L'empire français et la décolonisation (*Empire and decolonisation*)
- L'Affaire Dreyfus (*The Dreyfus case*)
- La guerre d'indépendance algérienne (*The Algerian war of independence*)
- L'Occupation (*The Occupation*)
- La droite et la gauche en France (*Right and Left in France*)
- Le renouveau de l'antisémitisme (*The revival of antisemitism*)

#### German:

- Drei staatliche Systeme – Deutschland, Österreich, Schweiz (*Three state systems – Germany, Austria, Switzerland*)
- Deutschlands Bezug zu Europa (*Germany's relationship with Europe*)
- Die Energiepolitik der BRD zwischen Individuum, Staat und globaler Zukunft (*Energy policy in the Federal Republic of Germany between individual, state, and global future*)
- Bekämpfung der Armut in der deutschen Innen- und Außenpolitik (*Combating poverty in German domestic and external policy*)
- Die Auseinandersetzung mit der Nazizeit in deutschen Museen und Gedenkstätten (*Engagement with Nazism in German museums and memorial sites*)
- Die DDR – Ideale und Realitäten (*The GDR – ideals and realities*)

#### Spanish:

- Desarrollo y sostenibilidad en América Latina (*Development and sustainability in Latin America*)
- Líderes, caudillos y dictadores en América Latina (*Leaders and dictators in Latin America*)
- España frente la Unión Europea (*Spain and the European Union*)
- La revolución cubana (*The Cuban revolution*)

- Activismo social en la España contemporánea (*Social activism in modern Spain*)
- Guerras y guerrillas en América Latina (*War and insurgency in Latin America*)

## Intellectual culture, past and present

### French:

- Le surréalisme (*Surrealism*)
- La nouvelle vague (*The New Wave*)
- L'existentialisme (*Existentialism*)
- La musique populaire, de la chanson au rap (*Popular music, from chanson to rap*)
- La télévision contemporaine (*Contemporary television*)
- La peinture impressionniste (*Impressionist painting*)
- La négritude/la créolité (*Négritude/créolité*)
- Les mathématiques françaises (*French mathematics*)
- Sciences et technologie dans la France moderne (*Science and technology in modern France*)

### German:

- Die Welt aus der Perspektive von Alexander von Humboldt (*The world from the perspective of Alexander von Humboldt*)
- Sigmund Freud (*Sigmund Freud*)
- Die deutsche Sprache in der Schweiz (*The German language in Switzerland*)
- Das Berliner Kulturleben in der Weimarer Republik (*Berlin cultural life in the Weimar Republic*)
- Das Wiener Burgtheater (*The Viennese Burgtheater*)
- Der Neue Deutsche Film (*New German Film*)

### Spanish:

- Los Premios Nobel del mundo hispánico (*Nobel Prizes in the Spanish-speaking world*)
- El Boom latinoamericano en la literatura (*The Latin American literary boom*)
- El cine argentino (*Argentinian cinema*)
- El cine mexicano (*Mexican cinema*)
- La aportación cultural y científica del al-Ándalus (*The cultural and scientific achievements of al-Ándalus*)
- La Generación del 98 (*The Generation of 1898*)

## Illustrative examples of works

The panel has recommended study of one work for AS and two works for A level. At least one of the works studied for A level must be a piece of fiction or drama or life writing or collection of poetry. The following indicative list illustrates suitable works

for each language at AS and A level, with those viewed as suitable for AS marked with an \*. The selection of works, however, is the responsibility of awarding organisations.

### French:

#### A. Films

- *Aux yeux du monde*, dir. Éric Rochant (1991)
- *La bataille d'Alger*, dir. Gillo Pontecorvo (1966)
- *Chocolat*, dir. Claire Denis (1988)
- *Le dernier métro*, dir. François Truffaut (1980)
- *Entre les murs*, dir. Laurent Cantet (2008)
- *L'esquive*, dir. Abdellatif Kechiche (2003)
- *Un héros très discret*, dir. Jacques Audiard (1996)
- *Le jour se lève*, dir. Marcel Carné (1939)
- *Ma vraie vie à Rouen*, dir. Olivier Ducastel & Jacques Martineau (2002)
- *Monsieur Lazhar*, dir. Philippe Falardeau (2011)
- *Paris je t'aime* (multiple directors) (2006)
- *La règle du jeu*, dir. Jean Renoir (1939)
- *Rue Case-Nègres*, dir. Euzhan Palcy (1983)

#### B. Printed works

- Émile Ajar, *La Vie devant soi* (1975)
- Guillaume Apollinaire, *Calligrammes* (1918)
- Beaumarchais, *Le Barbier de Séville* (1775)
- Samuel Beckett, *En attendant Godot* (1953)
- Calixthe Beyala, *Le petit Prince de Belleville* (1992)\*
- Mehdi Charef, *Le thé au harem d'Archi Ahmed* (1983)
- Colette, *Le blé en herbe* (1923)
- Maryse Condé, *Le cœur à rire et à pleurer* (1999)
- Marguerite Duras, *L'amant* (1984)
- Marguerite Duras, *La douleur* (1985)
- Annie Ernaux, *La place* (1983)\*
- Claire Etcherelli *Élise ou la vraie vie* (1967)
- Eugène Ionesco, *La cantatrice chauve* (1950)\*
- Camara Laye, *L'enfant noir* (1953)\*
- Marivaux, *Le jeu de l'amour et du hasard* (1730)
- Guy de Maupassant, *La Maison Tellier* (1881)†\*
- Prosper Mérimée, *Carmen* (1845)†
- *Modern French Short Fiction*,†\* ed. Johnnie Gratton and Brigitte Le Juez (Manchester, Manchester University Press, 1994)
- Patrick Modiano, *La Place de l'Étoile* (1968)
- Molière, *Le Tartuffe* (1669)
- Soraya Nini, *Ils disent que je suis une beurette* (1993)
- Amélie Nothomb, *Stupeur et tremblements* (1999)

- Ferdinand Oyono, *Une vie de boy* (1956)
- Francis Ponge, *Le parti pris des choses* (1942)
- Jacques Prévert, *Paroles* (1946)\*
- Raymond Queneau, *Zazie dans le métro* (1959)
- Jean Racine, *Andromaque* (1667)
- Noëlle Renaude, *Madame Ka* (1999)
- Leïla Sebbar (ed.), *Une enfance algérienne* (1997) [selected texts]
- Ousmane Sembène, *Les bouts de bois de Dieu* (1960)
- Voltaire, *Candide* (1759)
- Joseph Zobel, *La Rue Case-Nègres* (1950)

†Collection of short stories.

## German:

### A. Films

- *Aimée und Jaguar*, dir. M. Färberböck (1999)
- *Alles auf Zucker!* dir. D. Levy, (2004)\*
- *Auf der anderen Seite*, dir. F. Akin (2007)
- *Berlin 36*, dir. K. Heidelberg (2009)\*
- *Das Leben der Anderen*, dir. F. Henckel von Donnersmarck (2006)\*
- *Das weiße Band*, dir. M. Haneke (2009)
- *Das Wunder von Bern*, dir. S. Wortmann (2003)\*
- *Der blaue Engel*, dir. J. v. Sternberg (1930)
- *Der Untergang*, dir. O. Hirschbiegel (2004)\*
- *Die Blechtrommel*, dir. V. Schlöndorff (1979)
- *Die Fälscher*, dir. S. Ruzowitzky (2007)\*
- *Die fetten Jahre sind vorbei*, dir. H. Weingartner (2004)\*
- *Good Bye Lenin!* dir. W. Becker (2003)\*
- *Lola rennt*, dir. T. Tykwer (1998)
- *Nirgendwo in Afrika*, dir. C. Link (2001)\*
- *Rosenstraße*, dir. M. v. Trotta (2003)

### B. Printed works

- Volker Braun, *Unvollendete Geschichte* (1977)
- Bertolt Brecht, *Leben des Galilei* (1939/1943)
- F.C. Delius, *Der Sonntag, an dem ich Weltmeister wurde* (1994)\*
- Friedrich Dürrenmatt, *Die Physiker* (1962)\*
- Julia Franck, *Bauchlandung. Geschichten zum Anfassen* (2000)
- Julia Franck (ed.), *Grenzübergänge. Autoren aus Ost und West erinnern sich* (2009)
- Jana Hensel, *Zonenkinder* (2002)\*
- Judith Hermann, *Sommerhaus, später* (1998)
- E.T.A. Hoffmann, *Der Sandmann* (1816)
- Barbara Honigmann, *Ein Kapitel aus meinem Leben* (2004)

- Franz Kafka, *Brief an den Vater* (1919)
- Franz Kafka, *Die Verwandlung* (1912/1915)
- Wladimir Kaminer, *Russendisko* (2000)
- Inka Parei, *Die Kältezentrale* (2011)
- Bernhard Schlink, *Der Vorleser* (1995)
- Peter Schneider, *Der Mauerspringer* (1983)\*
- Peter Schneider, *Vati* (1987)\*
- Uwe Timm, *Am Beispiel meines Bruders* (2003)\*
- Birgit Vanderbeke, *Das Muschelessen* (1990)\*
- Frank Wedekind, *Frühlings Erwachen* (1891)
- Peter Weiss, *Die Ermittlung* (1965)
- Stefan Zweig, *Schachnovelle* (1942) \*

## Spanish:

### A. Films

- *Bajo la piel*, dir. Francisco Lombardi (1996)
- *Barrio*, dir. Fernando León de Aranoa (1998)
- *Bienvenido Mr Marshall*, dir. Luis García Berlanga (1953)
- *El bola*, dir. Achero Mañas (2000)
- *El espíritu de la colmena*, dir. Víctor Erice (1973)
- *El sur*, dir. Víctor Erice (1983)
- *El viaje a ninguna parte*, dir. Fernando Fernán Gómez (1986)
- *La caza*, dir. Carlos Saura (1966)
- *La historia oficial*, dir. Luis Puenzo (1985)
- *La lengua de las mariposas*, dir. José Luis Cuerda (1999)
- *Los lunes al sol*, dir. Fernando León de Aranoa (2002)
- *Belle Époque*, dir. Fernando Trueba (1992)
- *El laberinto del fauno*, dir. Guillermo del Toro (2006)
- *Cría cuervos*, dir. Carlos Saura (1976)
- *Los santos inocentes*, dir. Mario Camus (1984)
- *Machuca*, dir. Andrés Wood (2004)
- *Mar adentro*, dir. Alejandro Amenábar (2004)
- *Todo sobre mi madre*, dir. Pedro Almodóvar (1999)
- *Volver*, dir. Pedro Almodóvar (2006)

### B. Printed works

- Josefina Aldecoa, *Historia de una maestra* (1990)
- Isabel Allende, *Cuentos de Eva Luna* (1990)\*
- Isabel Allende, *La casa de los espíritus* (1982)
- Dulce Chacón, *Algún amor que no mate* (1996)\*
- Miguel Delibes, *Cinco horas con Mario* (1966)
- Fernando Fernán Gómez, *Las bicicletas son para el verano* (1984)\*
- Gabriel García Márquez, *El amor en los tiempos de cólera* (1985)
- Gabriel García Márquez, *El coronel no tiene quien le escriba* (1961)

- Gabriel García Márquez, *Los funerales de la mamá grande* (1962)\*
- Adelaida García Morales, *El sur* (1981)
- Almudena Grandes, *Modelos de mujer* (1996)
- Molina Antonio Muñoz, *El dueño del secreto* (1994)
- Pablo Neruda, *Veinte poemas de amor y una canción desesperada* (1924)
- Arturo Pérez Reverte, *El Club Dumas* (1993)
- Manuel Rivas, *El lápiz del carpintero* (1998)
- Manuel Rivas, *La lengua de las mariposas* (1996)\*
- Carlos Ruiz Zafón, *La Sombra del viento* (2001)
- Juan Rulfo, *Pedro Páramo* (1955)\*
- Juan Rulfo, *El llano en llamas* (1953)
- Ernesto Sabato, *El túnel* (1948)\*

### **Illustrative examples of individual projects**

The panel has recommended that an individually chosen and researched project should be required for A level, but not for AS. The project should be sharply focused and related to a country where the language of study is an official or national language. Students should be able to choose the subject for their project within a framework provided by awarding organisations. Topics should be suitable for an extended discussion involving the expression of views and complex arguments. The panel has drawn up the following indicative examples of topics for each language of study.

#### French:

- A historical event or building such as: L'Arc de Triomphe, le Centre Pompidou, le Mémorial de la Déportation, le massacre du 17 octobre 1961, la prise de la Bastille (14 juillet 1789)
- A person such as François Mitterrand, José Bové, Léopold Sédar Senghor, Marie Curie, Toussaint Louverture, Jeanne d'Arc, Louis Pasteur
- Performers such as MC Solaar, or Amadou & Mariam
- An issue such as 'Les langues minoritaires en France'
- A phenomenon such as 'La Sape'
- A topic related to a hobby such as 'La France (/l'Algérie/La Côte d'Ivoire/La Belgique etc.) et la Coupe du Monde de football', 'Les sentiers de grande randonnée', 'la mode en France'
- A comparative topic such as 'Les partis politiques de gauche [ou de droite] en France et en Grande-Bretagne', 'L'art contemporain en France et en Grande-Bretagne', 'La gastronomie en France et en Grande-Bretagne'

#### German:

- A historical event or building such as: Berlin am 13. August 1961, Der Reichstag
- A person or group such as Angela Merkel, 'Kraftwerk'
- An issue such as 'Tierrecht in Deutschland' (*Animal rights in Germany*), 'Einwanderung in der Schweiz' (*Immigration in Switzerland*)

- A case study such as ‘Das Phänomen Aldi und Lidl’ (*The Aldi and Lidl phenomenon*), ‘Azubis bei Volkswagen’ (*Trainees at Volkswagen*)
- A topic related to a hobby such as ‘Deutsche Münzen’ (*German coins*), ‘Der Nürburgring’ (*The Nürburgring*)
- A comparative topic such as ‘Die Ausbildung zum Dolmetscher in Deutschland und Großbritannien’ (*Training for a career as interpreter in Germany and the UK*), ‘Premier League und Bundesliga’ (*Premier League and Bundesliga*), ‘Deutsche und englische Mode’ (*German and English fashion*)

Spanish:

- A historical event or building such as: ‘el golpe de estado chileno’ (*the Chilean coup d’état*) or la Alhambra
- A person or group such as Eva Perón, Augusto Pinochet, Hugo Chávez, Che Guevara, Violeta Parra or Víctor Jara
- An issue such as ‘el sistema de autonomías en España’ (*the system of devolved government in Spain*) or ‘la narcoguerra mexicana’ (*the Mexican drug war*)
- A case study such as ‘el síndrome tóxico en España de 1981’ (*the Spanish “cooking oil scandal” of 1981*), ‘el Caso Nani’ (*the Nani case*), ‘los atentados del 11-M’ (*the terrorist attacks at Atocha station on 11 March 2004*)
- A topic related to a hobby such as ‘la primera ascensión del Naranjo de Bulnes’ (*the first ascent of the Naranjo de Bulnes*), ‘Real Madrid y la décima copa de Europa’ (*Real Madrid and their 10th European Cup*) or ‘la moda española’ (*Spanish fashion*)
- A comparative topic such as ‘los partidos políticos en España y el Reino Unido’ (*political parties in Spain and the UK*), ‘América Latina frente a los Estados Unidos’ (*Latin America and the USA*) or ‘los países anglosajones frente a los países latinoamericanos en el Índice del Planeta Feliz’ (*Anglo Saxon and Latin American countries in the Happy Planet Index*).



## Annex 5

### Illustrative list of classical authors for study at AS level and A level

#### Latin Verse:

Catullus  
Horace  
Vergil  
Ovid  
Tibullus  
Propertius

#### Latin Prose:

Sallust  
Caesar  
Cicero  
Pliny the Younger  
Suetonius

#### Greek Verse:

Homer  
Sophocles  
Euripides  
Aristophanes

#### Greek Prose:

Herodotus  
Lysias  
Plato  
Xenophon  
Plutarch  
Lucian