



Independent Schools
Examinations Board

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

MODERN LANGUAGES SYLLABUS

(Revised Summer 2006 for first examination in Spring 2008)

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INTRODUCTION

This syllabus covers French, German and Spanish. It has been devised in accordance with the requirements of the National Curriculum for modern languages and aligns with National Curriculum levels 1–6. There is a single examination to be taken by all candidates. Exercises in the Speaking and Writing components offer open-ended tasks which allow all 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. 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.

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 sixteen topics set out below.
- (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
- describing holiday activities
- visiting a café or restaurant
- simple health problems
- description of a town or region
- finding the way and using transport
- understanding tourist information
- shopping (e.g. for food, clothes, presents) and pocket money
- weather

FRENCH GRAMMAR (* for recognition only)

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

GERMAN GRAMMAR (* for recognition only)

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

SPANISH GRAMMAR (* for recognition only)

	All candidates	Where appropriate to candidate's ability / senior school requirements
verbs	present tense: (i) regular verbs (ii) decir, estar, hacer, ir, poder, querer, saber, ser, tener (iii) common radical-changing verbs (iv) common reflexive verbs introduction to the uses of <i>ser</i> and <i>estar</i> future tense with <i>ir</i> negatives: <i>nada, nadie, nunca, jamás, ya ... no</i> questions and question words <i>gustar</i>: <i>me gusta, te gusta, le gusta</i> <i>hay</i> and <i>hay que</i> <i>tener que</i> <i>se puede</i> <i>doler</i> idiomatic expressions with <i>tener</i> (e.g. <i>frío, calor, hambre, sed</i>) weather expressions with <i>hacer</i>	preterite tense imperfect tense: only <i>era, estaba, había, hacía, tenía, iba</i> + other verbs for recognition gerund and the present continuous tense
nouns	genders and plurals of common nouns definite and indefinite articles <i>del</i> and <i>al</i> use of the personal <i>a</i>	
adjectives and adverbs	agreement of adjectives possessive adjectives <i>este / ese / aquel</i> comparison of adjectives: <i>más ... que, menos ... que, tan ... como</i>	adverbs
prepositions and conjunctions	common prepositions and conjunctions	
pronouns	subject pronouns	direct and indirect object pronouns
numerals	cardinal numbers: 0–100 dates and time	cardinal numbers: 101–1000

SCHEME OF ASSESSMENT

LISTENING (25%; about 25 minutes)

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

SPEAKING (25%; about 6 minutes)

The teacher-examiner will assess the candidate's performance and will submit a recording of a good, an average and a weak candidate for moderation. Some 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. The examination will consist of three elements: a role-play situation and discussion on two prepared topics.

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

The examiner will give each candidate, at random, one situation from the three which are set, ensuring that all the situations are used to an equal extent. 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 6) for completion of the tasks and a mark (maximum 3) for quality of language (*see Appendix I*).

Prepared topics

Part A (1–2 minutes; 8 marks)

The candidate will choose any topic covered by the syllabus (*see list on page 2*) or a topic in connection with a country where the target language is spoken, e.g.:

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

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

Part B (1–2 minutes; 8 marks)

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

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

READING AND WRITING (50%; 60 minutes)**Section A: Reading** (25%)

Instructions will be given in the target language. There will be 25 questions 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 from a list, answering questions in the target language (marked for communication only). There will be one section with questions and answers in English.

Section B: Writing (25%)

Instructions will be given in the target language. There will be two written exercises.

Question 1 (8 marks)

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

Question 2 (17 marks)

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

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. It is recommended that such tests include conversations covering the topics set out on page 2 which allow candidates to show the full extent of their knowledge. The listening / reading exercises may include multiple choice, box-ticking, table or grid completion, choosing correct answers from a list, true / false, gap-filling, linking opinions with speakers and answering questions in the target language.

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

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.

APPENDIX III

ASSESSMENT

WRITING: QUESTION 1

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

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

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

APPENDIX IV

ASSESSMENT

WRITING: 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.

APPENDIX V

FRENCH EXAMINATION RUBRICS

GENERAL

common question words (*où? qui? que? qu'est-ce que? etc.*)

en français

en anglais

comme dans l'exemple

tourne la page

lis les questions / la liste / ces interviews

réponds aux questions

écris la lettre / le numéro (qui correspond)

écris le bon numéro / la bonne lettre dans la case

complète les phrases avec un mot de la liste

il y a trop de mots

choisis la personne correcte

remplis les blancs

fais correspondre (les questions, les réponses, les phrases et les images etc.)

coche la bonne case (pour compléter les phrases)

souligne la réponse correcte

LISTENING

écoute cette fille / ce garçon / ces gens etc.

tu vas entendre ...

écoute attentivement

choisis une image / un symbole pour chaque numéro

vrai ou faux

SPEAKING

The teacher-examiner should introduce the role-play tasks with a few words in French, e.g.:

Alors, on va commencer avec le dialogue. Tu es chez ton / ta correspondant(e) / dans l'office de tourisme / tu fais des courses etc.

Maintenant nous allons parler ...

de ta maison, de ta famille et de tes amis

de ce que tu fais pendant ton temps libre / les vacances

de ta vie scolaire

alors dis-moi ...

READING

lis le(s) texte(s) suivant(s)

coche les (cinq) phrases correctes

voici ...

une liste / une carte postale / des informations / un texte / des annonces etc.

un extrait d'un journal / magazine / dépliant etc.

WRITING

écris entre 5 et 10 mots sur chaque image

écris une lettre à un(e) ami(e)

tu dois mentionner au moins quatre des points suivants

écris entre 80 et 130 mots

APPENDIX VI

GERMAN EXAMINATION RUBRICS

GENERAL

common question words (*wo? wer? was? etc.*)

beantworte die folgenden Fragen

auf Deutsch

auf Englisch

(so) wie im Beispiel

bitte wenden

lies den Text / die Sätze unten

schau die Bilder / den Plan an

unterstreiche die richtige Antwort

ergänze die Sätze

es gibt (noch) fünf Fehler; schreib die Sätze richtig

füll das Formular / die Tabelle usw. mit einem passenden Wort aus

kreuz die richtige Antwort – A, B, C oder D – an / kreuz das richtige Bild an

schreib A, B, C usw. in das richtige Kästchen

schreib den richtigen Namen / Buchstaben / die richtige Nummer neben jeden Ort / jede Person

LISTENING

hör gut zu

X spricht über ...

X ruft Y / dich an

X erzählt dir über ...

einige junge Leute sprechen über ...

SPEAKING

The teacher-examiner should introduce the role-play tasks with a few words in German, e.g.:

du bist bei deinem Brieffreund / deiner Brieffreundin / im Verkehrsamt / du kaufst Geschenke in der Stadt etc.

und jetzt erzähl mir über ...

deine Freizeit / deine Ferien

deine Schule

dein Zuhause, deine Familie und deine Freunde

und zum Schluss sprechen wir über ...

READING

schau das Bild (die Bilder), die Uhrzeiten, den Plan etc. an

schreib R für richtig oder F für falsch neben jeden Satz

füll die Lücken mit einem passenden Wort aus

wähle unter diesen Wörtern

lies den folgenden Brief / Bericht

WRITING

schreib das richtige Wort unter jedes Bild

füll die Tabelle / das Formular / die Lücken / die Umfrage aus

schreib zwischen 5 und 10 Wörtern über jedes Bild

schreib zwischen 80 und 130 Wörtern

schreib einen Brief an deinen Brieffreund / deine Brieffreundin

du musst über mindestens vier von den folgenden Sachen schreiben

APPENDIX VII

SPANISH EXAMINATION RUBRICS

GENERAL

common question words (*¿dónde? ¿quién? ¿qué? etc.*)

en español

en inglés

como en el ejemplo

véase al dorso

lee las afirmaciones / las preguntas

contesta a las preguntas

escribe en cada casilla el número adecuado / la letra adecuada

pon una equis en la casilla adecuada

completa cada frase con una palabra de la lista

escribe breves respuestas en español a las preguntas

indica la respuesta (etc.) que corresponde a ...

empareja (las frases con los dibujos etc.)

subraya la respuesta correcta

indica las afirmaciones correctas

LISTENING

escucha a estas personas

escucha a este señor que habla de ...

escucha la cinta / esta descripción etc.

SPEAKING

The teacher-examiner should introduce the role-play tasks with a few words in Spanish, e.g.:

estamos en la casa de tu amigo español / en la Oficina de Turismo etc / estás haciendo unas compras etc.

ahora vamos a hablar ...

de lo que haces en tu tiempo libre / durante tus vacaciones

de la vida escolar

de ti mismo (ti misma), tu familia y tus amigos

del tema que has elegido

bueno, dime ...

READING

lee la carta / el texto / el anuncio y contesta a las preguntas

lee con atención ...

mira el plano / el mapa / los dibujos etc.

WRITING

escribe entre 5 y 10 palabras sobre cada uno de estos dibujos

escribe una carta a un amigo español o una amiga española

Menciona al menos cuatro de estos puntos

escribe entre 80 y 130 palabras