



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

GCE A level performance descriptions for modern foreign languages

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Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	Understand and respond, in speech and writing, to spoken language. ¹	Understand and respond, in speech and writing, to written language. ²	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	¹ Understand and respond in speech to spoken language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	² Understand and respond in speech to written language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	
A/B boundary performance descriptions	In the context of materials appropriate to the AS specification, candidates characteristically: a) show a clear understanding of spoken language b) understand the main points and details, including points of view c) are able to infer meaning with only a few omissions d) are able to develop their ideas, and express points of view, with some appropriate justification e) respond readily and fluently and take the initiative (<i>speaking</i>) f) have generally accurate pronunciation and intonation (<i>speaking</i>) g) are able to deal with unpredictable elements (<i>speaking</i>) h) show the ability to organise and structure their response coherently (<i>writing</i>) i) offer relevant information which addresses the requirements of the task (<i>writing</i>).	In the context of materials appropriate to the AS specification, candidates characteristically: a) show a clear understanding of a range of written texts b) understand the main points and details, including points of view. c) are able to infer meaning with only a few omissions d) are able to develop their ideas, and express points of view, with some appropriate justification e) respond readily and fluently and take the initiative (<i>speaking</i>) f) have generally accurate pronunciation and intonation (<i>speaking</i>) g) show the ability to organise and structure their response coherently (<i>writing</i>) h) offer relevant information which addresses the requirements of the task (<i>writing</i>).	In the context of grammar and syntax listed in the AS specification, candidates characteristically: a) make effective use of a range of vocabulary and structures appropriate to the task. b) The deployment of grammar, syntax and morphology is generally accurate. c) are able to manipulate language appropriately when required.

E/U boundary performance descriptions	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language b) understand some of the main points and details, including basic points of view c) have a limited ability to infer meaning where appropriate to the task d) are able to convey some basic information when transferring meaning e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) g) show some ability to structure and organise their response where appropriate. 	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language b) understand some of the main points and details, including limited points of view c) have a limited ability to infer meaning where appropriate to the task d) are able to convey some basic information when transferring meaning e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance maybe influenced by their first language (<i>speaking</i>) f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) g) show some ability to structure and organise their response where appropriate. 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) use a restricted range of vocabulary and structures b) have language characterised by frequent errors in grammar, syntax and morphology c) may be influenced by the first language. d) demonstrate a very limited ability to manipulate language where required.
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A2 performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	understand and respond, in speech and writing, to spoken language. ¹	Understand and respond, in speech and writing to written language. ²	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	¹ Understand and respond in speech to spoken language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	² Understand and respond in speech to written language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	

A/B boundary performance descriptions	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show a clear understanding of spoken language b) understand the main points and details, including points of view c) demonstrate an ability to infer meaning d) are able to transfer meaning with only minor omissions e) are able to develop their ideas, and express and justify points of view effectively f) respond readily and fluently and take the initiative (<i>speaking</i>) g) have generally accurate pronunciation and intonation (<i>speaking</i>) h) are able to deal appropriately with unpredictable elements (<i>speaking</i>) i) show the ability to organise and structure their response coherently (<i>writing</i>) j) offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show a clear understanding of a range of written texts b) understand the main points and details, including points of view, and are able to infer meaning c) demonstrate an ability to infer meaning d) are able to transfer meaning with only minor omissions e) are able to develop their ideas, and express and justify points of view effectively f) respond readily and fluently and take the initiative (<i>speaking</i>) g) have generally accurate pronunciation and intonation (<i>speaking</i>) h) are able to deal appropriately with unpredictable elements (<i>speaking</i>) i) show the ability to organise and structure their response coherently (<i>writing</i>). 	<p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ul style="list-style-type: none"> a) make effective use of a wide range of vocabulary and a variety of complex structures as appropriate. b) predominantly use grammar, syntax and morphology in an accurate way c) are able to manipulate language accurately and appropriately where required.
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E/U boundary performance descriptions	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show some understanding of spoken usually concrete language, but may experience difficulty with more complex and abstract language b) understand some of the main points and details, including basic points of view c) demonstrate a limited ability to infer meaning, where appropriate, to the task d) are able to convey the basic information when transferring meaning e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately (<i>writing</i>) g) show some ability of structure and organise their response, where appropriate. 	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language b) understand some of the main points and details, including basic points of view c) demonstrate a limited ability to infer meaning, where appropriate, to the task d) are able to convey the basic information when transferring meaning e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately g) show some ability of structure and organise their response, where appropriate. 	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a) use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language. b) demonstrate a very limited ability to manipulate language correctly when required.
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