



Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION
COMMON ACADEMIC SCHOLARSHIP EXAMINATION
MODERN LANGUAGES SYLLABUS

(French: revised January 2012 for first examination Autumn 2012; German: revised Spring 2009 for first examination Spring 2010; Mandarin Chinese: added January 2012 for first examination Autumn 2012; Spanish: revised Spring 2011 for first examination Autumn 2011.)

INTRODUCTION

This syllabus covers French, German, Mandarin Chinese 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, Mandarin Chinese and Spanish, there are tiered papers: Level 1 and Level 2. Level 1 is aimed at candidates who have studied their respective language for between 30 and 40 hours, or who find languages difficult. In German, there is a single examination to be taken by all candidates.

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 Level 2 French, Mandarin Chinese and Spanish, and in German, 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 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 (for Mandarin Chinese, parts of body only)
- 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/where appropriate to candidate's ability/senior school requirements)

	Level 1	Level 2
verbs	<p>present tense:</p> <ul style="list-style-type: none"> (i) regular and common irregular (ii) common reflexive (iii) future tense with <i>aller</i> (iv) conditional: only <i>je voudrais, j'aimerais</i> <p>*imperative forms</p> <p>infinitive after <i>aller, aimer, détester, préférer, vouloir, pouvoir, devoir, il faut</i></p> <p>interrogative forms + <i>est-ce que</i></p>	<p>*passé composé with <i>avoir/être</i></p> <p>*imperfect tense</p>
	<p>negative expressions: <i>ne ... pas, ne ... jamais, ne ... plus, ne ... rien</i></p> <p>idiomatic expressions: e.g. <i>avoir chaud/froid/faim/soif/mal, faire + weather</i></p>	
nouns	<p>genders and plurals of common nouns</p> <p>definite and indefinite article</p> <p>partitive article (and <i>de/d'</i> with quantity/negatives)</p>	
adjectives	<p>agreement and position of regular and irregular adjectives</p> <p>comparison</p> <p>possessive</p> <p>demonstrative</p>	superlative
adverbs	<p>*adverbs ending in <i>-ment</i></p> <p>common adverbs</p>	
pronouns	<p>subject personal pronouns, including <i>on</i></p> <p>relative pronoun <i>qui</i></p> <p>reflexive pronouns</p> <p>*disjunctive pronouns: <i>moi, toi, lui, elle, nous, vous, eux, elles</i></p>	<p>relative pronouns: <i>que/qu'</i></p> <p>direct and indirect object pronouns</p>
prepositions and conjunctions	<p>common prepositions and conjunctions, *<i>depuis</i></p>	
numerals	<p>cardinal numbers: 0–100</p> <p>ordinal numbers: 1–10</p> <p>dates and time: 12-hour and 24-hour clock</p>	cardinal numbers: 101–1000

GERMAN GRAMMAR (*for recognition only/where appropriate to candidate's ability/senior school requirements)

verbs	<p>present tense: (i) weak (ii) strong (iii) separable/inseparable (iv) reflexive (v) modal</p> <p>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></p>
nouns	<p>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</p>
adjectives	<p>possessive: <i>mein, dein, sein, ihr, *unser, *euer, *Ihr,</i> *comparison *agreement</p>
adverbs	<p>common adverbs of place, manner and degree</p>
pronouns	<p>subject pronouns *direct and indirect object pronouns: <i>mich, mir, dich, dir</i> *other object pronouns *relative pronouns</p>
prepositions and conjunctions	<p>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></p>
numerals	<p>time, days, dates cardinal numbers: 0–100 *cardinal numbers: 101–1000 ordinal numbers: 1–31</p>

MANDARIN CHINESE GRAMMAR

	Level 1	Level 2
use of <i>pinyin</i>		
tones	how to say and mark the four tones	
verbs	see separate vocabulary list	see separate vocabulary list
adverbs		比较, 非常, 也
negatives	不, 没	
measure words		个 件 只
adjectives	see separate vocabulary list	use of 很
pronouns	personal: 我, 你, 他, 她, plural 们 demonstrative: 这, 那 interrogative: 什么, 谁, 几	possessive: pronoun + 的 多少, 哪, 哪儿
prepositions	在	和, 跟
particles	吗	
questions	questions with 吗 几点了? questions using 什么, 谁, 几.	有没有...? 几月几号? 怎么
numbers	cardinal numbers: 0-100, 两	
date and time	order and format of dates	
conjunctions		但是

Teaching materials are available from Dragons in Europe Limited:
www.dragonsineurope.com

Online materials and text books are available from:
www.primaryschoolchinese.com

SPANISH GRAMMAR (*for recognition only/where appropriate to candidate's ability/senior school requirements)

	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>*future tense with <i>ir</i></p> <p>questions and question words <i>gustar/encantar</i></p> <p>introduction to the uses of <i>ser</i> and <i>estar</i></p> <p><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</i> <i>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 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

Regulations for the conduct of the listening and speaking components are on the ISEB website under GENERAL INFORMATION FOR SCHOOLS.

LISTENING (25%; about 25 minutes)

This will be based on recorded material. Instructions will be given in English. There will be 20 questions in Level 1 and 25 in Level 2 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 Level 1 French and Spanish, there will be discussion on two prepared topics. For Level 1 Mandarin Chinese, there will be seven questions but no discussion on a prepared topic. For Level 2 French, Spanish and Mandarin Chinese, and German, the examination will consist of a role-play situation and discussion on two (one for Mandarin Chinese) prepared topics.

Role-play situation (about 2 minutes; 9 marks [12 marks for Mandarin Chinese])

This exercise is not for 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 (see page 8 for Level 2 Mandarin Chinese)

Part A (1–2 minutes; 8 marks [13 marks for 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; 12 marks for Level 1; 8 marks for Level 2)

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 Level 2 French and Spanish, and German, 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, 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*).

Prepared topic for Level 2 Mandarin Chinese (2 minutes; 13 marks)

The candidate will make a self-introduction. This could include some of the following information:

- personal details (name, age, home town)
- likes and dislikes (food, clothes, school subjects)
- names of family and friends
- daily routine or weekly schedule.

The teacher-examiner will intervene 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 tones, range of vocabulary, range of grammar as set out in the syllabus, accuracy, fluency and readiness of response (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 Level 1 French and Spanish, 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. In Mandarin Chinese, some exercises will test pinyin and others will test Chinese characters; although the emphasis will be on character recognition rather than character writing. See the separate word list on the ISEB website for the Chinese characters which candidates are required to recognise.

Section B: Writing

Instructions will be given in English.

Level 1 French, Mandarin Chinese and Spanish

In French and Spanish, there will be three questions, worth 5 marks each, involving gap-filling exercises. In Mandarin Chinese, the number of questions requiring writing will vary but they will involve gap-filling.

Level 2 French, Mandarin Chinese and Spanish, and German

There will be two written exercises.

Question 1 (8 marks [12 marks for Mandarin Chinese])

In French, Spanish and German, 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*).

In Mandarin Chinese, this question will require the writing of three to five words in response to each of two stimuli.

Question 2 (17 marks [13 marks for Mandarin Chinese])

This question will require 80–130 words (5–7 sentences of Mandarin) 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*).

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.

There are no scholarship papers in Mandarin Chinese.

From Spring 2014, there will be scholarship papers in French only.

APPENDIX I

ASSESSMENT

SPEAKING: ROLE PLAY

Mark (per task)	Completion of tasks
1	Full communication.
$\frac{1}{2}$	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

Level 1 French and Spanish

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 II (Continued)

Level 2 French and Spanish, and German

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.

Level 2 Mandarin Chinese

Mark	Descriptors
12-13	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; at least a reasonable attempt at speaking with tones.
11	Very good communication: ready responses, mainly accurate; a wide range of vocabulary; good pronunciation; at least a reasonable attempt at speaking with tones.
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.
8-9	Satisfactory communication: adequate responses; some hesitation; some significant errors.
6-7	Limited communication: hesitant and probably with serious errors; prompting required.
3-5	Very limited communication: very hesitant, with prompting needed; relatively little accurate usage.
0-2	Very weak: little or no communication; not easily understood; much prompting needed.

APPENDIX III

ASSESSMENT

WRITING

Level 2 French and Spanish, and German: 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.

Level 2 Mandarin Chinese: Question 1

Mark per answer	Description
2	Plausible answer; character(s) correct or with minor errors.
1	Plausible answer; character(s) have major mistake, or answer in pinyin.
0	Implausible or irrelevant answer, or answer in English.

APPENDIX III (Continued)

Level 2 French and Spanish, and German: 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.

Level 2 Mandarin Chinese: Question 2

Mark	Content
5	All points are covered; no elaboration necessary.
3-4	Some omissions in fulfilling the tasks.
1-2	Only partial response to the tasks.
0	No relevant information communicated.

Mark	Accuracy
4	Characters are correct with possibly a few minor errors.
3	Characters are more correct than incorrect; some major errors
1-2	Widespread errors, but some examples of accurate usage.
0	Little or no accurate use of language.

Mark	Quality of language
4	Language used is appropriate to the task; sentences are well-formed; pinyin may occasionally be used.
3	Language used is generally appropriate; there may be some mistakes in the grammar, but sentences are understandable; pinyin may be used frequently.
1-2	Language may be disjointed; sentences are ordered incorrectly, and are barely understandable; pinyin may be used for over half of the task.
0	Single words are written, with no attempt at writing sentences, or sentences are unintelligible.

APPENDIX IV

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



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COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER'S MARK SHEET: LEVEL 1 FRENCH SPEAKING

To be recorded	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 VI

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



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COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER'S MARK SHEET: LEVEL 2 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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Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

LEVEL 1 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+

LEVEL 2 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 VIII



Independent Schools
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COMMON ENTRANCE EXAMINATION AT 13+

MODERATOR'S REPORT: FRENCH 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

APPENDIX IX

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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 X

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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 XII

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Independent Schools
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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 XII

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



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COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER'S MARK SHEET: LEVEL 1 MANDARIN CHINESE SPEAKING

To be recorded	CANDIDATE'S NAME
	JUNIOR SCHOOL

Question 1		(10)
Question 2		(10)
Question 3		(10)
Question 4		(10)
Question 5		(10)
Question 6		(8)
Question 7		(10)
Total mark		(68)

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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COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER'S MARK SHEET: LEVEL 2 MANDARIN CHINESE SPEAKING

To be recorded	CANDIDATE'S NAME
	JUNIOR SCHOOL

Role play	Total		(12)
Conversation	Total		(13)
	TOTAL		(25)

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

Signature of examiner Date

APPENDIX XIV

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COMMON ENTRANCE EXAMINATION AT 13+

LEVEL 1 MANDARIN CHINESE SPEAKING RECORD SHEET

JUNIOR SCHOOL

NAME(S) OF CANDIDATE(S)

Number of terms candidate(s) has/have studied Mandarin Chinese.....

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

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

LEVEL 2 MANDARIN CHINESE SPEAKING RECORD SHEET

JUNIOR SCHOOL

NAME(S) OF CANDIDATE(S)

Number of terms candidate(s) has/have studied Mandarin Chinese

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 XVI

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

MODERATOR'S REPORT: MANDARIN CHINESE 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

APPENDIX XVII

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



Independent Schools
Examinations Board

COMMON ENTRANCE EXAMINATION AT 13+

EXAMINER'S MARK SHEET: LEVEL 1 SPANISH SPEAKING

To be recorded	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 XVIII

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



Independent Schools
Examinations Board

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 XIX

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



Independent Schools
Examinations Board

**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 XX

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



Independent Schools
Examinations Board

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 XXI

Extendable Word and pdf versions of this form should be downloaded from the ISEB website.



Independent Schools
Examinations Board

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