



Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+
COMMON ACADEMIC SCHOLARSHIP EXAMINATION AT 13+

MODERN LANGUAGES SYLLABUS

*(French and German: revised Spring 2009 for first examination in Spring 2010;
Spanish: revised Spring 2011 for first examination in Autumn 2011)*

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INTRODUCTION

This syllabus covers French, German and Spanish. It has been devised in accordance with the requirements of the National Curriculum for modern languages and aligns with National Curriculum levels 1–6. In French and German, there is a single examination to be taken by all candidates. In Spanish, there are tiered papers: Level 1 and Level 2. Level 1 is aimed at candidates who have studied Spanish for one year or between 30 and 40 hours.

All exercises in the Listening and Reading components can be completed without the use of past tenses and none of the questions will specifically target details in which the use of past tenses is vital. In French, German and Spanish Level 2, exercises in the Speaking and Writing components offer open-ended tasks which allow candidates to show knowledge of a range of tenses, should they choose to use them. Senior schools should give clear advice to preparatory schools if they have particular requirements in this respect.

AIMS

A course leading to this examination should:

- (i) develop the skills which will enable candidates to understand the written and spoken language and use the language effectively for purposes of practical communication;
- (ii) give candidates opportunities to take part in a broad range of linguistic activities such as those set out in the National Curriculum for modern languages;
- (iii) provide a basis for continuing study of the language and encourage independent learning, including the use of dictionaries, glossaries and ICT;
- (iv) give candidates opportunities to work with authentic language materials;
- (v) encourage interest in the target countries;
- (vi) provide enjoyment and stimulation;
- (vii) encourage positive attitudes towards the use of foreign languages and towards speakers of foreign languages.

ASSESSMENT OBJECTIVES

The examination will test candidates' ability to:

- AO1 show an understanding of the spoken language dealing with a range of familiar topics, and identify and note main points and specific details, including opinions;
- AO2 take part in short conversations, giving and obtaining information and opinions;
- AO3 show an understanding of a number of printed items, ranging from short, simple phrases to longer, more complex texts and identify and note main points and specific details, including opinions;
- AO4 produce pieces of writing, ranging from short phrases to longer passages in which they seek and convey information and opinions.

SYLLABUS CONTENT

INTRODUCTION

- (i) The examination is based on the topics set out below. An asterisk denotes a topic which is not required for Spanish Level 1.
- (ii) The grammar section lists all the material which candidates for the examination should cover.

TOPICS

- language of the classroom, including basic ICT
- house, home, daily routine and chores
- life and work at school
- time, dates, numbers and prices
- personal description
- family, friends and pets
- meeting people
- free-time activities
- holiday activities
- visiting a café or restaurant
- simple health problems *
- description of a town or region
- finding the way and using transport
- understanding tourist information *
- shopping (e.g. for food, clothes, presents)
- pocket money *
- weather

FRENCH GRAMMAR (* for recognition only)

	All candidates	Where appropriate to candidate's ability/senior school requirements
verbs	<p>present tense: (i) regular and common irregular (ii) common reflexive in the singular future tense with <i>aller</i> conditional: only <i>je voudrais, j'aimerais</i> *imperative forms infinitive after <i>aller, aimer, détester, préférer, vouloir, pouvoir, devoir, il faut</i> interrogative forms + <i>est-ce que</i></p>	<p><i>passé composé</i> with <i>avoir/être</i> common reflexive verbs in the plural imperfect tense: all verbs at least for recognition</p>
	<p>negative expressions: <i>ne ... pas, ne ... jamais, ne ... plus, ne ... rien</i> idiomatic expressions: e.g. <i>avoir chaud/froid/faim/soif/mal, faire + weather</i></p>	
nouns	<p>genders and plurals of common nouns definite and indefinite article partitive article (and <i>de/d'</i> with quantity/negatives)</p>	
adjectives	<p>agreement and position of regular and irregular adjectives comparison possessive: <i>mon, ton, son, notre, votre, leur</i> demonstrative</p>	<p>superlative</p>
adverbs	<p>*adverbs ending in <i>-ment</i> common adverbs</p>	
pronouns	<p>subject personal pronouns, including <i>on</i></p>	<p>relative pronouns: <i>que/qu'</i></p>
	<p>relative pronoun <i>qui</i> reflexive pronouns: <i>me, te, se</i> *disjunctive pronouns: <i>moi, toi, lui, elle, nous, vous, eux, elles</i></p>	<p>all reflexive pronouns direct and indirect object pronouns</p>
prepositions and conjunctions	<p>common prepositions and conjunctions, *<i>depuis</i></p>	
numerals	<p>cardinal numbers: 0–100 ordinal numbers: 1–10 dates and time: 12-hour and 24-hour clock</p>	<p>cardinal numbers: 101–1000</p>

GERMAN GRAMMAR (* for recognition only)

	All candidates	Where appropriate to candidate's ability/senior school requirements
verbs	present tense: (i) weak (ii) strong (iii) separable/inseparable (iv) reflexive (v) modal future tense with <i>werden</i>	perfect tense with <i>haben</i> and <i>sein</i> imperfect tense: only <i>ich/er war, hatte, konnte, musste, wollte, sollte</i> and <i>es gab</i>
	*imperatives negative <i>es gibt, es ist</i> word order in simple sentences inversion interrogatives conditional: only <i>ich möchte, ich hätte gern</i>	imperatives
nouns	genders and plurals of common nouns cases and their use: nominative, accusative, dative definite article, singular and plural indefinite article and <i>kein</i> *common adjectival and weak nouns	
adjectives	possessive: <i>mein, dein, sein, ihr</i> *comparison *agreement	possessive: <i>unser, euer, Ihr, ihr</i> comparison agreement
adverbs	common adverbs of place, manner and degree	
pronouns	subject pronouns *direct and indirect object pronouns: <i>mich, mir, dich, dir</i>	direct and indirect object pronouns: <i>mich, mir, dich, dir</i> other object pronouns relative pronouns
prepositions and conjunctions	prepositions which govern: the dative, the accusative, the dative or the accusative co-ordinating conjunctions <i>um ... zu</i> + infinitive	
	*common subordinating conjunctions: <i>dass, weil, wenn</i>	common subordinating conjunctions: <i>dass, weil, wenn</i>
numerals	time, days, dates cardinal numbers: 0–100 ordinal numbers: 1–31	cardinal numbers: 101–1000

SPANISH GRAMMAR (* for recognition only)

	Level 1	Level 2
verbs	<p>present tense:</p> <p>(i) regular verbs</p> <p>(ii) irregular verbs: <i>estar, hacer, ir, querer, ser, tener</i></p> <p>(iii) <i>poder, hay, tener que</i></p> <p>(iv) common radical-changing verbs</p> <p>(v) common reflexive verbs</p> <p>questions and question words <i>gustar</i> <i>encantar</i></p> <p>introduction to the uses of <i>ser</i> and <i>estar</i> <i>se puede</i></p> <p>idiomatic expressions with <i>tener</i>, e.g. <i>frío, calor, hambre, sed</i></p> <p>weather expressions with <i>hacer</i></p>	<p>present tense:</p> <p>(i) uses of <i>ser</i> and <i>estar</i></p> <p>(ii) irregular verbs: <i>doler, decir, saber</i></p> <p>future tense with <i>ir tener que</i></p> <p>*preterite tense</p> <p>imperfect tense: only <i>era, estaba, había, hacía, tenía, iba</i> + other verbs for recognition</p> <p>gerund and the present continuous tense</p> <p>negatives: <i>nada, nadie, nunca, jamás, ya ... no</i></p>
nouns	<p>genders and plurals of common nouns</p> <p>definite and indefinite articles <i>del</i> and <i>al</i></p> <p>use of the personal <i>a</i></p>	
adjectives and adverbs	<p>agreement</p> <p>comparison: <i>más ... que, menos... que, tan ... como</i></p> <p>possessive</p> <p>adverbs</p>	demonstrative: <i>este, ese, aquel</i>
pronouns	<p>subject</p> <p>*direct and indirect object</p>	
prepositions and conjunctions		common prepositions and conjunctions
numerals	<p>cardinal numbers: 0-100</p> <p>dates and time</p>	cardinal numbers: 0-1000

SCHEME OF ASSESSMENT

LISTENING (25%; about 25 minutes)

This will be based on recorded material. Instructions will be given in English. There will be 25 questions (apart from Spanish Level 1 where there will be 20) on a number of short passages (usually arranged in five or six sections). There will be a range of test-types in English: these might include multiple choice, true/false, table/grid completion, putting symbols on a map/plan, box-ticking, matching the recording with visual/verbal options, completing sentences/pictures, linking opinions with speakers, correcting a passage with mistakes highlighted, choosing correct answers or answering questions in English.

SPEAKING (25%; about 6 minutes)

The teacher-examiner will assess the candidate's performance and will submit recordings of all candidates for moderation. Instructions will be printed in English. A bilingual dictionary may be used by the candidate during the allowed preparation time for the speaking component only. For French, German and Level 2 Spanish, the examination will consist of three elements: a role-play situation and discussion on two prepared topics. For Level 1 Spanish there will be two elements: discussion on two prepared topics.

Role-play situation (about 2 minutes; 9 marks)

This exercise is not for Spanish Level 1 candidates.

The examiner will give each candidate, at random, one situation from the three which are set, ensuring that all the situations are used equally. The candidate will be required to carry out six tasks in the target language which have been given in English. Past tenses will not be required in this exercise. One of the tasks will be unpredictable and will require the candidate to respond, unprepared, to the examiner's question. The role plays may be based on any area of the syllabus. The examiner will give a mark (maximum of 6 marks) for completion of the tasks and a mark (out of 3) for quality of language (*see Appendix I*).

Prepared topics

Part A (1–2 minutes; 8 marks [13 marks for Spanish Level 1])

The candidate will choose any topic covered by the syllabus **or** a topic in connection with a country where the target language is spoken:

- a town or region
- a regional or national celebration
- an artist (painter, sculptor, writer, composer etc.)
- an historical figure
- a sportsman/sportswoman

The candidate should introduce his/her topic, with the teacher-examiner intervening after about 30 seconds to ask at least four questions during the course of the two minutes. Credit will be given for communication of information, pronunciation and intonation, range of vocabulary, range of grammar as set out in the syllabus, accuracy, fluency and readiness of response (*see Appendix II*).

Part B (1–2 minutes; 8 marks [12 marks for Spanish Level 1])

The candidate will be required to speak about one of the following topic areas:

- house, home, daily routine and chores
- free-time and holiday activities
- life and work at school
- personal description, family, friends and pets

For French, German and Spanish Level 2, the examiner will choose the topic for each candidate and give him/her the title at the beginning of the preparation time. The examiner must make equal use of the topics in random order, ensuring, however, that no candidate receives the same topic for Part B as that chosen for Part A. For Level 1 Spanish, the candidate will choose the topic for discussion, but it must be different from that chosen for Part A.

The examiner will ask the candidate to introduce the topic in the target language. After about 30 seconds, the examiner will intervene to ask at least four questions during the course of the two minutes. Credit will be given for relevant communication, appropriate response to the questions and quality of language, including pronunciation (*see Appendix II*).

READING AND WRITING (50%; 60 minutes)

Section A: Reading

Instructions will be given in English. There will be 25 questions (apart from Spanish Level 1 where there will be 20) on a number of short passages (usually arranged in five or six sections). There will be several exercises of differing length, covering a range of different approaches to the development of reading skills, e.g. gap-filling, multiple choice, matching headlines to texts, matching pictures to descriptions, matching two halves of a sentence, matching questions and answers, matching people and opinions, choosing a number of correct answers.

Section B: Writing

Instructions will be given in English.

French, German and Spanish Level 2

There will be two written exercises.

Question 1 (8 marks)

This question will require the writing of five simple sentences in the target language, each based on a visual or written stimulus. Candidates should write five to ten words on each stimulus. Marks will be awarded for content, accuracy and quality of language (*see Appendix III*).

Question 2 (17 marks)

This question will require 80–130 words of continuous writing in the form of a letter based on a written stimulus in the target language. Candidates will be expected to demonstrate the full range of their knowledge of the linguistic features contained in the syllabus. Marks will be awarded for content, accuracy and quality of language (*see Appendix IV*).

Spanish Level 1

There will be three questions, worth 5 marks each, involving gap-filling exercises.

SCHOLARSHIP

Scholarship papers are based on this syllabus. All candidates will be required to show knowledge of all the tenses listed on pages 3–5, including the imperfect tense, and a wide range of vocabulary.

The Common Academic Scholarship Examination papers will comprise exercises in Listening (approximately 30 minutes) and in Reading and Writing (60 minutes). Senior schools will conduct their own Speaking tests. The listening/reading exercises may include multiple choice, box-ticking, table/grid completion, choosing correct answers, true/false, gap-filling, linking opinions with speakers.

APPENDIX I

ASSESSMENT

SPEAKING: ROLE PLAY

Mark (per task)	Completion of tasks
1	Full communication.
½	Task partly carried out; there may be considerable hesitation.
0	Failure to communicate.

Mark (overall impression)	Quality of language
3	High level of accuracy with no significant errors.
2	Level of language generally good but with a number of errors.
1	Marked weaknesses in the use of language.
0	Little or no effective use of the target language.

APPENDIX II

ASSESSMENT

SPEAKING: PREPARED TOPICS

French, German and Spanish Level 2

In both Part A and Part B the following grid should be used.

Mark	Descriptors
8	Excellent: a lot of information communicated; good pronunciation and at least a reasonable attempt at intonation; a high level of accuracy; a range of tenses attempted; opinions and justification offered.
7	Very good communication: ready responses, mainly accurate; a wide range of vocabulary; good pronunciation.
6	Good communication: generally ready responses, though with some hesitation and a number of errors; a good range of vocabulary; a reasonable attempt at pronunciation.
4–5	Satisfactory communication: adequate responses; some hesitation; some significant errors.
3	Limited communication: hesitant and probably with serious errors; prompting required.
2	Very limited communication: very hesitant, with prompting needed; relatively little accurate usage.
0–1	Very weak: little or no communication; not easily understood; much prompting needed.

Spanish Level 1

Part A

Mark	Descriptors
13	Excellent: a lot of information communicated; good pronunciation and at least a reasonable attempt at intonation; a high level of accuracy; a range of tenses attempted; opinions and justification offered.
11-12	Very good communication: ready responses, mainly accurate; a wide range of vocabulary; good pronunciation.
9-10	Good communication: generally ready responses, though with some hesitation and a number of errors; a good range of vocabulary; a reasonable attempt at pronunciation.
6-8	Satisfactory communication: adequate responses; some hesitation; some significant errors.
4-5	Limited communication: hesitant and probably with serious errors; prompting required.
2-3	Very limited communication: very hesitant, with prompting needed; relatively little accurate usage.
0-1	Very weak: little or no communication; not easily understood; much prompting needed.

Part B

Mark	Descriptors
12	Excellent: a lot of information communicated; good pronunciation and at least a reasonable attempt at intonation; a high level of accuracy; a range of tenses attempted; opinions and justification offered.
10-11	Very good communication: ready responses, mainly accurate; a wide range of vocabulary; good pronunciation.
8-9	Good communication: generally ready responses, though with some hesitation and a number of errors; a good range of vocabulary; a reasonable attempt at pronunciation.
6-7	Satisfactory communication: adequate responses; some hesitation; some significant errors.
4-5	Limited communication: hesitant and probably with serious errors; prompting required.
2-3	Very limited communication: very hesitant, with prompting needed; relatively little accurate usage.
0-1	Very weak: little or no communication; not easily understood; much prompting needed.

APPENDIX III

ASSESSMENT

WRITING: FRENCH, GERMAN, SPANISH LEVEL 2: QUESTION 1

Mark	Content
3	Meets all the requirements of the tasks set.
2	Some omissions in fulfilling the tasks.
1	Only partial response to the tasks.
0	No relevant information communicated.

Mark	Accuracy
3	Full sentences with a high level of accuracy.
2	Reasonably accurate with minor errors.
1	Increased errors, but some examples of accurate usage.
0	Little or no accurate use of language.

Mark	Quality of language
2	A good range of idiom, vocabulary and structures.
1	A fair range of idiom, vocabulary and structures.
0	Poor range of idiom, vocabulary and structures.

APPENDIX IV

ASSESSMENT

WRITING: FRENCH, GERMAN AND SPANISH LEVEL 2: QUESTION 2

Mark	Content and communication
7	All four points covered with some elaboration.
6	Four points covered but not all with detail.
4–5	Reasonable content but either one point not covered or the general coverage of the points lacking detail.
2–3	Limited coverage of the required points; little or no attempt to elaborate or only two of the points covered.
1	Very little relevant information communicated.
0	No relevant information communicated.

Mark	Accuracy
5	Very accurate: a sound application of grammar, vocabulary and structures; reads well.
4	A good level of accuracy: a generally sound application of grammar, vocabulary and structures.
3	Fairly accurate: satisfactory application of grammar, vocabulary and structures.
2	Lacking in accuracy: difficulty in communicating the relevant information; marked weaknesses in application of grammar, vocabulary and structures.
0–1	Substantially inaccurate: very limited knowledge of the language.

Mark	Quality of language
5	Excellent range of idiom, vocabulary and structures.
4	Good range of idiom, vocabulary and structures.
3	Adequate range of idiom, vocabulary and structures.
2	Some range and variety of idiom, vocabulary and structures.
0–1	Frequent repetition of identical words and structures.

WRITING: SPANISH LEVEL 1

See relevant mark scheme.

APPENDIX V

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COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER'S MARK SHEET: FRENCH SPEAKING

To be recorded	CANDIDATE'S NAME
	JUNIOR SCHOOL

Role play	Total		(9)
Conversation A	Total		(8)
Conversation B	Total		(8)
	TOTAL		(25)

I certify that the above-named candidate has taken the test according to the instructions.

Signature of examiner Date

APPENDIX VI

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COMMON ENTRANCE EXAMINATION AT 13+

FRENCH SPEAKING RECORD SHEET

JUNIOR SCHOOL

NAME(S) OF CANDIDATE(S)

Number of terms candidate(s) has/have studied French

Number of lessons per week Length of lessons

Tenses covered

Text books used

Other relevant information

I certify that the above-named candidate(s) has/have taken the test according to the instructions.

Signature of Head Date

APPENDIX VII

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COMMON ENTRANCE EXAMINATION AT 13+

MODERATOR'S REPORT: FRENCH SPEAKING

SENIOR SCHOOL
JUNIOR SCHOOL
Quality of recording
Candidates' performance
Quality of marking
Examiner's contribution
Additional comments

Your CD(s)/cassette(s) is/are enclosed.

Signature of moderator Date

APPENDIX VIII

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Independent Schools
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COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER'S MARK SHEET: GERMAN SPEAKING

To be recorded	CANDIDATE'S NAME
	JUNIOR SCHOOL

Role play	Total		(9)
Conversation A	Total		(8)
Conversation B	Total		(8)
	TOTAL		(25)

I certify that the above-named candidate has taken the test according to the instructions.

Signature of examiner Date

APPENDIX IX

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COMMON ENTRANCE EXAMINATION AT 13+

GERMAN SPEAKING RECORD SHEET

JUNIOR SCHOOL

NAME(S) OF CANDIDATE(S)

Number of terms candidate(s) has/have studied German

Number of lessons per week Length of lessons

Tenses covered

Text books used

Other relevant information

I certify that the above-named candidate(s) has/have taken the test according to the instructions.

Signature of Head Date

APPENDIX X

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Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

MODERATOR'S REPORT: GERMAN SPEAKING

SENIOR SCHOOL
JUNIOR SCHOOL
Quality of recording
Candidates' performance
Quality of marking
Examiner's contribution
Additional comments

Your CD(s)/cassette(s) is/are enclosed.

Signature of moderator Date

APPENDIX XI

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COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER’S MARK SHEET: LEVEL 1 SPANISH SPEAKING

<i>To be recorded</i>	CANDIDATE’S NAME
	JUNIOR SCHOOL

Conversation A	Total		(13)
Conversation B	Total		(12)
	TOTAL		(25)

I certify that the above-named candidate has taken the test according to the instructions.

Signature of examiner Date

APPENDIX XII

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COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER'S MARK SHEET: LEVEL 2 SPANISH SPEAKING

To be recorded	CANDIDATE'S NAME
	JUNIOR SCHOOL

Role play	Total		(9)
Conversation A	Total		(8)
Conversation B	Total		(8)
	TOTAL		(25)

I certify that the above-named candidate has taken the test according to the instructions.

Signature of examiner Date

APPENDIX XIII

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Independent Schools
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COMMON ENTRANCE EXAMINATION AT 13+

LEVEL 1 SPANISH SPEAKING RECORD SHEET

JUNIOR SCHOOL

NAME(S) OF CANDIDATE(S)

Number of terms candidate(s) has/have studied Spanish

Number of lessons per week Length of lessons

Tenses covered

Text books used

Other relevant information

I certify that the above-named candidate(s) has/have taken the test according to the instructions.

Signature of Head Date

APPENDIX XIV

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**COMMON ENTRANCE EXAMINATION AT 13+
LEVEL 2 SPANISH SPEAKING RECORD SHEET**

JUNIOR SCHOOL

NAME(S) OF CANDIDATE(S)

Number of terms candidate(s) has/have studied Spanish

Number of lessons per week Length of lessons

Tenses covered

Text books used

Other relevant information

I certify that the above-named candidate(s) has/have taken the test according to the instructions.

Signature of Head Date

APPENDIX XV

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COMMON ENTRANCE EXAMINATION AT 13+

MODERATOR'S REPORT: SPANISH SPEAKING

SENIOR SCHOOL		
JUNIOR SCHOOL		
	Level 1	Level 2
Quality of recording		
Candidates' performance		
Quality of marking		
Examiner's contribution		
Additional comments		

Your CD(s)/cassette(s) is/are enclosed.

Signature of moderator Date