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Paper 2, Listening and Understanding

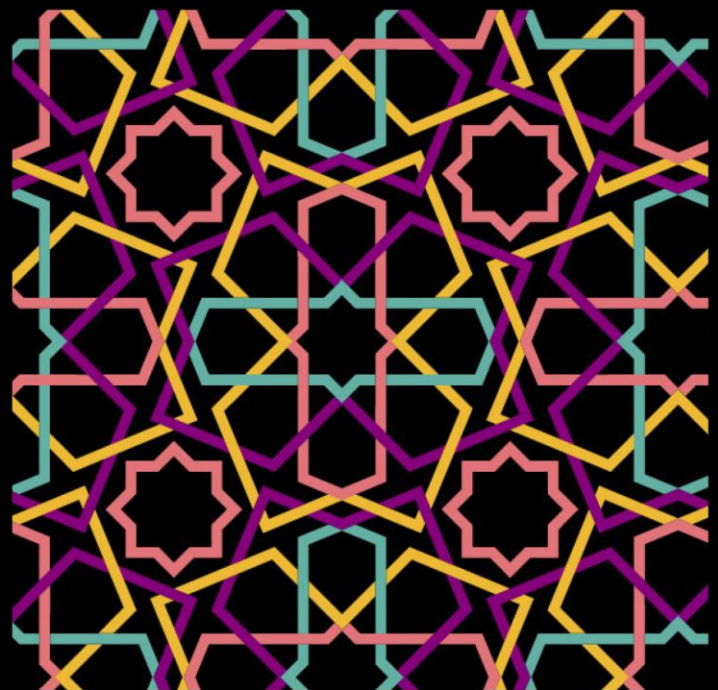
Teacher Guide



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Introduction

In our vision for these new GCSE (2024) French, German and Spanish qualifications we committed to ‘transparency’ and providing ‘clear, concise and straightforward’ assessments.

These paper guides are intended to complement the information provided in the Specifications for GCSE [French](#), [German](#) and [Spanish](#), by giving teachers access to the detailed instructions our paper writers receive when they are commissioned to create the live assessments.

We know how much considered and consistent paper design matters to you and your students, so we want you to see the thought and care we have taken with the construction of our papers and the features you will be able to rely upon every exam series.



Structure of paper

| | Foundation | Higher |
|----------------------------|---|---|
| Structure and Marks | 50 marks made of 2 sections: <ul style="list-style-type: none"> • Section A, Listening comprehension, 40 marks • Section B, Dictation, 10 marks • Every transcript heard 3 times | |
| Exam duration | 45 minutes | 1 hour |
| Grade targets | 1 - 5 | 4 - 9 |
| Number of questions | Section A: 11 questions including 1 question in two parts (Q11) Section B: 6 sentences to complete | Section A: 9 questions including 2 questions in two parts (Q8 and Q9) Section B: 6 sentences to complete |
| Crossover questions | Q7, Q8, Q9 and Q10 | Q1, Q2, Q3 and Q4 |
| Question language | Question titles, rubrics and answers in English | |
| Vocab and grammar | FT only | FT and HT |
| Total words | Between 450 and 550 words | Between 700 and 850 words |



Content of paper

In the Listening and understanding paper, students are assessed on their understanding of standard spoken target language in formal and informal contexts, and familiar and unfamiliar settings.

The ratio of formal to informal contexts is 30% formal to 70% informal.

Students need to:

- identify and respond to key points, details and opinions
- recognise the relationship between past, present and future events
- undertake a short dictation in the target language, applying the principles by which spelling represents sounds in standard or widely used forms of French.

This paper draws on the specified vocabulary (Appendix 1 of specifications) and grammar (Appendix 2 of specifications) and the focus of the passages will be taken from the thematic contexts listed in the specification. A mixture of thematic contexts and subjects will be used in the paper to allow for a wide range of vocabulary.

Recordings have been created to reflect the following authentic listening scenarios:

- newsflashes, newsclips, weather forecasts, public announcements, advertisements, monologues, conversations, podcasts, extracts of talks or presentations and short reports.

Appendix 3 of the specifications holds a list of names of people that will be used in our assessments. In the Listening paper we will only use names taken from this list, in order to remove one barrier to understanding and cause of confusion. All students can become familiar with the pronunciation of these names and come to the examination with the same knowledge, so all their focus can be on understanding the assessed content of the paper.



Transcripts

Students are presented with short and medium-length recorded scenarios involving one or more speakers.

Words used in the transcripts are all taken from the vocabulary list including proper nouns (e.g. countries, cities, etc.). To avoid students confusing unfamiliar names of people with necessary vocabulary, we will only use names from the prescribed list in Appendix 3 of the specifications.

Balance of single speaker (monologues) or multiple speakers (dialogues or conversations)

Transcript recording: creating the optimum assessment experience

We want your students to answer as many questions as possible on the listening paper, but we know that sometimes students will lose confidence and give up if they are faced with a more complex transcript early in the exam.

Recordings will be spoken at no faster than a moderate pace.

In our assessments, the **difficulty level of the transcripts steadily ramps up** as the paper progresses so that every student can keep going until they reach the limit of their knowledge and skill. Linguistic complexity will increase with later texts using a greater range of grammatical structures and vocabulary (see [‘Ramping of demand’](#) section).

Recordings will be spoken using the standard form of the target language at no faster than a moderate pace.

Repetitions and pauses

We have also carefully considered the number of repetitions and the pause times in the papers to ensure a positive assessment experience for all students.

Students will hear every transcript three times so they can complete gaps or check answers.

Specific to GCSE listening tasks, where students do not have control of the recording, we wanted to remove the reliance on remembering what they heard in pause time (testing their memory) and focus more of the assessment time on testing their ‘listening’ skill. We provide students with **three opportunities to hear the content**, which allows them to complete questions to the best of their ability or to check their answers against the recording, rather than against their memory.



Our recordings include:

- 5 minutes of reading time at the start of the examination
- 3 repeats of each transcript
- pause after each question title, so students can re-familiarise with the questions and answer options (if there are options)
- pause after each sentence uttered
- pause after each playing of a transcript, which varies according to question type.

We have focussed more pause time on the 'open response' questions, where students need to write more, rather than multiple choice questions, where pause time is sufficient for thinking and checking a box (see section on '[Question design](#)' below).

Pausing example

The forward slash / indicates the position of pauses in the transcript below:

Tourist sites

Question 6 /

F1: Bonjour Monsieur, quels sont les sites intéressants à visiter ? /

M1: Le meilleur endroit, c'est le musée régional, Madame. / Je recommande aussi la vieille ville. / Là-bas, on peut voir d'excellents spectacles mais le château est fermé le lundi, désolé. /



Question design

In the listening paper a range of question types are used. In order to support students gaining familiarity with our papers, we have committed to using the same question types in the same location every time.

Same question types, in the same location, every time.

Crossover questions:

To support you with making tiering decisions, we have committed to Questions 7, 8, 9 and 10 of the Foundation tier Listening paper crossing over to the Higher tier Listening paper as questions 1, 2, 3, 4 (respectively).

| Question type | Foundation | Higher |
|----------------------------------|-----------------|------------|
| Multiple choice (MCQ) | Q1, Q5, Q7, Q10 | Q1, Q4, Q8 |
| Multiple response (MRQ) | Q2, Q4, Q9 | Q3, Q9(a) |
| Word cloud | Q3, Q8 | Q2, Q6 |
| Open response (Examples A and B) | Q6, Q11(b) | Q5, Q7 |
| Open response (Example C) | Q11(a) | Q9(b) |
| Dictation | Q12 | Q10 |

The following are examples of each question type listed above, from the accredited GCSE French Paper 2 sample assessment materials:

Multiple choice question (MCQ)

Select one option only.

1 Clara is talking about her and her sister's lifestyles.
What does she say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Every morning, to stay in shape, Clara ...

| | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | A goes swimming. |
| <input type="checkbox"/> | B goes to a dance class. |
| <input type="checkbox"/> | C walks in the park. |

(1)



Multiple response question (MRQ)

Select a specific number of options.

3 Listen to this advert promoting a town.
What is mentioned?
Listen to the recording and put a cross ☒ in each one of the three correct boxes.

| | |
|--------------------------|--------------------|
| <input type="checkbox"/> | A public transport |
| <input type="checkbox"/> | B airport |
| <input type="checkbox"/> | C places to eat |
| <input type="checkbox"/> | D accommodation |
| <input type="checkbox"/> | E shopping |
| <input type="checkbox"/> | F the weather |

(3)

Word cloud question

Select appropriate word from cloud to fill the gaps.

We have organised the cloud so that the range of possible answers for a question are grouped along one row of the cloud.

2 Hugo is talking about helping the environment in a podcast.
What does he say?
Complete the gap in each sentence using a word or phrase from the box below.
There are more words/phrases than gaps.

| | | | |
|------------------|-----------|-----------------------|-------|
| train | bike | car | plane |
| vegetables | eggs | fruit | meat |
| using paper bags | recycling | working in the garden | |

(a) When Hugo goes on holiday, he goes by

(1)



Open response question

Student writes answer in English. Complete sentences are not required.

We have provided additional structure for some open response questions (see Examples A and B below) and more traditional open response (see Example C below).

Example A

- 5 Lucas, Manon and Rachid are talking about technology.
What do they say?
Listen to the recording and complete the following table in English.
You do not need to write in full sentences.

(a)

| | How to stay safe on social media | |
|-------|----------------------------------|-----|
| Lucas | | (1) |

Example B

- 7 Myriam, Théo and Chloé are talking about the advantages and disadvantages of living in the countryside.
What do they say?
Listen to the podcast and complete the following tables in English.
You do not need to write in full sentences.

(a) Myriam

| | | |
|--------------|-------|-----|
| Advantage | | (1) |
| Disadvantage | | (1) |



Example C

(b) You also hear this report on events to celebrate diversity in France.

Listen to the recording and answer the following questions in **English**.

You do not need to write in full sentences.

(i) Name **one** international day that France participates in.

.....

(1)

(ii) Name **one** type of event that towns organise to celebrate diversity.

.....

(1)



Dictation format

Foundation tier

12 You are going to hear someone talking about music.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided.
In each gap, you will write one word in French.

Example: *Le groupe est excellent.*

1. Ma _____ aime la _____.

2. Je _____ du _____.

3. Mon _____ adore le _____.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.

Example: *La chanson est excellente.*

4. _____

5. _____

6. _____

(Total for Question 12 = 10 marks)

Introduction sentence explains the subject of the dictation

The example will link to the subject

Sentence 1: Two gaps – each to be filled with one word from the vocabulary list

Sentences 2 and 3: Two gaps - one to be filled with one word from the vocabulary list, the other to be filled with **one word from outside vocabulary list**

The example will link to the subject

Sentences 4, 5 and 6: Open sentences, all words from the vocabulary list



Higher tier

The rubric explains the subject of the dictation

The example links to the subject

Sentence 1: three gaps - two to be filled with words from the vocabulary list, **one to be filled with one word from outside the vocabulary list**

Sentence 2: three gaps – one to be filled with a word from the vocabulary list, **two to be filled with words from outside the vocabulary list**

The example links to the subject

Sentences 3, 4, 5 and 6: Open sentences, all words from the vocabulary list.

Sentences 5 & 6 may be longer and contain more demanding grammatical structures

10

You are going to hear someone talking about food.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap you will write one word in French.

Example: J'aime les gâteaux et le chocolat.

1. Le
est la

2. J'aime
les et les

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.

Example: Les glaces de ce magasin sont délicieuses.

3.

4.

5.

6.

Total for Question 10 = 10 marks)



Question order

In Section A of the Listening paper, answers to questions will appear in order in the transcript.

My friend

Question 10

M1/F1: Clément ?

M2: Mon ami et moi, on déteste le sport et les jeux vidéo mais on adore la musique classique. On aime aussi le cinéma, surtout les films de science-fiction !

M1/F1: Yasmina ?

F2: Mon amie n'est pas ordinaire. Elle n'est pas toujours sympa mais elle est indépendante.

M1/F1: Mohamed ?

M3: Mercredi, je vais jouer au foot avec mon ami. Dimanche, on va faire une fête pour mon anniversaire.

Text of multiple speakers

First text, (Clément) is a little bit longer as targets 2 questions, (a) and (b)

Questions follow the order of the transcript (e.g. the answers to (a) and (b) appear in the first text (Clément) whilst the answer to (c) and (d) can respectively be found in texts 2 (Yasmina) and 3 (Mohamed)).

10 Clément, Yasmina and Mohamed are talking about their friends. What do they say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Clément and his friend love ...

| | |
|--------------------------|----------------|
| <input type="checkbox"/> | A music. |
| <input type="checkbox"/> | B sport. |
| <input type="checkbox"/> | C video games. |

(1)

(b) Clément and his friend also like ...

| | |
|--------------------------|------------------|
| <input type="checkbox"/> | A <u>films</u> . |
| <input type="checkbox"/> | B science. |
| <input type="checkbox"/> | C concerts. |

(1)

(c) Yasmina's friend is ...

| | |
|--------------------------|-----------------|
| <input type="checkbox"/> | A <u>nice</u> . |
| <input type="checkbox"/> | B independent. |
| <input type="checkbox"/> | C ordinary. |

(1)

(d) On Wednesday, Mohamed is going to ...

| | |
|--------------------------|---------------------------|
| <input type="checkbox"/> | A go to a friend's party. |
| <input type="checkbox"/> | B celebrate his birthday. |
| <input type="checkbox"/> | C play football. |

(1)

Distractors are taken from the transcript.

They can also closely relate to the text and exist in the vocabulary list for Recall questions.

Incorrect answers are clearly incorrect, not the 'least correct'!



Further details about question design

Recall and process questions

In Section A of the listening paper, questions are designed to test **recall** and **process** skills.

Recall questions:

by recognising specific words, the students can get the answer without having to rely heavily on their understanding of the structure of the language.

Process questions:

the students need to recognise grammatical and lexical relationships, in context, to work out the correct answer for a question.

Question 5

M2: Je m'entends bien avec ma sœur.
Mon frère travaille beaucoup.
Ma tante, Ana, habite avec sa partenaire. Elles sont actrices.
Ana, sa partenaire et moi faisons souvent du sport ensemble.

Recall: the answer 'B sister' is a direct translation of a word heard in the transcript.

5 Rachid is talking about his family.
What does he say?
Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Rachid gets on well with his ...

| | | |
|--------------------------|---|---------|
| <input type="checkbox"/> | A | mother. |
| <input type="checkbox"/> | B | sister. |
| <input type="checkbox"/> | C | aunt. |

(1)

(b) Rachid's brother is ...

| | | |
|--------------------------|---|--------------|
| <input type="checkbox"/> | A | difficult. |
| <input type="checkbox"/> | B | tall. |
| <input type="checkbox"/> | C | hardworking. |

(1)

Process: the answer 'C hard-working' requires processing the verb 'travaille' and adverb 'beaucoup' heard in the transcript to choose the correct answer, the adjective 'hard-working'.



One way in which we differentiate between the tiers is by adjusting the amount of recall and process marks available:

- At Foundation tier there are 25 marks for recall questions (50%), 15 marks for process (30%). There are 10 marks for dictation (20%).
- At Higher tier there are 15 marks for recall questions (30%), 25 marks for process (50%). There are 10 marks for dictation (20%).

Distractors

Often teachers and students complain about questions being ‘tricksy’ or designed to trip students up. With our focus on compassionate assessment design, this is definitely not our aim, but we can see how use of ‘distractors’ might be regarded in this way.

Distractors are a necessary feature of good assessment design, as they allow differentiation between students who know and understand targeted vocabulary items and grammatical structures, allowing them to answer questions correctly, from those students who have some knowledge of the target language, but with a limited ability of (re)using it in a given context.

We would like to reassure you, that during the creation of assessments attention is paid to ensure:

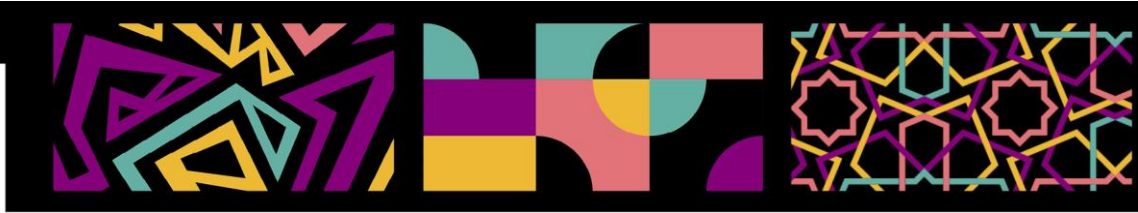
- distractors in recall questions are all taken from the vocabulary list
- distractors are all plausible (e.g. students will not be able to give the correct answer through their knowledge of English, or common sense).
- distractors could be closely related to concepts in the transcript (e.g. if the word ‘new’ appears in the text, the word ‘old’ could also plausibly be used as it is a related concept)
- distractors are clearly/definitely incorrect, not just ‘not the most correct’.

F2: Chaque matin, pour rester en forme, je marche une heure dans le parc. Il est important de dormir assez pour ne pas tomber malade. Malheureusement, ma sœur, Eva, mange trop de viande rouge. Hier, elle n’a pas mangé de légumes, comme toujours.

The correct answer is ‘A meat’; the answer ‘C vegetables’ is a distractor. ‘Légumes’ are mentioned in the transcript, but students would need to recognise the negative construction to understand it is the incorrect option.

(c) Eva’s diet mainly includes ...

| | | |
|--------------------------|---|-------------|
| <input type="checkbox"/> | A | meat. |
| <input type="checkbox"/> | B | eggs. |
| <input type="checkbox"/> | C | vegetables. |



Ramping of demand – transcripts and questions

As stated previously in this guide, it is very important to us that students experience a listening paper which becomes gradually more difficult, rather than encountering a more difficult transcript earlier in the paper, losing confidence in themselves and giving up. This steady increase in difficulty is created through a mixture of **transcript lengths, timeframes and grammatical constructions** present in the transcript and the **question types**. In this way we hope students will continue to the end of the paper and gain all the marks they could realistically expect to.

Transcript chunking

As the texts become longer in the listening paper, we have used 'chunking' to break down the amount of content that students need to listen to for each question (see details for FT Q11 and HT Q8 and Q9). This is another method for avoiding the cognitive overload that has been associated with listening papers of the past and to make the assessment as accessible as possible.

Table showing ramping of demand in GCSE French SAMs:

| | Foundation: | Higher: |
|-----------|--|-----------------------------|
| Q1 | <ul style="list-style-type: none"> • Word count: 20 to 25 words • Present timeframe • Short sentences • Recall marks only • MCQ | Crossover with FT Q7 |
| Q2 | <ul style="list-style-type: none"> • Word count: 20 to 25 words • Present timeframe (indicative and simple conditional) • Short sentences with some simple connectors • Recall marks only • MRQ | Crossover with FT Q8 |
| Q3 | <ul style="list-style-type: none"> • Word count: 30 to 35 words • Present timeframe • Longer sentences linked with simple connectors • Recall marks only • Word cloud | Crossover with FT Q9 |



| | | |
|------------------|--|--|
| <p>Q4</p> | <ul style="list-style-type: none"> • Word count: 30 to 35 words • Present timeframe • Longer sentences linked with simple connectors and adverbs • Recall marks only • MRQ | <p>Crossover with FT Q10</p> |
| <p>Q5</p> | <ul style="list-style-type: none"> • Word count: 30 to 35 words • Present timeframe • Recall marks with introduction of at least one process question • MCQ | <ul style="list-style-type: none"> • Word count: 50 to 55 words • Present tense and future timeframes • Longer sentences sometimes linked by one or two simple connectors and adverbs • Must contain some HT-only vocab • Open response |
| <p>Q6</p> | <ul style="list-style-type: none"> • Word count: 40 to 45 words • Present timeframe • Must contain some recall marks and can include process (although not necessary if the grammar ramping is sufficient) • Open response | <ul style="list-style-type: none"> • Word count: 50 to 55 words • Present tense and future timeframes • Must contain some HT-only vocab • Must contain both recall and process marks with a majority of process if possible • Word cloud |
| <p>Q7</p> | <p>Crossover with HT Q1</p> <ul style="list-style-type: none"> • Word count: 40 to 45 words • Present and past timeframes • Must contain both recall and process marks • MCQ | <ul style="list-style-type: none"> • Word count: 90 to 95 words • Present timeframe • Longer sentences including connectors and relative clauses • Must contain some HT-only vocab • Must contain at least the same number of recall and process marks or more process marks if possible • Open response |



| | | |
|-------------------|---|---|
| <p>Q8</p> | <p>Crossover with HT Q2</p> <ul style="list-style-type: none"> • Word count: 70 to 75 words • Present and future timeframes • Must contain both recall and process marks • Word cloud | <ul style="list-style-type: none"> • Word count (a): 70 to 75 words Word count (b): 70 to 75 words • Present (indicative and conditional), future, and past timeframes • Must contain some HT-only vocab • Must contain process marks only • MCQ |
| <p>Q9</p> | <p>Crossover with HT Q3</p> <ul style="list-style-type: none"> • Word count: 50 to 55 words • Present and future timeframes • 3rd person singular and 2nd person plural • Must contain both recall and process marks with a majority of process marks if possible • MRQ | <ul style="list-style-type: none"> • Word count (a): 75 to 80 words Word count (b): 75 to 85 words • Present tense, future and past timeframes • Must contain some HT-only vocab • Must contain a majority of process marks and some recall marks (especially in the open response questions) • 9(a) MRQ, 9(b) open response |
| <p>Q10</p> | <p>Crossover with HT Q4</p> <ul style="list-style-type: none"> • Word count: 60 to 65 words • Present and future timeframes • Must contain both recall and process marks with a majority of process marks if possible • MCQ | |
| <p>Q11</p> | <ul style="list-style-type: none"> • Word count (a): 25 to 30 words Word count (b): 50 to 55 words • Only question in FT to be in two parts • Present and past timeframes • Must contain process marks only or if not possible, a majority of process marks • Open response | |



**Section
B**

Q12 Dictation

- Six numbered, short sentences
- 20 words in total for the student to transcribe.
- Content of the sentences linked to the same subject matter and based on one of the thematic contexts.
- Three gap fill sentences and three open sentences.
- Include **two words** not in the vocabulary list
- **Linguistic structures:** Sentences to use more familiar linguistic structures:
 - tenses: present tense or familiar conditional, periphrastic future or future timeframe + present tense.
 - persons: 1st or 3rd person singular
- A sentence in the rubrics to explain what the content of the dictation is + one example.

Q10 Dictation

- Six numbered sentences, slightly longer than in Foundation
- 30 words in total for the student to transcribe.
- Content of the sentences linked to the same subject matter and based on one of the thematic contexts (different from Foundation).
- Two gap fill sentences and four open sentences.
- Include **three words** not in the vocabulary list
- **Linguistic structures:** similar to foundation tier
- A sentence in the rubrics to explain what the content of the dictation is + one example



Summary of mark scheme design

Section A, Comprehension

This is a points-based mark scheme:

- correct answer clearly given in mark scheme
- candidate responses for open response questions are expected to be short
- designed so that points are awarded for the minimum response required to answer the question (e.g. words appearing in brackets may be omitted).
- Variations in correct responses are accepted under a ‘compassionate marking’ approach.

| Question number | Answer | Mark |
|-----------------|--------|------|
| 10(c) | B | (1) |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 10(d) | C | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|---------------------------------|--------|------|
| 11(a)(i) | (They like to) sleep in hotels. | | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|------------------------|--------|------|
| 11(a)(ii) | (He likes the) garden. | | (1) |

| Question number | Answer | Reject | Mark |
|-----------------|--|--------|------|
| 11(b)(i) | likes ... (lots of) space/room (for her husband's wheelchair) | | (1) |
| | dislikes ... small flat(s)/appartement(s) | | (1) |



Section B, Dictation

For the dictation, we explored a range of approaches to marking. We wanted to balance providing a mark scheme that allowed a compassionate approach to marking ‘sound-symbol correspondences’ across all three languages with a valid and reliable approach that could be applied systematically.

We also needed to particularly consider creating a mark scheme that would not penalise our French students for the fact that in French one sound could be rendered through different symbols and there are silent letters that would not be heard. We needed to focus on correct ‘symbols’ rather than correct ‘spelling’ or correct ‘grammar’.

Across French, German and Spanish:

- Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge an understanding of Sound Symbol Correspondences (SSCs).
- The number of rewardable words will then be given a mark on a sliding scale of 1 to 10.

| Mark | Number of rewardable words |
|------|----------------------------|
| 10 | 19-20 |
| 9 | 17-18 |
| 8 | 15-16 |
| 7 | 13-14 |
| 6 | 11-12 |
| 5 | 9-10 |
| 4 | 7-8 |
| 3 | 5-6 |
| 2 | 3-4 |
| 1 | 1-2 |
| 0 | 0 |

However, the definition of ‘rewardable’ words differs for French, as there is one additional category. The details are all set out in the mark schemes in the SAMs for each language and are reproduced below for your convenience.

Furthermore, in the mark schemes there are **additional tables of exemplification** to assist examiners in consistent application of mark scheme and we will produce further exemplification to support teachers’ application of the mark scheme in mock examinations.



French (extract from accredited SAMs)

Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):
 1. (Le) meilleur fruit (est la) banane*.
 2. (J'aime) aussi (les) pêches* (et les) poires*.
 3. Je veux devenir végétarien.
 4. J'évite la viande et le poisson.
 5. Il faut manger de la nourriture saine.
 6. On doit boire beaucoup d'eau.
2. In acknowledgement that many grammatical/morphological differences cannot be heard when spoken, spellings with **grammatical/morphological inaccuracies**, that do not change the pronunciation of the words, are rewarded. Examples of **grammatically based spelling inaccuracies** that will be rewarded:
 - deux maison instead of deux maisons
 - je veut instead of je veux
3. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
 - double consonants: addore instead of adore, fammille instead of famille, nourriture instead of nourriture
 - extra letter: sœure instead of sœur

* Non-vocabulary list words

Non-rewardable spellings encompass the following categories:

4. Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, eg violin instead of violon, frere instead of frère. If in doubt, examiners should read the words the students have written back out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.
5. Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, eg, *seur* (**sœur**) outside the sentence *Ma seur chante bien*; *gatto* in the sentence, *Le gatto (gâteau) au chocolat est bon*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.



Spanish (extract from draft SAMs)

Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):

(Mi) mejor amigo (está) (muy) enganchado*.
(Ver) (demasiadas) series (es) adictivo* y perjudicial*.
Uso las redes sociales con frecuencia.
No puedo vivir sin mi móvil.
Siempre paso mucho tiempo en línea.
Creo que es importante tener cuidado.

2. In acknowledgement that some SSCs have the same sound but different spellings, some common Spanish mis-spellings that do not change the pronunciation of the word are rewarded. For example:

/b/ written with b or v
vibir instead of vivir
vastante instead of bastante

/ll/ written with y or ll
yevlar instead of llevar
mallo instead of mayo

/gellje/
jente instead gente

/gi/iji/
jirar instead of girar

Double consonant when the SSC is affected
ll (calla, cala)
rr (pero, perro)

Non-rewardable words encompass the following categories:

3. Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, eg *gitarra* instead of *guitarra*. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound. Examples of **sound spellings** that will **not** be rewarded:

Gitarra instead of guitarra
Gerra instead of guerra
dansa instead of danza
vethes instead of veces
huntas instead of juntas
pequenyo or pequeno instead of pequeño.
passar instead of pasar
addictivo instead of adictivo

* Non-vocabulary list words



4. Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, eg, *sonyadorra* (*soñadora*) outside the sentence *a veces es soñadora*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.
5. **Higher tier only:** Spellings which do not follow associated spelling rules for key stress positions. For example:
 - Words written without a required accent, for example:

telefono instead of *teléfono*
movil instead of *móvil*
 - Words written with an accent where it is not required, for example:

sociáles
tiempó

NB: Only two words per higher dictation will assess key stress positions.



German (extract from draft SAMs)

NB: Non-capitalisation of nouns will not be penalised as it does not affect the assessment of Sound Symbol Correspondence.

Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):
 1. (Die) Unterkunft* (im) Urlaub (ist sehr) wichtig.
 2. (Mein) Zimmer (muss) Dusche* (und) Radio* (haben).
 3. Ich suche immer neue Hotels.
 4. Ich gehe am See spazieren.
 5. Die Landschaften in Österreich sind so schön.
 6. Nächstes Jahr fahre ich mit dem Wagen.
2. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
 - same sound but different spelling: *sint* instead of *sind*; *gesunt* instead of *gesund*
 - double consonants: *Sparggel* instead of *Spargel*; *mitt* instead of *mit*

* Non-vocabulary list words

Non-rewardable spellings encompass the following categories:

3. Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, eg *Kase* instead of *Käse*; *schon* instead of *schön*. If in doubt, examiners should read the words the students have written back out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.
4. Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, eg, *Kese* (*Käse*) outside the sentence *Ich mag den Käse nicht*; *seh* in the sentence, *Ich gehe am See spazieren*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.