GCSE Subject Level Conditions and Requirements for Modern Foreign Languages

April 2016

Contents

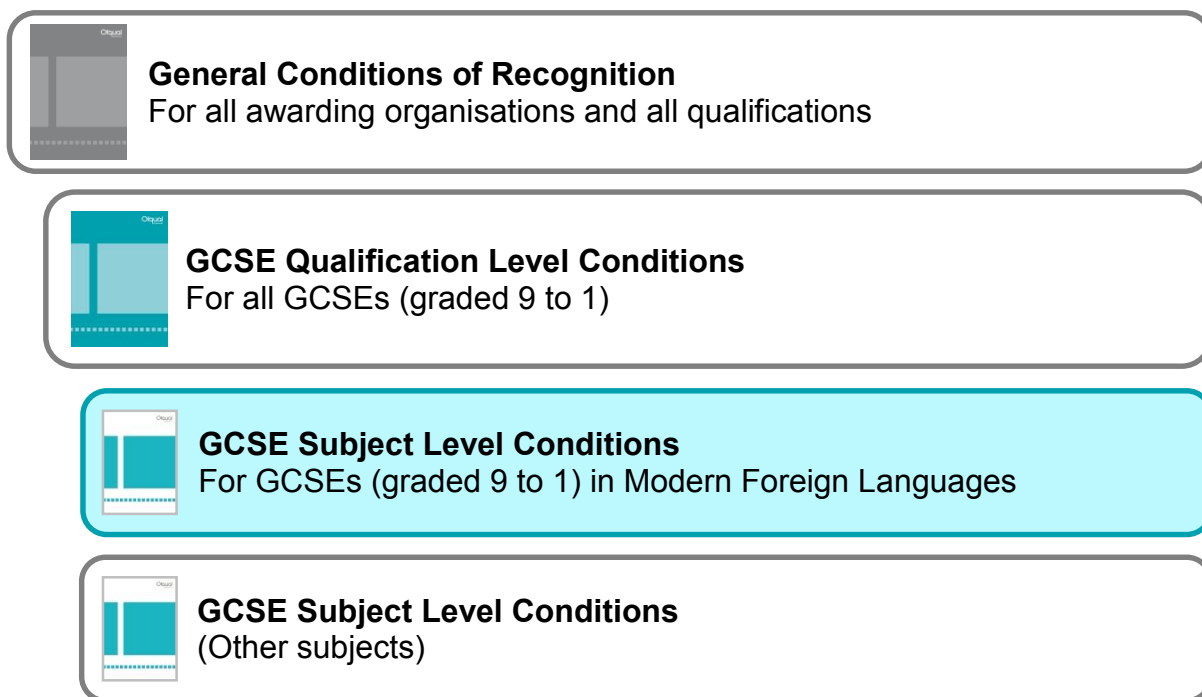# Introduction

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 GCSE qualifications (graded from 9 to 1).

General Conditions of Recognition
For all awarding organisations and all qualifications

GCSE Qualification Level Conditions
For all GCSEs (graded 9 to 1)

GCSE Subject Level Conditions
For GCSEs (graded 9 to 1) in Modern Foreign Languages

GCSE Subject Level Conditions
(Other subjects)

We have developed these requirements with the intention that GCSE qualifications (graded from 9 to 1) should fulfil the following purposes:

■ To provide evidence of students' achievements against demanding and fulfilling content;

■ To provide a strong foundation for further academic and vocational study and for employment; and

■ To provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

Requirements set out in this document

This document sets out the GCSE Subject Level Conditions for Modern Foreign Languages.

A 'Modern Foreign Language' is defined in Condition GCSE(Modern Foreign Languages)7.1.

It also sets out our requirements in relation to:

- assessment objectives – awarding organisations must comply with these requirements under Condition GCSE(Modern Foreign Languages)1.2;

- tiering of assessments – awarding organisations must comply with these requirements under Condition GCSE(Modern Foreign Languages)2.1; and

- assessments (including the speaking assessment) – awarding organisations must comply with these requirements under Condition GCSE(Modern Foreign Languages)3.1.

Appendix 1 reproduces the requirements in relation to subject content for GCSEs in modern foreign language subjects,[1] as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCSE(Modern Foreign Languages)1.1.

With respect to all GCSE qualifications (graded from 9 to 1), awarding organisations must also comply with:

- our *General Conditions of Recognition*,[2] which apply to all awarding organisations and qualifications;

- our *GCSE Qualification Level Conditions*;[3] and

- all relevant Regulatory Documents.

With respect to GCSE qualifications graded from A* to G, awarding organisations must continue to comply with the General Conditions of Recognition, and the relevant Regulatory Documents.[4]

Application of and revisions to this document

The Conditions and requirements in this document were originally published in February 2015. We have subsequently revised those Conditions and requirements (see Appendix 2 for details), most recently in April 2016.

---

[1] www.gov.uk/government/publications/gcse-modern-foreign-languages

[2] www.gov.uk/government/publications/general-conditions-of-recognition

[3] www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

[4] www.gov.uk/government/publications/regulatory-documents-list

This document replaces all previous Conditions and requirements for GCSE qualifications (graded from 9 to 1) in French, German and Spanish. It comes into effect at at 5.01pm on Monday 18 April 2016 for all GCSE qualifications (graded from 9 to 1) in a Modern Foreign Language.

Summary of requirements

Subject Level Conditions	
GCSE(Modern Foreign Languages)1	Compliance with content requirements
GCSE(Modern Foreign Languages)2	Assessing the full range of abilities
GCSE(Modern Foreign Languages)3	Assessment
GCSE(Modern Foreign Languages)4	Assessments of spoken language
GCSE(Modern Foreign Languages)5	Access to dictionaries
GCSE(Modern Foreign Languages)6	Titling
GCSE(Modern Foreign Languages)7	Interpretation and definitions

Assessment objectives
Assessment objectives – GCSE Qualifications in Modern Foreign Languages

Tiering requirements
Requirements for tiering of assessments in GCSE Qualifications in Modern Foreign Languages

Assessment requirements
Assessment Requirements - GCSE Qualifications in Modern Foreign Languages

Appendix 1 – Subject content (published by Department for Education)
Modern languages: GCSE subject content

Subject Level Conditions

_____

GCSE Subject Level Conditions for Modern Foreign Languages

Condition GCSE(Modern Foreign Languages)1	Compliance with content requirements
GCSE(Modern Foreign Languages)1.1	In respect of each GCSE Qualification in a Modern Foreign Language 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 GCSE subject content'[5], document reference DFE-00348-2014, (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.
GCSE(Modern Foreign Languages)1.2	In respect of each GCSE Qualification in a Modern Foreign Language 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/gcse-modern-foreign-languages

Condition GCSE(Modern Foreign Languages)2	**Assessing the full range of abilities**
GCSE(Modern Foreign Languages)2.1	In respect of each GCSE Qualification in a Modern Foreign Language that an awarding organisation makes available, or proposes to make available –

(a) Condition GCSE1.1 does not apply, and

(b) the awarding organisation must ensure that the qualification, and each assessment for it, complies with any requirements which may be published by Ofqual and revised from time to time.

Condition GCSE(Modern Foreign Languages)3	Assessment
GCSE(Modern Foreign Languages)3.1	An awarding organisation must ensure that in respect of each assessment for a GCSE Qualification in a Modern Foreign Language 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 GCSE(Modern Foreign Languages)4	Assessment of spoken language
GCSE(Modern Foreign Languages)4.1	In respect of each GCSE Qualification in a Modern Foreign Language which an awarding organisation makes available, or proposes to make available, Condition GCSE4.1 does not apply to any assessment of a Learner's ability to speak that language effectively.
GCSE(Modern Foreign Languages)4.2	In respect of each assessment for a GCSE Qualification in a Modern Foreign Language that it makes available and which is not an Assessment by Examination an awarding organisation must ensure that – (a) the awarding organisation sets the assessment, (b) the evidence generated by a Learner in the assessment is marked by the awarding organisation and/or a person connected to it, and (c) the awarding organisation is provided with a recording of the evidence generated by a Learner in the assessment.
GCSE(Modern Foreign Languages)4.3	In respect of each GCSE Qualification in a Modern Foreign Language that an awarding organisation makes available, or proposes to make available – (a) Condition GCSE6.1 does not apply to any assessment of a Learner's ability to speak that language effectively, (b) the awarding organisation must 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 (c) the awarding organisation must take all reasonable steps to minimise the predictability of each such assessment.

Condition GCSE(Modern Foreign Languages)5	**Access to dictionaries**
GCSE(Modern Foreign Languages)5.1	An awarding organisation must take reasonable steps to ensure that no Learner has access to a dictionary –
	(a) when taking any assessment for a GCSE Qualification in a Modern Foreign Language which it makes available, or
	(b) during any period of formal preparation time prior to such an assessment.
GCSE(Modern Foreign Languages)5.2	For the purposes of this Condition 'formal preparation time' is a period of time immediately prior to the assessment during which the Learner is provided with previously unseen information relating to the assessment and is allowed to prepare for the assessment under conditions (including conditions as to supervision) which have been specified by the awarding organisation.

Condition GCSE(Modern Foreign Languages)6	**Titling**
GCSE(Modern Foreign Languages)6.1	An awarding organisation must ensure that, for the purposes of compliance with Condition E2.1(d), the title on the Register of each GCSE Qualification in Chinese which it makes available indicates the content of that qualification in the following manner, as appropriate –
	(a) Chinese (spoken Mandarin), or
	(b) Chinese (spoken Cantonese).

Condition GCSE(Modern Foreign Languages)7	Interpretation and definitions
GCSE(Modern Foreign Languages)7.1	In these Conditions the following words shall have the meaning given to them below (and cognate expressions should be construed accordingly) –

Modern Foreign Language

A language, apart from English –

(a) which is in everyday spoken use, and

(b) with respect to which an awarding organisation is not required to comply with the *GCSE (9 to 1) Subject Level Conditions and Requirements for Ancient Languages*[6].

---

[6] www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-ancient-languages

Assessment objectives

_____

Assessment objectives – GCSE Qualifications in Modern Foreign Languages

Condition GCSE(Modern Foreign Languages)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for all GCSE Qualifications in a Modern Foreign Language.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Modern Foreign Languages)1.2. Awarding organisations must comply with these requirements in relation to each GCSE Qualification in a Modern Foreign Language they make available or propose to make available.

	Objective	Weighting
AO1	Listening – understand and respond to different types of spoken language.	*25%*
AO2	Speaking – communicate and interact effectively in speech.	*25%*
AO3	Reading – understand and respond to different types of written language.	*25%*
AO4	Writing – communicate in writing.	*25%*
In each of AO2 and AO4, at least 10 per cent of the marks available for that assessment objective must be allocated to knowledge of, and accurate application of, the grammar and structures of the language prescribed in the specification.		

Tiering requirements

Tiering requirements – GCSE Qualifications in Modern Foreign Languages

Condition GCSE(Modern Foreign Languages)2.1(b) allows us to specify requirements relating to assessing the full range of abilities for GCSE Qualifications (graded 9 to 1) in Modern Foreign Languages.

In accordance with Condition GCSE(Modern Foreign Languages)2.1(b) an awarding organisation must design, deliver and award each GCSE Qualification in a Modern Foreign Language that it makes available, or proposes to make available, in accordance with the requirements set out below.

Use of the overlapping tiers model

1. Each GCSE Qualification in a Modern Foreign Language must be tiered. An awarding organisation must design and set the assessments for each GCSE Qualification in a Modern Foreign Language which it makes available, or proposes to make available, using an overlapping tiers model.

2. Such a model must use two tiers – a foundation tier and a higher tier – and each assessment must be designed and set in such a way as to fall within one of those two tiers only.

Preclusion of mixed tier entry

3. An awarding organisation must ensure that each Learner is permitted to take assessments in either the foundation tier or the higher tier only.

Grades available at each tier

4. The questions or tasks in foundation tier assessments must be targeted at the Level of Demand required for the award of grades 1 to 5. A Learner who takes foundation tier assessments must be awarded a grade within the range of 1 to 5, or be unclassified.

5. The questions or tasks in higher tier assessments must be targeted at the Level of Demand required for the award of grades 4 to 9. A Learner who takes higher tier assessments must be awarded a grade within the range of 4 to 9, or be unclassified. However, if the mark achieved by such a Learner is a small number of marks below the 4/3 grade boundary, that Learner may be awarded a grade 3.

6. The 3/U grade boundary for higher tier assessments is provisionally set by subtracting half the mark interval between the 5/4 and 4/3 grade boundaries (rounding up half marks) from the 4/3 boundary.

Assessing the full range of abilities

7.   An awarding organisation must ensure that the assessments within each tier allow each specified level of attainment available for that tier to be reached by a Learner who has attained the required level of knowledge, skills and understanding.

8.   An awarding organisation must ensure that the assessments both within each tier, and taken together across both tiers –

(a) ensure consistent and sufficient differentiation[7] between Learners;

(b) ensure consistent and sufficient discrimination[8] between Learners; and

(c) ensure the accurate and consistent setting of grades across the full range of attainments demonstrated by Learners.

9.   In designing assessments, an awarding organisation must take all reasonable steps to ensure, at each tier, that Learners achieving the lowest targeted grade have demonstrated attainment with regard to a sufficient range of the subject requirements, in terms of the areas of content, content domains and the assessment objectives. Equally, an awarding organisation must take all reasonable steps to ensure, at each tier, that Learners achieving the higher targeted grades must have demonstrated attainment with regard to suitably stretching and challenging requirements, in terms of the areas of content, content domains and the assessment objectives.

The overlap at grades 4 and 5

10.   An awarding organisation must take all reasonable steps in the design and delivery of the assessments and awarding processes to secure that the level of attainment indicated by grades 4 and 5 is comparable regardless of the tier for which a Learner is entered. Each awarding organisation must demonstrate in its assessment strategy the steps it has taken to secure such comparability between tiers, including on an ongoing basis. Such steps may include, but are not restricted to, the use of common questions/tasks between tiers.

---

[7] For the purposes of these requirements, 'differentiation' means the provision of opportunities in an assessment for Learners to generate evidence demonstrating different levels of attainment according to their knowledge, skills and understanding.

[8] For the purposes of these requirements, 'discrimination' means the rank ordering of Learners on the basis of the different levels of attainment they have demonstrated in an assessment or set of assessments.

Assessment requirements

_____

Assessment Requirements - GCSE Qualifications in Modern Foreign Languages

Condition GCSE(Modern Foreign Languages)3.1 allows us to specify requirements and guidance in relation to assessments for GCSE Qualifications in Modern Foreign Languages.

We set out our requirements for the purposes of Condition GCSE(Modern Foreign Languages) 3.1 below.

Grammar requirements

The subject content for GCSE Qualifications in Modern Foreign Languages is set out in the document published by the Secretary of State entitled 'Modern foreign languages GCSE subject content', document reference DFE-00348-2014 (the 'Content Document').

The Appendix to the Content Document sets out grammar requirements for GCSE Qualifications in French, German or Spanish. The Content Document goes on to say:

> For other languages, all specifications must include appendices, developed by the awarding organisation(s), setting-out requirements for grammar which represent a level of challenge and breadth that is comparable to the requirements for French, German and Spanish.

In respect of each GCSE Qualification in a Modern Foreign Language (other than French, German or Spanish) which it makes available, or proposes to make available, an awarding organisation must–

- set out in the specification for the qualification the knowledge and understanding of grammar that will be expected of Learners at each of the foundation tier and higher tier (the 'Grammar Requirements'), and

- demonstrate to Ofqual's satisfaction in its assessment strategy that it has taken all reasonable steps to ensure that, as far as possible, the Level of Demand of the Grammar Requirements is comparable to that of the grammar requirements specified in the Content Document for GCSE Qualifications in French, German and Spanish.

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 GCSE Qualification in a Modern Foreign Language 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,

- foundation tier assessments for that qualification require Learners to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list,

- higher tier assessments for that qualification require Learners to understand and respond to words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to foundation tier assessments, and

- the vocabulary list is set out in the specification for the qualification.

Speaking assessment

An awarding organisation must design and set each assessment of a Learner's ability to speak a Modern Foreign Language effectively on the basis that:

- each Learner shall have the same amount of formal preparation time (as defined in Condition GCSE(Modern Foreign Languages)5.2 in relation to the assessment and that period of time must be between 10 and 12 minutes;

- the total period of time spent by each Learner in taking such assessments shall be –

    □ for foundation tier assessments, between seven and nine minutes, and

    □ for higher tier assessments, between 10 and 12 minutes.

Each assessment of a Learner's ability to speak the relevant Modern Foreign Language effectively must include:

- a conversation covering more than one topic, only one of which may be chosen by the Learner in advance of the assessment; and

- two further tasks, each of which must be one of the following:

    □ a role play;

    □ a response to Stimulus Materials containing pictures only;

    □ a response to Stimulus Materials containing text only; or

    □ a response to Stimulus Materials containing pictures and text.

Listening assessment

An awarding organisation must design and set each assessment of a Learner's ability to understand a spoken Modern Foreign Language effectively (which does not assess the Learner's ability to speak the language effectively) on the basis that the total amount of time spent by each Learner in taking such assessments shall be –

- for foundation tier assessments, 35 minutes (including five minutes reading time), and

- for higher tier assessments, 45 minutes (including five minutes reading time).

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

_____

Modern foreign languages

GCSE subject content

December 2015

Contents

The content for modern foreign languages GCSEs

Introduction

1.   The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives it provides the framework within which the awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A Level.

Subject aims and learning outcomes

2.   Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

3.   GCSE specifications in a modern foreign language should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy

- express and develop thoughts and ideas spontaneously and fluently

- listen to and understand clearly articulated, standard speech at near normal speed

- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts

- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts

- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken

- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge

- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

- develop language strategies, including repair strategies

Subject content

4.   This content sets out the full range of content for GCSE specifications in modern foreign languages. Awarding organisations may however use any flexibility to increase depth, breadth or context within the specified topics or to consolidate teaching of the subject content.

5.   The content of the GCSE specifications in modern foreign languages must fully reflect the aims and learning outcomes.

Prior learning

6.   GCSE specifications will be cumulative and progressive in content and language. They will take account of the matters, skills and processes specified in the national curriculum programmes of study for key stages 2 and 3. They will also build on the foundation of core grammar and vocabulary outlined in the programmes of study for key stages 2 and 3, increasing the level of linguistic and cognitive demand.

Context and purposes

- GCSE specifications will require students to understand and use language across a range of contexts, appropriate to their age, interests and maturity levels

- students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment-related use

- students will make use of appropriate social conventions, including informal and formal address and register, as relevant to the task and language studied

- students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level

- students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level

- language contexts will be organised in a specified number of broad themes, addressing relevant matters relating to:

  o   identity and culture

  o   local, national, international and global areas of interest

  o   current and future study and employment

- literary texts can include extracts and excerpts, adapted and abridged as appropriate, from poems, letters, short stories, essays, novels or plays from contemporary and historical sources, subject to copyright

- the content, contexts and purposes of a GCSE specification in a modern foreign language will provide an appropriate foundation for A level study and a suitable preparation for higher education or employment

Scope of study

7. GCSE specifications in modern foreign languages must require students to:

Listening: understand and respond to spoken language
- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

Speaking: communicate and interact in speech

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech

- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events

- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view

- use accurate pronunciation and intonation such as to be understood by a native speaker

Reading: understand and respond to written language

- understand and respond to different types of written language

- understand general and specific details within texts using high frequency familiar language across a range of contexts

- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events

- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes

- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts

- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate

- translate a short passage from the assessed language into English

Writing: communicate in writing

- communicate effectively in writing for a variety of purposes across a range of specified contexts

- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information

- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings

- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events

- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register

- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince

- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context

Use of the assessed language in questions and rubrics

The overall rubrics containing instructions to students may continue to be in English, as at present. Questions for the majority of modern foreign languages may be set in the assessed language or English, as appropriate to the task. They should be set in the language in which the candidate is expected to respond.

In listening (AO1) 20 - 30% of the marks must be awarded for responses to questions set in the assessed language.

In speaking (AO2) students will be required to express themselves solely in the assessed language.

In reading (AO3) 30 - 40% of the marks must be awarded for responses to questions set in the assessed language.

In writing (AO4) students will be required to express themselves solely in the assessed language. Questions may be asked in English where translation into the assessed language is required or where the context of the questions is detailed or complex.

Languages using logographic systems such as Mandarin Chinese and Japanese must set all questions and task instructions in English, as the sole use of *hanzi* or *kanji* is deemed too challenging for this level.

Grammar requirements

GCSE students will be expected to develop and use their knowledge and understanding of grammar progressively throughout their course. The grammar requirements for GCSE are set out in two tiers: foundation and higher.

Students will be required to apply their knowledge and understanding of grammar, appropriate to the language studied and to the relevant tier of entry, drawing on the relevant lists.

Students entering higher tier assessments will be required to apply all grammar and structures listed for foundation tier in addition to the new grammar and structures listed for higher tier.

For French, German and Spanish, the lists are in the appendix to this document. The examples in brackets are indicative and are not exclusive. Structures marked (R) signify that only receptive knowledge is required.

For other languages, all specifications must include appendices, developed by the awarding organisation(s), setting-out requirements for grammar which represent a level of challenge and breadth that is comparable to the requirements for French, German and Spanish.

Appendix: Grammar requirements

French

GCSE students will be expected to have acquired knowledge and understanding of French grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

French (foundation tier)

Nouns:

- gender;

- singular and plural forms.

Articles:

- definite, indefinite and partitive, including use of *de* after negatives.

Adjectives:

- agreement;

- position;

- comparative and superlative: regular and *meilleur*;

- demonstrative (*ce*, *cet*, *cette*, *ces*);

- indefinite (*chaque*, *quelque*);

- possessive;

- interrogative (*quel*, *quelle*).

Adverbs:

- comparative and superlative;

- regular;

- interrogative (*comment*, *quand*);

- adverbs of time and place (*aujourd'hui*, *demain*, *ici*, *là-bas*);

- common adverbial phrases.

Quantifiers/Intensifiers:

- *très*, *assez*, *beaucoup*, *peu*, *trop*.

Pronouns:

- personal: all subjects, including *on*;

- reflexive;

- relative: *qui*;

- relative: *que* (R);

- object: direct (R) and indirect (R);

- position and order of object pronouns (R);

- disjunctive/emphatic;

- demonstrative (*ça*, *cela*);

- indefinite (*quelqu'un*);

- interrogative (*qui*, *que*);

- use of *y*, *en* (R).

Verbs:

- regular and irregular verbs, including reflexive verbs;

- all persons of the verb, singular and plural;

- negative forms;

- interrogative forms;

- modes of address: *tu*, *vous*;

- impersonal verbs (*il faut*);

- verbs followed by an infinitive, with or without a preposition;

- tenses;

- present;

- perfect;

- imperfect: *avoir*, *être* and *faire*;

- other common verbs in the imperfect tense (R);

- immediate future;

- future (R);

- conditional: *vouloir* and *aimer*;

- pluperfect (R);

- passive voice: present tense (R);

- imperative;

- present participle (R).

Prepositions

- common prepositions e.g. *à, au, à l', à la, aux; de, du, de l', de la, des; après; avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers.*

- common compound prepositions e.g. *à côté de; près de; en face de, à cause de; au lieu de.*

Conjunctions

- common coordinating conjunctions e.g. *car; donc; ensuite; et; mais; ou; ou bien; puis.*

- common subordinating conjunctions e.g. *comme; lorsque; parce que; puisque; quand; que; si.*

Number, quantity, dates and time

- including use of *depuis* with present tense

French (higher tier)

All grammar and structures listed for foundation tier, as well as:

Adjectives:

- comparative and superlative, including *meilleur*, *pire*.

Adverbs:

- comparative and superlative, including *mieux*, *le mieux*.

Pronouns:

- use of *y*, *en*;

- relative: *que*;

- relative: *dont* (R);

- object: direct and indirect;

- position and order of object pronouns;

- demonstrative (*celui*) (R);

- possessive (*le mien*) (R).

Verbs:

- tenses;

- future;

- imperfect;

- conditional;

- pluperfect;

- passive voice: future, imperfect and perfect tenses (R);

- perfect infinitive;

- present participle, including use after *en*;

- subjunctive mood: present, in commonly used expressions (R).

Time:

- including use of depuis with imperfect tense.

German

GCSE students will be expected to have acquired knowledge and understanding of German grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

German (foundation tier)

The case system Nouns:

- gender;

- singular and plural forms, including genitive singular and dative plural;

- weak nouns: nominative and accusative singular (*Herr*, *Junge*, *Mensch*, Name) (R);

- adjectives used as nouns (*ein Deutscher*).

Articles:

- definite and indefinite;

- *kein*.

Adjectives:

- adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives;

- adjectival endings after *etwas*, *nichts*, *viel*, *wenig*, *alles* (R);

- comparative and superlative, including common irregular forms (*besser*, *höher*, *näher*);

- demonstrative (*dieser*, *jeder*);

- possessive;

- interrogative (*welcher*).

Adverbs:

- comparative and superlative, including common irregular forms (*besser*, *lieber*, *mehr*);

- interrogative (*wann*, *warum*, *wo*, *wie*, *wie viel*);

- adverbs of time and place (*manchmal*, *oft*, *hier*, *dort*);

- common adverbial phrases (*ab und zu*, *dann und wann*, *letzte Woche*, *nächstes*; *Wochenende*, *so bald wie möglich*).

Quantifiers/intensifiers

- *sehr, zu, viel*, *ganz, ziemlich, ein wenig, ein bisschen*.

Pronouns:

- personal, including man;

- reflexive: accusative;

- reflexive: dative (R);

- relative: nominative;

- relative: other cases (R) and use of was (R);

- indefinite: *jemand*, *niemand*;

- interrogative: *wer*, *was*, *was für*;

- interrogative: *wen*, *wem* (R).

Verbs:

- regular and irregular verbs;

15

- reflexive;

- modes of address: *du*, *Sie*;

- mode of address: *ihr* (R);

- impersonal (most common only, *eg es gibt*, es geht, *es tut weh*);

- separable/inseparable;

- modal: present and imperfect tenses, imperfect subjunctive of *mögen*;

- infinitive constructions (*um … zu …*; verbs with *zu …*) (R);

- negative forms;

- interrogative forms;

- tenses;

- present;

- perfect: excluding modals;

- imperfect/simple past: *haben*, *sein* and modals;

- imperfect/simple past: other common verbs (R);

- future; ▪ pluperfect (R);

- imperative forms.

Prepositions:

- fixed case and dual case with accusative and/or dative;

- with genitive (R).

Clause structures:

- main clause word order;

- subordinate clauses, including relative clauses.

Conjunctions:

- coordinating (most common, *eg aber*, *oder*, *und*);

- subordinating (most common, *eg als*, *obwohl*, *weil*, *wenn*).

Number, quantity, dates and time

- including use of *seit* with present tense.

German (higher tier)

All grammar and structures listed for foundation tier, as well as:

Nouns**:**

- weak nouns.

Adjectives**:**

- adjectival endings after *etwas*, *nichts*, *viel*, *wenig*, *alles*.

Pronouns:

- reflexive: dative;

- relative: all cases, and use of *was*;

- interrogative: *wen*, *wem*.

Verbs:

- mode of address: *ihr*;

- impersonal;

- infinitive constructions (*ohne … zu …*; *um ... zu ...*; verbs with *zu …, eg beginnen*, *hoffen*, *versuchen*;

- modal: imperfect subjunctive of *können*, *sollen*;

- tenses: imperfect/simple past of common verbs;

- future;

- conditional: *würde* with infinitive;

- pluperfect;

- imperfect subjunctive in conditional clauses: *haben* and *sein*.

Prepositions**:**

- with genitive (most common, *eg außerhalb*, *statt*, *trotz*, *während*, *wegen*).

Conjunctions**:**

- coordinating and subordinating.

Time:

- use of *seit* with imperfect tense.

Spanish

GCSE students will be expected to have acquired knowledge and understanding of Spanish grammar during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Spanish (foundation tier)

Nouns**:**

- gender;

- singular and plural forms.

Articles:

- definite and indefinite;

- *lo* plus adjective (R).

Adjectives:

- agreement;

- position;

- comparative and superlative: regular and *mayor*, *menor*, *mejor*, *peor*;

- demonstrative (*este*, *ese*, *aquel*);

- indefinite (*cada*, *otro*, *todo*, *mismo*, *alguno*);

- possessive, short form (*mi*);

- possessive, long form (*mío*) (R);

- interrogative (*cuánto*, *qué*).

Adverbs:

- formation;

- comparative and superlative: regular;

- interrogative (*cómo*, *cuándo*, *dónde*);

- adverbs of time and place (*aquí*, *allí*, *ahora*, *ya*);

- common adverbial phrases.

Quantifiers/intensifiers (*muy*, *bastante*, *demasiado*, *poco*, *mucho*)

Pronouns:

- subject;

- object (R);

- position and order of object pronouns (R);

- reflexive;

- relative: *que*;

- relative: *quien*, *lo que* (R);

- disjunctive (*conmigo*, *para mí*);

- demonstrative (*éste*, *ése*, *aquél*, *esto*, *eso*, *aquello*); indefinite (*algo*, *alguien*);

- interrogative (*cuál*, *qué*, *quién*).

Verbs:

- regular and irregular verbs, including reflexive verbs;

- all persons of the verb, singular and plural;

- modes of address: *tú* and *usted*;

- radical-changing verbs;

- negative forms;

- interrogative forms;

- reflexive constructions (*se puede*, *se necesita*, *se habla*);

- uses of *ser* and *estar*;

- tenses;

- present indicative;

- present continuous;

- preterite;

- imperfect: in weather expressions with *estar*, *hacer*;

- imperfect (R);

- immediate future;

- future (R);

- perfect: most common verbs only;

- conditional: *gustar* only in set phrases;

- pluperfect (R);

- gerund (R);

- imperative: common forms including negative;

- subjunctive, present: (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*);

- subjunctive, imperfect: *quisiera;*

- impersonal verbs: most common only.

Prepositions:

- common, including personal *a*;

- *por* and *para*.

Conjunctions: common, including *y, pero, o, porque*, *como*, *cuando*

Number, quantity, dates

Time**:**

- use of *desde hace* with present tense (R).

Spanish (higher tier)

All grammar and structures listed for foundation tier, as well as:

Articles**:**

- lo plus adjective.

Adjectives:

- comparative and superlative;

  possessive, short and long forms (*mi*, *mío*); relative (*cuyo*).

Adverbs**:**

- comparative and superlative.

Pronouns:

- object;

- position and order of object pronouns;

- relative: all other uses including *quien, lo que, el que, cual*;

- possessive (*el mío, la mía*).

Verbs: tenses:

- future;

- imperfect;

- imperfect continuous;

- perfect;

- pluperfect;

- conditional;

- passive voice (R);

- gerund;

- present subjunctive: imperative, affirmation and negation, future after conjunctions of time;

- (*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*);

- imperfect subjunctive (R).

Time:

- use of *desde hace* with present tense;

- use of *desde hace* with imperfect tense (R).

 Follow us on Twitter: @educationgovuk

 Like us on Facebook: www.facebook.com/educationgovuk

Appendix 2: Revisions to this document

The table below sets out when the *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages* initially came into force and when they were subsequently revised.

Revisions	Date in force
Republished as *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages* ■ Extended applicability to include all GCSEs (graded 9 to 1) in modern foreign languages subjects ■ Condition GCSE(Modern Foreign Languages)6 – Titling (new) ■ Condition GCSE(Modern Foreign Languages)7 – Interpretation and Definitions (new) ■ Assessment requirements (amended)	18 April 2016
First edition (published as *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages (French, German, Spanish)*)	6th February 2015

We wish to make our publications widely accessible. Please contact us at publications@ofqual.gov.uk if you have any specific accessibility requirements.

OGL

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place	2nd Floor
Coventry Business Park	Glendinning House
Herald Avenue	6 Murray Street
Coventry CV5 6UB	Belfast BT1 6DN

Telephone   0300 303 3344
Textphone   0300 303 3345
Helpline   0300 303 3346