



# A-Level Spanish 2024-2026

Subject Leader of Languages: Mrs Vera Koehler-Lewis

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21 Spanish Speaking Countries • Capitals			
 México D.F., México	 Lima, Perú	 Tegucigalpa, Honduras	 Bogotá, Colombia
 Ciudad de Guatemala, Guatemala	 La Habana, Cuba	 Madrid, España	 Managua, Nicaragua
 Asunción, Paraguay	 San Juan, Puerto Rico	 Sucre, Bolivia	 San José, Costa Rica
 Montevideo, Uruguay	 Santiago, Chile	 San Salvador, El Salvador	 Quito, Ecuador
 Buenos Aires, Argentina	 Caracas, Venezuela	 La Ciudad de Panamá, Panamá	 Santo Domingo, La República Dominicana
 Malabo, Guinea Ecuatorial			

## Subject content

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

The approach is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish.

The choice of works (literary texts and films) offers opportunities to link with the themes so that, for example, the play *La casa de Bernarda Alba* could be linked to the sub-theme Modern and traditional values while the film *Volver* could be connected to the sub-theme Equal rights.



Students following this specification will 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 Spanish
- 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 in this 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 from Spanish into English
- translating an unseen passage from English into Spanish.

Students must also study either one book and one film or two books from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in Spanish to the work they have studied. Their understanding of the work must include 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 (eg the effect of narrative voice in a prose text or camera-work in a film).

In addition, students following this specification will:

- develop research skills in Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where Spanish is spoken
- identify a key question or subject of interest and select relevant information in Spanish 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.

## 3.1 Social issues and trends

Students study the themes and sub-themes below in relation to at least one Spanish-speaking country. Students study the themes and sub-themes using a range of sources, including material from online media.

### Aspects of Hispanic society

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

- Modern and traditional values (Los valores tradicionales y modernos)
  - Los cambios en la familia
  - Actitudes hacia el matrimonio/el divorcio
  - La influencia de la Iglesia Católica
- Cyberspace (El ciberespacio)
  - La influencia de internet
  - Las redes sociales: beneficios y peligros
  - Los móviles inteligentes en nuestra sociedad

- Equal rights (La igualdad de los sexos)
  - La mujer en el mercado laboral
  - El machismo y el feminismo
  - Los derechos de los gays y las personas transgénero

## Multiculturalism in Hispanic society

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

- Immigration (La inmigración)
  - Los beneficios y los aspectos negativos
  - La inmigración en el mundo hispánico
  - Los indocumentados - problemas
- Racism (El racismo)
  - Las actitudes racistas y xenófobas
  - Las medidas contra el racismo
  - La legislación anti-racista
- Integration (La convivencia)
  - La convivencia de culturas
  - La educación
  - Las religiones

## 3.2 Political and artistic culture

### Artistic culture in the Hispanic world

Students study the sub-theme Spanish regional identity in relation to Spain. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

- Modern day idols (La influencia de los ídolos)
  - Cantantes y músicos
  - Estrellas de televisión y cine
  - Modelos
- Spanish regional identity (La identidad regional en España)
  - Tradiciones y costumbres
  - La gastronomía
  - Las lenguas
- Cultural heritage (El patrimonio cultural)
  - Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc
  - Arte y arquitectura
  - El patrimonio musical y su diversidad

### Aspects of political life in the Hispanic world

Students study Monarchies and dictatorships in relation to any relevant Spanish-speaking country or countries. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
  - Los jóvenes y su actitud hacia la política : activismo o apatía
  - El paro entre los jóvenes
  - Su sociedad ideal
- Monarchies and dictatorships (Monarquías y dictaduras)
  - La dictadura de Franco
  - La evolución de la monarquía en España
  - Dictadores latinoamericanos
- Popular movements (Movimientos populares)
  - La efectividad de las manifestaciones y las huelgas
  - El poder de los sindicatos
  - Ejemplos de protestas sociales (eg. El 15-M, las Madres de la Plaza de Mayo, ...)

## 3.3 Grammar

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 exam 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; they serve to illustrate the part of speech or structure that the student must know and do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

A-level students will be expected to have studied all grammar and structures that appear in the lists for **both** AS and A-level.

## Individual Research Project (IRP)

Students identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research

skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.



## Assessment



### Paper 1:

Listening, reading and writing : 2 hours 30 minutes (100 marks weighting 50% of A-Level)

#### Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (30 marks)

- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include factual and abstract content and questions will target main points, gist and detail.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks)

- Translation into English; a passage of minimum 100 words (10 marks)
- Translation into Spanish; a passage of minimum 100 words (10 marks).

### Paper 2:

Writing ( One text and one film) 2 hours (weighting 80 marks 20% of A – Level)

#### Questions

- **Either** one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions **or** two questions in Spanish on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

Students are advised to write approximately 300 words per essay.

### **Paper 3:**

Speaking: 21-23 minutes ( 60 marks in total weighting 30% of A -Level)

#### **Questions**

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

## Literary texts and films

Students must study **either** one text and one film **or** two texts from the list below. Abridged editions should not be used.

#### Texts

- Federico García Lorca *La casa de Bernarda Alba*
- Gabriel García Márquez *Crónica de una muerte anunciada*
- Laura Esquivel *Como agua para chocolate*
- Ramón J. Sender *Réquiem por un campesino español*
- Carlos Ruiz Zafón *La sombra del viento*
- Isabel Allende *La casa de los espíritus*
- Gustavo Adolfo Bécquer *Rimas*
- Fernando Fernán-Gómez *Las bicicletas son para el verano*
- Luis de Castresana *El otro árbol de Guernica*
- Gabriel García Márquez *El coronel no tiene quien le escriba*

#### Films

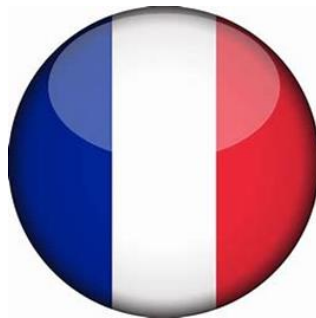
- *El laberinto del fauno* Guillermo del Toro (2006)
- *Ocho apellidos vascos* Emilio Martínez-Lázaro (2014)
- *María, llena eres de gracia* Joshua Marston (2004)
- *Volver* Pedro Almodóvar (2006)
- *Abel* Diego Luna (2010)
- *Las 13 rosas* Emilio Martínez-Lázaro (2007)



# A-Level French 2024-2026

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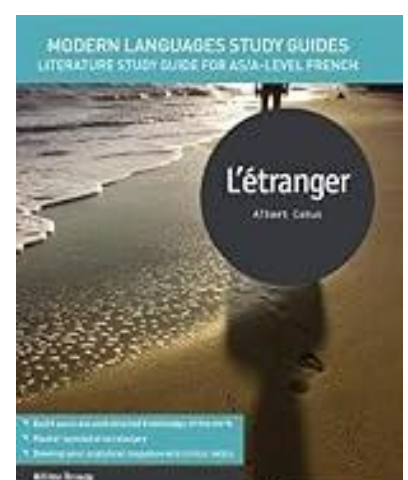
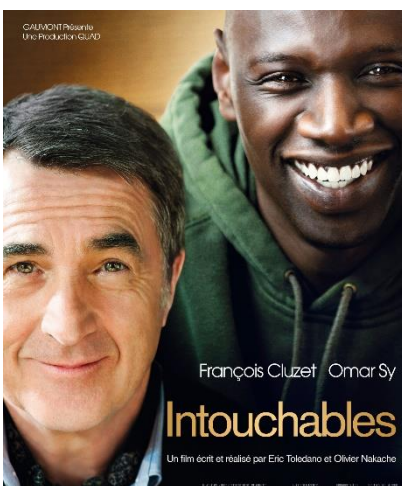


## Subject content

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

The approach is a focus on how French-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French including using the media of film and literature.



## **The aims and objectives of this qualification are to 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.
- 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 employment.
- Develop their capacity for critical and analytical thinking through the language of study and develop as independent researchers through the language of study.

## Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening, reading and translation	15	25	—	—	40%
Paper 2: Written response to works and translation	—	—	20	10	30%
Paper 3: Speaking	5	5	10	10	30%
<b>Total for GCE A Level</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100%</b>

### Themes

Papers 1 and 3 will be based on content from the following four themes.

The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries.

Themes 1, 3, and 4 focus on aspects of society or history of France only. Theme 2 requires students to broaden their knowledge across any Francophone country/countries and/or community/communities.

### Theme 1: Les changements dans la société française

Theme 1 is set in the context of France only. This theme covers social issues and trends.

- Les changements dans les structures familiales

Les changements dans les attitudes envers le mariage, les couples et la famille.

- L'éducation

Le système éducatif et les questions estudiantines.

- Le monde du travail

La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.

### Theme 2: La culture politique et artistique dans les pays

francophones

Theme 2 is set in the context of Francophone countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- La musique

Les changements et les développements; l'impact de la musique sur la culture populaire.

- Les médias

La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.

- Les festivals et les traditions

Les festivals, fêtes, coutumes et traditions.

### **Theme 3: L'immigration et la société multiculturelle française**

Theme 3 is set in the context of France only. This theme covers social issues and trends.

- L'impact positif de l'immigration sur la société française

Les contributions des immigrés à l'économie et à la culture.

- Répondre aux défis de l'immigration et de l'intégration en France

Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés.

- L'extrême droite

La montée du Front National; les leaders du Front National; l'opinion publique.

### **Theme 4: L'Occupation et la Résistance**

Theme 4 is set in the context of France only. This theme covers political culture.

- La France occupée

La collaboration; l'antisémitisme.

- Le régime de Vichy

Maréchal Pétain et la Révolution nationale.

- La Résistance

Jean Moulin, Charles de Gaulle et les femmes de la Résistance; l'implication des Français dans la Résistance.

### **Assessment:**



### **Paper 1: Listening, reading and translation (2 hours/ 80 marks weighing 40%)**

Students will be assessed on their understanding of spoken and written French from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from French into English.

Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to France and French-speaking countries and are drawn from the four themes.

Students should be able to:

- understand main points, gist and detail from spoken and written material
- infer meaning from complex spoken and written material
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken sources, reporting key points and subject matter
- translate from French into English.

The listening section will be made up of spoken passages covering different registers and types, including authentic communication involving one or more male and female speakers. Sources will include material from online media.

The reading section will be made up of texts containing both factual and abstract content and will be authentic or adapted from authentic sources. The texts will include contemporary, historical, literary, fiction and non-fiction, written for different purposes and audiences.

Translation into English

The content of the translation will be taken from one of the four themes.

## **Paper 2:**

### **Written response to works and translation: Time 2hours 40/ 120 marks weighing 30%**

Students should be able to:

- develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided
- produce responses that show critical appreciation of features such as:
  1. key concepts and issues;
  2. characterisation;

3. form and technique of presentation, e.g. effect of narrative voice in prose text, effect of
4. camera work in film;
5. social and cultural setting;

- present viewpoints, develop arguments, draw conclusions, analyse and evaluate in writing
- manipulate language accurately through translating an unseen passage from English into French.

Students must study two discrete French works: either two literary texts, or one literary text and one film. The works must be taken from the list of prescribed literary texts and films. The literary texts listed include a range of novels, plays and a series of short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes.

## **Independent research project ( IRP)**

Students identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.



## Literary texts

- Boule de Suif et autres contes de guerre (Boule de Suif, Un Duel, Deux Amis, La Mère Sauvage), Guy de Maupassant, 1880 (short stories)
- *La Place*, Annie Ernaux, 1983 (novel)
- *Le Blé en Herbe*, Colette, 1923 (novel)
- *Le Château de ma Mère*, Marcel Pagnol, 1957 (novel)
- *Le Gone du Chaâba*, Azouz Begag, 2005 (novel)
- *Les Mains Sales*, Jean-Paul Sartre, 1948 (play)
- *Les Petits Enfants du siècle*, Christiane Rochefort, 1961 (novel)
- *Le Tartuffe*, Molière, 1669 (play)
- *L'Étranger*, Albert Camus, 1942 (novel)
- *No et Moi*, Delphine de Vigan, 2007 (novel)
- *Thérèse Desqueyroux*, François Mauriac, 1927 (novel)
- *Une si longue lettre*, Mariama Bâ, 1981 (novel)
- *Un Sac de Billes*, Joseph Joffo, 1973 (novel)

## Films

- *Au Revoir les Enfants*, dir. Louis Malle (1987)
- *Chocolat*, dir. Claire Denis (1988)
- *Cléo de 5 à 7*, dir. Agnès Varda (1962)
- *Deux Jours, une Nuit*, dirs. Jean-Pierre Dardenne, Luc Dardenne (2014)
- *Entre les murs*, dir. Laurent Cantet (2008)
- *Intouchables*, dirs. Oliver Nakache, Eric Toledano (2011)
- *La Haine*, dir. Mathieu Kassovitz (1995)
- *La Vie en Rose*, dir. Olivier Dahan (2007)
- *Le Dernier Métro*, dir. François Truffaut (1980)
- *Les Choristes*, dir. Christophe Barratier (2004)
- *Les 400 Coups*, dir. François Truffaut (1959)
- *Un Long Dimanche de Fiançailles*, dir. Jean-Pierre Jeunet (2004)



# A-Level German

## 2024-2026

**Subject Leader of Languages: Mrs Vera Koehler-Lewis**

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Flags Of German Speaking Countries

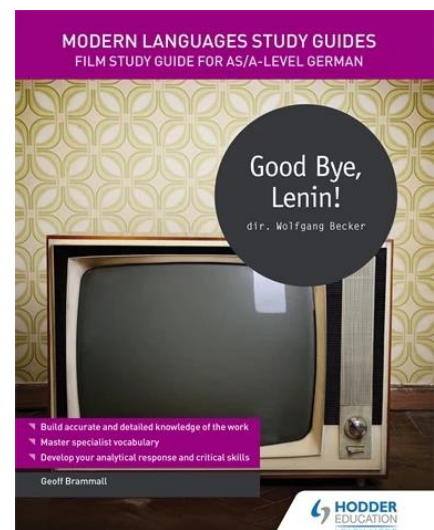
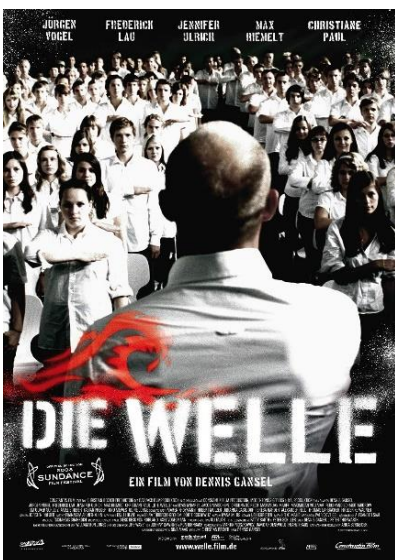


## Subject content

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

The approach is a focus on how German-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of German-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where German is spoken, and their language skills. They will do this by using authentic spoken and written sources in German including using the media of film and literature.



### The aims and objectives of this qualification are to 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.
- 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 employment.
- Develop their capacity for critical and analytical thinking through the language of study and develop as independent researchers through the language of study.

## **Themes**

Papers 1 and 3 will be based on content from the following four themes.

The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of Germany and German-speaking countries.

Themes 1, 3, and 4 focus on aspects of society or history of Germany only. Theme 2 requires students to broaden their knowledge across any German-speaking country/countries and/or

community/communities. Each theme is broken into three sub-themes

### **Theme 1: Gesellschaftliche Entwicklung in Deutschland**

Theme 1 is set in the context of Germany only. This theme covers social issues and trends.

#### **1. Natur und Umwelt**

Umweltbewusstsein; Recycling; erneuerbare Energie; nachhaltig leben.

#### **2. Bildung**

Bildungswesen und die Situation von Studenten; Sitzenbleiben, Berufsausbildung.

#### **3. Die Welt der Arbeit**

Das Arbeitsleben in Deutschland und die Arbeitsmoral; deutsche Geschäfte und Industrien.

### **Theme 2: Politische und künstlerische Kultur im deutschen**

Theme 2 is set in the context of German-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

#### **1. Musik**

Wandel und Trends; Einfluss der Musik auf die populäre Kultur.

#### **2. Die Medien**

Fernsehen, Digital-, Print- und Onlinemedien; Einfluss auf Gesellschaft und Politik.

#### **3. Die Rolle von Festen und Traditionen**

Feste, Feiern, Sitten, Traditionen.

### **Theme 3: Immigration und die deutsche multikulturelle Gesellschaft**

Theme 3 is set in the context of Germany only. This theme covers social issues and trends.

#### **1. Die positive Auswirkung von Immigration**

Beitrag der Immigranten zur Wirtschaft und Kultur.

#### **2. Die Herausforderungen von Immigration und Integration**

Maßnahmen von Gemeinden und örtlichen Gemeinschaften; Ausgrenzung und Entfremdung aus der Sicht von Immigranten.

#### **3. Die staatliche und soziale Reaktion zur Immigration**

Rechtsextremismus; politische Annäherung an Gastarbeiter, Immigranten und Asylbewerber; die öffentliche Meinung.

### **Theme 4: Die Wiedervereinigung Deutschlands**

Theme 4 is set in the context of Germany only. This theme covers political culture.

### 1. Die Gesellschaft in der DDR vor der Wiedervereinigung

Arbeit; Wohnungswesen; kommunistische Prinzipien; das Verhältnis zum Westen.

### 2. Ereignisse vor der Wiedervereinigung

Der Zusammenbruch des Kommunismus; der Fall der Berliner Mauer.

### 3. Deutschland seit der Wiedervereinigung

Migration von Ost nach West; Arbeitslosigkeit in der früheren DDR; Auswirkungen auf Schulen in Deutschland.



### Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening, reading and translation	15	25	—	—	40%
Paper 2: Written response to works and translation	—	—	20	10	30%
Paper 3: Speaking	5	5	10	10	30%
<b>Total for GCE A Level</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100%</b>

**Paper 1: Listening, reading and translation (\*\*Paper code: 9GN0/01)**

**Written examination: 2 hours**

**40% of the qualification**

**80 marks**

**Content overview**

This paper draws on vocabulary and structures across all four themes. Themes are based on the society and culture of the language being studied and are listed on *pages 8–9*.

**Assessment overview**

Students are not permitted access to a dictionary during the examination.

The examination is made up of:

**Section A: Listening (30 marks)**

A listening assessment based on a recording, featuring male and female German speakers. Students will respond to comprehension questions based on a variety of contexts and sources.

The listening audio files for the sample assessment materials are available on our website.

**Section B: Reading (30 marks)**

A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions.

**Section C: Translation into English (20 marks)**

An unseen passage to be translated from German to English.

**Paper 2: Written response to works and translation (\*\*Paper code: 9GN0/02)**

**Written examination: 2 hours and 40 minutes**

**30% of the qualification**

**120 marks**

**Content overview**

This paper draws on the study of two discrete German works: either two literary texts, or one literary text and one film. The works must be taken from the list provided in *Appendix 2: Prescribed literary texts and films*. The literary texts listed include a series of short stories and a range of plays, novellas and novels. All of the films are feature length.

**Assessment overview**

This paper includes a translation exercise and two essays on either two literary texts, **or** one literary text and one film (students must **not** answer questions on two films).

Students are not permitted access to a dictionary or any documentation relating to the works during the examination.

**Section A: Translation (20 marks)**

Students translate an unseen passage from English into German.

**Section B: Written response to works (literary texts) (50 marks)**

Students must write an extended response on either one **or** two of the literary texts listed in *Appendix 2: Prescribed literary texts and films*.

Students select **one** question from a choice of two for each of their chosen literary text(s). If a student answers questions on two literary texts then they **do not** complete Section C.

**Section C: Written response to works (films) (50 marks)**

Students who answer only one question from a literary text in Section B must now write an extended response on **one** of the films listed in *Appendix 2: Prescribed literary texts and films*.

Students select **one** question from a choice of two for their chosen film.

**Paper 3: Speaking (\*\*Paper code: 9GN0/03)**

***Internally conducted and externally assessed***

***Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time***

***30% of the qualification***

***72 marks***

**Content overview**

Task 1 draws on vocabulary and structures across all four themes (listed on *pages 8–9*). Task 2 is based on independent research selected and carried out by the student. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the language studied.

Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the culture and society where the language is spoken.

**Assessment overview**

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

**Task 1 (discussion on a Theme)**

Students discuss one theme from the specification based on a stimulus containing two different statements.

**Task 2, Part 1 (independent research presentation)**

Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.

**Task 2, Part 2 (discussion on independent research)**

Students answer questions on their presentation and then have a wider discussion on their research.

## Independent research project ( IRP)

Students identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.



## Literary texts

- *Andorra*, Max Frisch, 1961 (play)
- *Der Besuch der alten Dame*, Friedrich Dürrenmatt, 1956 (play)
- *Der kaukasische Kreidekreis*, Bertolt Brecht, 1944 (play)
- *Der Vorleser*, Bernhard Schlink, 1995 (novel)
- *Die Entdeckung der Currywurst*, Uwe Timm, 1993 (novella)
- *Die neuen Leiden des jungen W.*, Ulrich Plenzdorf, 1972 (novel)
- *Die Verwandlung*, Franz Kafka, 1915 (novella)
- *Die verlorene Ehre der Katharina Blum*, Heinrich Böll, 1974 (novel)
- *Ich fühl mich so fifty-fifty*, Karin König, 1994 (novella)
- *Sansibar oder der letzte Grund*, Alfred Andersch, 1957 (novel)
- *Sommerhaus, später und andere Erzählungen*, Judith Hermann, 1998 (short stories)
- *Stern ohne Himmel*, Leonie Ossowski, 1958 (novel)
- *Tonio Kröger*, Thomas Mann, 1903 (novella)

## Films

- *Almanya - Willkommen in Deutschland*, dir. Yasemin Samdereli (2011)
  - *Das Leben der Anderen*, dir. Florian Henckel von Donnersmarck (2006)
  - *Das Wunder von Bern*, dir. Sönke Wortmann (2003)
  - *Der Untergang*, dir. Oliver Hirschbiegel (2004)
  - *Der Wald vor lauter Bäumen*, dir. Maren Ade (2003)
  - *Die fetten Jahre sind vorbei*, dir. Hans Weingartner (2004)
  - *Die Welle*, dir. Dennis Gansel (2008)
  - *Good Bye, Lenin!*, dir. Wolfgang Becker (2003)
  - *Lola rennt*, dir. Tom Tykwer (1998)
  - *Nirgendwo in Afrika*, dir. Caroline Link (2001)
  - *Rosenstraße*, dir. Margarethe von Trotta (2003)
  - *Sophie Scholl – Die letzten Tage*, dir. Marc Rothemund (2005)
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