

**GCE Subject Level
Conditions and
Requirements for Modern
Foreign Languages (French,
German, Spanish)**

July 2015

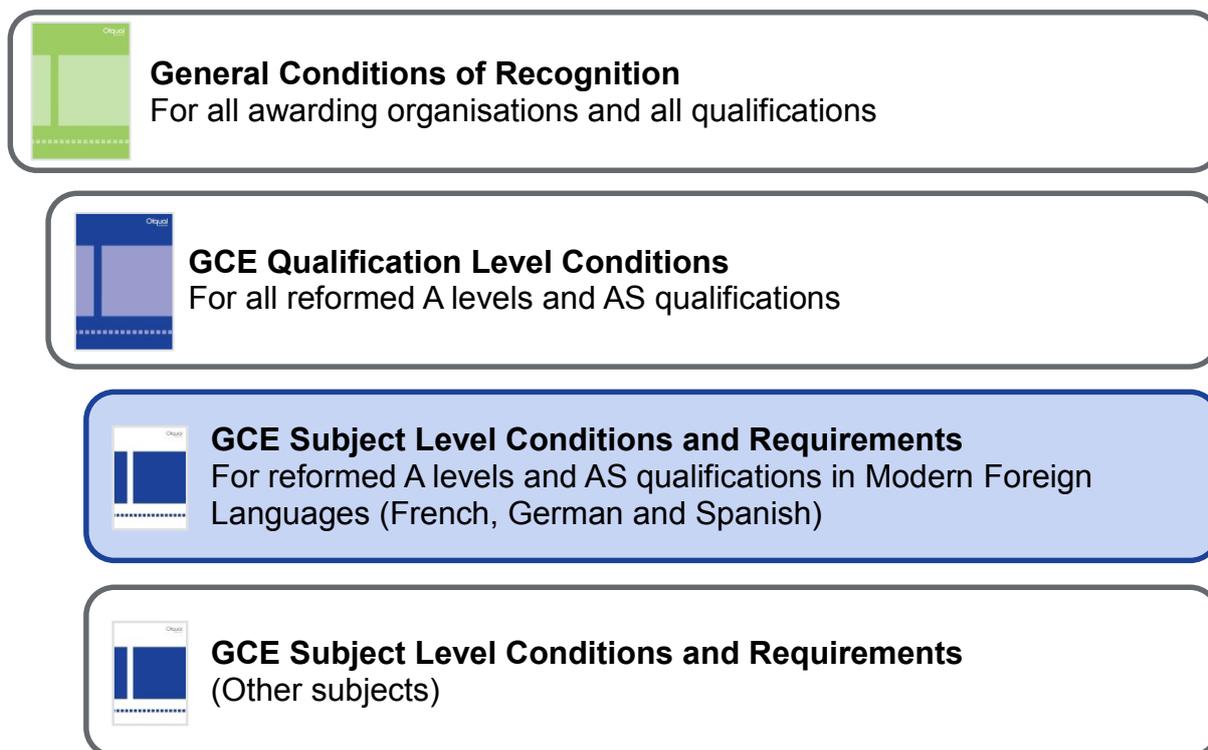
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Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering reformed A levels and AS qualifications.



We have developed all our requirements for GCE qualifications with the intention that AS and A level qualifications should fulfil the purposes set out in the table below:

A levels	AS qualifications
<ul style="list-style-type: none"> □ define and assess achievement of the knowledge, skills and understanding which will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area; □ set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding; 	<ul style="list-style-type: none"> □ provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a subset of A level content; □ enable students to broaden the range of subjects they study.

<ul style="list-style-type: none">□ permit UK universities to accurately identify the level of attainment of students;□ provide a basis for school and college accountability measures at age 18; and□ provide a benchmark of academic ability for employers.	
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Requirements set out in this document

This document sets out the GCE Subject Level Conditions for Modern Foreign Languages. These conditions will come into effect at 12.01am on Tuesday 7 July 2015 for the following qualifications:

- all GCE A levels awarded on or after 1 April 2018, and all standalone GCE AS qualifications awarded on or after 1 April 2017, in the following subjects:
 - French;
 - German; and
 - Spanish.

It also sets out our requirements in relation to:

- assessment objectives – awarding organisations must comply with these requirements under Condition GCE(Modern Foreign Languages (French, German, Spanish))1.2; and
- vocabulary lists, access to texts and non-examination assessments – awarding organisations must comply with these requirements under Condition GCE(Modern Foreign Languages (French, German, Spanish))2.3.

Appendix 1 reproduces the subject content requirements for Modern Foreign Languages, as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCE(Modern Foreign Languages (French, German, Spanish))1.1.

With respect to the qualifications listed above, awarding organisations must also comply with:

- our *General Conditions of Recognition*,¹ which apply to all awarding organisations and qualifications;
- our *GCE Qualification Level Conditions and Requirements*;² and
- all relevant Regulatory Documents.³

With respect to all other GCE qualifications in French, German or Spanish, awarding organisations must continue to comply with the General Conditions of Recognition, the *GCE Qualification Level Conditions*,⁴ and the relevant Regulatory Documents.

Summary of requirements

Subject Level Conditions	
GCE(Modern Foreign Languages (French, German, Spanish)1	Compliance with content requirements
GCE(Modern Foreign Languages (French, German, Spanish)2	Assessment
GCE(Modern Foreign Languages (French, German, Spanish)3	Non-examination assessment
GCE(Modern Foreign Languages (French, German, Spanish)4	Access to dictionaries

Assessment objectives
Assessment objectives – GCE Qualifications in Modern Foreign Languages (French, German, Spanish)

¹ www.gov.uk/government/publications/general-conditions-of-recognition

² www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements

³ www.gov.uk/government/publications/regulatory-documents-list

⁴ www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications

Assessment requirements

[Assessment requirements – GCE Qualifications in Modern Foreign Languages \(French, German, Spanish\)](#)

Appendix 1 – Subject content (published by Department for Education)

[GCE AS and A level Subject Content for Modern Foreign Languages](#)

Subject Level Conditions

GCE Subject Level Conditions for Modern Foreign Languages (French, German, Spanish)

Condition GCE(Modern Foreign Languages (French, German, Spanish)1

Compliance with content requirements

GCE(Modern Foreign Languages (French, German, Spanish))1.1

In respect of each GCE Qualification in French, German or Spanish which it makes available, or proposes to make available, an awarding organisation must –

- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled 'Modern foreign languages GCE AS and A level subject content',⁵ document reference DFE-00694-2014,
- (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
- (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

GCE(Modern Foreign Languages (French, German, Spanish))1.2

In respect of each GCE Qualification in French, German or Spanish which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

⁵ www.gov.uk/government/publications/gce-as-and-a-level-modern-foreign-languages

Condition GCE(Modern Foreign Languages (French, German, Spanish))2

Assessment

GCE(Modern Foreign Languages (French, German, Spanish))2.1

In respect of each GCE Qualification in French, German or Spanish which an awarding organisation makes available, or proposes to make available, Condition GCE4.1 does not apply.

GCE(Modern Foreign Languages (French, German, Spanish))2.2

In respect of the total marks available for a GCE Qualification in French, German or Spanish which it makes available, an awarding organisation must ensure that –

- (a) 70 per cent of those marks are made available through Assessments by Examination, and
- (b) 30 per cent of those marks are made available through assessments that are not Assessments by Examination.

GCE(Modern Foreign Languages (French, German, Spanish))2.3

An awarding organisation must ensure that in respect of each assessment for a GCE Qualification in French, German or Spanish which it makes available it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Condition GCE(Modern Foreign Languages (French, German, Spanish))3 Non-examination assessment

GCE(Modern Foreign Languages (French, German, Spanish))3.1

In respect of each assessment for a GCE Qualification in French, German or Spanish that is makes available which is not an Assessment by Examination an awarding organisation must –

- (a) ensure that each Learner completes any such assessment within a period of up to five weeks in the months of April and May in any single year, and
- (b) take all reasonable steps to minimise the predictability of each such assessment.

GCE(Modern Foreign Languages (French, German, Spanish))3.2

In respect of each assessment for a GCE Qualification in French, German or Spanish that it makes available which is not an Assessment by Examination an awarding organisation must ensure that –

- (a) the evidence generated by each Learner in the assessment is marked by the awarding organisation and/or a person connected to it, and
- (b) the awarding organisation is provided with a complete and unedited recording of the evidence generated by a Learner in the assessment by the Centre which delivered the assessment.

**Condition GCE(Modern Foreign Languages (French, German, Spanish))4
Access to dictionaries**

GCE(Modern Foreign Languages (French, German, Spanish))4.1

An awarding organisation must take reasonable steps to ensure that no Learner has access to a dictionary –

- (a) when taking any assessment for a GCE Qualification in French, German or Spanish which it makes available, or
- (b) during any period of formal preparation time prior to such an assessment.

GCE(Modern Foreign Languages (French, German, Spanish))4.2

For the purposes of this Condition, 'formal preparation time' is a period of time immediately prior to the assessment, or a task within an assessment, during which the Learner is provided with previously unseen information relating to the assessment or task and is allowed to prepare for the assessment or task under conditions (including conditions as to supervision) which have been specified by the awarding organisation.

Assessment objectives

Assessment objectives – GCE Qualifications in Modern Foreign Languages (French, German, Spanish)

Condition GCE(Modern Foreign Languages (French, German, Spanish))1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCE Qualifications in French, German or Spanish.

The assessment objectives set out below constitute requirements for the purposes of Condition GCE(Modern Foreign Languages (French, German, Spanish))1.2. Awarding organisations must comply with the requirements, as relevant, in relation to all GCE AS and A level Qualifications in French, German or Spanish they make available.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Understand and respond: <ul style="list-style-type: none"> ■ in speech to spoken language including face-to-face interaction; ■ in writing to spoken language drawn from a variety of sources. 	20%	20%
AO2	Understand and respond: <ul style="list-style-type: none"> ■ in speech to written language drawn from a variety of sources; ■ in writing to written language drawn from a variety of sources. 	30%	30%
AO3	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	30%	30%
AO4 (AS)	Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.	n/a	20%
AO4 (A level)	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	20%	n/a

Across assessment objectives AO1 and AO2, no more than 10 per cent of the total marks for the qualification may be used for responses in English, including translation into English.

Assessment requirements

Assessment requirements – GCE Qualifications in Modern Foreign Languages (French, German, Spanish)

Condition GCE(Modern Foreign Languages (French, German, Spanish))2.3 allows us to specify requirements and guidance in relation to assessments for GCE Qualifications in French, German and Spanish.

Condition GCE(Modern Foreign Languages (French, German, Spanish))2.2(b) further states that an awarding organisation must ensure that of the total marks available for a GCE Qualification in French, German or Spanish, 30 per cent of those marks shall be made available through assessments which are not Assessments by Examination.

We set out our requirements for the purposes of Condition GCE(Modern Foreign Languages (French, German, Spanish))2.3 below.

Unless otherwise specified, all of the requirements below apply to both A level and AS qualifications in French, German and Spanish which an awarding organisation makes available or proposes to make available.

Vocabulary lists

Where an awarding organisation publishes any information about the words and/or forms of words which Learners will be expected to use and understand (a 'vocabulary list') for a GCE Qualification in French, German or Spanish which it makes available, or proposes to make available, it must ensure that –

- any assessment for that qualification is not restricted to use of words and/or forms of words on the vocabulary list in such a way as to render the assessment predictable, and
- the vocabulary list is set out in the specification for the qualification.

Access to texts

An awarding organisation must take all reasonable steps to ensure that no Learner has access to any text, or any part of a text, which is listed for study in the specification when taking any assessment for a GCE Qualification in French, German or Spanish, except where that text or part of a text has been provided as Stimulus Materials in respect of that assessment by the awarding organisation.

Non-Examination Assessment (A level)

The requirements in this section apply to each GCE A level qualification in French, German or Spanish which an awarding organisation makes available, or proposes to make available.

An awarding organisation must ensure that each assessment which is not an Assessment by Examination is designed and set –

- (a) to comprise the following tasks –
 - (i) a presentation in the target language, with a duration of no more than 2 minutes, by each Learner on an independent research project which has been selected by the Learner and which meets the requirements in paragraph 14 of the document published by the Secretary of State entitled 'Modern foreign languages GCE AS and A level subject content',⁶ document reference DFE-00694-2014 (the Content Document),
 - (ii) the provision of oral responses in the target language by each Learner to questions regarding the Learner's independent research project which are set and asked by the person delivering the assessment, and
 - (iii) a discussion in the target language concerning one theme set by the awarding organisation in line with the requirements in paragraph 7 of the Content Document, and
- (b) on the basis that the total period of time spent by each Learner in taking that assessment shall be between 21 and 23 minutes, which must include a single period of 5 minutes formal preparation time (as defined in Condition GCE(Modern Foreign Languages (French, German, Spanish)4.2) for the Learner to prepare for the discussion outlined at (iii) above.

An awarding organisation must ensure that no more than 20 per cent of the total marks available in respect of an assessment which is not an Assessment by Examination is made available in respect of the presentation outlined at (i) above.

Non-Examination Assessment (AS)

The requirements in this section apply to each GCE AS qualification in French, German or Spanish which an awarding organisation makes available, or proposes to make available.

An awarding organisation must ensure that each assessment which is not an Assessment by Examination is designed and set –

⁶ www.gov.uk/government/publications/gce-as-and-a-level-modern-foreign-languages

- (a) to comprise two discussions in the target language on two different themes from the areas of interest specified in paragraph 7 of the Content Document,
- (b) on the basis that the total period of time spent by each Learner in taking that assessment shall be between 12 and 15 minutes, and
- (c) such that all tasks are set by the awarding organisation.

An awarding organisation must take all reasonable steps to ensure that each Learner shall have 15 minutes formal preparation time (as defined in Condition GCE(Modern Foreign Languages (French, German, Spanish)4.2).

Delivery of Non-Examination Assessments (A level and AS)

Any assessment for a GCE Qualification in French, German or Spanish which is not an Assessment by Examination may be delivered –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In its assessment strategy the awarding organisation must demonstrate that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from the way the assessment is delivered, and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

In respect of each GCE Qualification in French, German or Spanish, an awarding organisation must take all reasonable steps to ensure that each Learner takes the assessments which are not Assessments by Examination only once prior to being issued with a result for that qualification.

Subject content (published by Department for Education)



Department
for Education

Modern languages

GCE AS and A level subject content

December 2014

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The content for modern languages AS and A level

Introduction

1. AS and A level subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in modern languages.

Context

2. The study of a modern language is understood to be an interdisciplinary subject offering the same cognitive and academic advantages as other disciplines within the humanities. In addition to high level practical language skills, the content of AS and A level in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers. The content for AS and A level in a modern language has been designed to be of relevance to students of all disciplines, whether they intend to progress to further study in the subject or not. It will provide a robust foundation for those wishing to study a modern language to degree level or equivalent.

Aims and objectives

3. AS and A level specifications in a modern language must enable students to:
- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
 - develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
 - develop their ability to interact effectively with users of the language in speech and in writing, including through online media
 - develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
 - 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 within their cultural and social context
 - develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken

- mediate between cultures and between speakers of the language and speakers of English
 - foster their ability to learn other languages
 - equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment
4. In addition, the A level specifications must also enable students to:
- develop their capacity for critical and analytical thinking through the language of study
 - develop as independent researchers through the language of study

Subject content

5. AS and A level specifications in modern languages must build on the knowledge, understanding and skills specified in the GCSE subject content.
6. The content for AS and A level is conceived as an integrated study with a focus on language and culture and society.
7. AS and A level specifications must require students to:
- develop knowledge and understanding, through the language of study, of themes relating to the society and culture, past and present, of the country or countries where the language is spoken. Students must study one theme at AS and two themes at A level, from each of the following areas of interest (i.e. 2 themes at AS; 4 themes at A level):
 - (i) social issues and trends
 - (ii) political and/or intellectual and/or artistic culture

With regard to area of interest (ii):

- - at A level, students must study two themes e.g. one theme from political culture and one theme from either intellectual culture or artistic culture, or one theme from intellectual culture and one theme from either political or artistic culture.
 - at both AS and A level, students must use authentic spoken and written sources from a variety of different contexts and genres, including online media, as stimulus material for the study of the themes and, concurrently, for language development
8. AS and A level specifications must require students to develop their language knowledge, understanding and skills through:

- using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of the language
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar at annex A for French, German and Spanish, and for other languages, the prescribed list provided in the relevant specification
- using language learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies
- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage or passages from the language of study into English at AS and A level
- translating unseen sentences or short texts at AS, and an unseen passage or passages at A level, from English into the language of study

9. At AS, specifications must also require students to study one work, either a literary work or a film. They must:

- know, understand and be able to respond critically in writing, in the language of study, to the work, taken from the prescribed list provided in the specification.

10. At AS, knowledge and understanding of the work must include a critical response to aspects such as the structure of the plot, characterisation, and use of imagery or other stylistic features, as appropriate to the work studied.

11. At A level, specifications must require students to study two works, either a literary work and a film, or two literary works. They must:

- appreciate, analyse and be able to respond critically in writing, in the language of study, to the works, taken from the prescribed list provided in the specification.
12. At A level, students must develop a more detailed understanding of the works, showing a critical appreciation of the concepts and issues covered, and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).
13. The works prescribed in the specification must be appropriate authentic sources.
- the list of literary works must include a range from at least two of the following genres: novels, series of short stories, plays, selections of poems, life writing (such as autobiography, biography, letters and journals)
 - the list of films must include feature length films and can include selections of short films organised by theme or director
 - students are required to study two discrete works at A level i.e. students cannot be assessed on a film adapted from a literary work as well as on the original literary work itself
14. In addition, A level specifications in a modern language must require students to:
- develop research skills in the language of study, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where the language is spoken
 - identify a key question or subject of interest and select relevant information in the language of study from a range of authentic sources, including the internet
 - use information to illustrate knowledge and understanding of the research subject
 - analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion

Annex: grammatical content, appropriate to French, German and Spanish

AS and A level students 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 students 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 moods, 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)



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