

General Certificate of Secondary Education

French A

French (Short Course)

Teachers' Guide

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Background Information

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Introduction

1.1 Purpose

This Teachers' Guide has been provided to assist teachers in their preparation for the delivery of courses based on the new AQA GCSE specifications in French A and French Short Course. The Guide should be read in conjunction with the appropriate specification document and the specimen material that accompanies it. All three documents are available in hard copy. The specification is also available on the AQA website (www.aqa.org.uk).

1.2 Curriculum

All GCSE specifications have been revised following the review of the National Curriculum. In the development of this specification, AQA has taken into consideration the existing syllabuses offered by AQA, and has attempted, wherever possible, to make the minimum changes.

1.3 Changes to meet revised Subject Criteria

The main changes brought in for the revised GCSE Criteria for Modern Foreign Languages for the specifications for first examination in 2003 are as follows.

- Specifications must specify topic areas which must be consistent with the requirements for the National Curriculum orders for Modern Foreign Languages. The orders no longer require the study of five areas of experience for the full course and two areas of experience for the short course.
- Specifications must include the grammar and linguistic structures as set out in the subject criteria for French, German and Spanish. For other languages the grammar and structures are expected to be comparable with what is expected for French, German and Spanish.
- For each of AO2 (Speaking) and AO4 (Writing), at least 10% of the total marks for the subject must be allocated to knowledge and accurate application of the grammar and structures of the language presented in the specification.
- The use of dictionaries will not be permitted in any external assessment.

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Specification at a Glance

French A

GCSE French	
Listening Test	
Foundation Tier 30 mins (+5 mins reading time) Non verbal and short answer questions	
Higher Tier 40 mins (+5 mins reading time) Mainly short and some longer answer questions	
Reading Test	
Foundation Tier 30 mins Non-verbal and short answer questions	
Higher Tier 50 mins Mainly short and some longer answer questions	
EITHER	OR
Writing Test Foundation Tier 40 mins A short list, a message and a letter Higher Tier 60 mins A letter and a descriptive/imaginative piece	Coursework Three pieces of work drawn from the bank of assignments in the specification
AND	
Speaking Test	
Foundation Tier 8-10 mins A role play, a presentation/discussion and a general conversation	
Higher Tier 10-12 mins A role play, a presentation/discussion and a general conversation	

GCSE
French 3651



French Short Course

GCSE French	
Listening Test	
Foundation Tier 20 mins (+5 mins reading time) Non verbal and short answer questions Higher Tier 25 mins (+5 mins reading time) Mainly short and some longer answer questions	
Reading Test	
Foundation Tier 20 mins Non-verbal and short answer questions Higher Tier 30 mins Mainly short and some longer answer questions	
EITHER	OR
Writing Test Foundation Tier 40 mins A short list, a message and a letter Higher Tier 60 mins A letter and a descriptive/imaginative piece	Coursework Two pieces of work drawn from the bank of assignments in the specification.
AND	
Speaking Test	
Foundation Tier 8-10 mins A role play, a presentation/discussion and a general conversation Higher Tier 10-12 mins A role play, a presentation/discussion and a general conversation	

GCSE
French (Short Course) 3657

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The Revised GCSE

The National Curriculum has recently been reviewed and some changes made to the Common, GCSE and Subject-specific criteria.

AQA has taken the opportunity to rationalise its specification provision, and to revise its specifications, where appropriate, to ensure they meet the new criteria and the changing needs of teachers and students.

3.1 Tiering

French A and French Short Course are two of the three specifications in the subject offered by AQA, the other being a Modular Full Course specification.

There are two tiers of assessment. Foundation (G-C) and Higher (D-A*). Candidates may be entered for either Foundation or Higher in each skill.

There is now a formal agreement that a safety net of an allowed Grade E will be provided for candidates entered for the Higher Tier who just fail to achieve Grade D.

However, it must be appreciated that this safety net is applied at the award of grade stage on the overall achievement by a candidate. The questions on the Higher Tier paper will still be targeted at A*-D. There will be no questions, for instance, targeted at Grade E, and so care should be taken before entering candidates for the Higher Tier who are working at the D/E borderline.

Normal entry requirements apply, but the following information should be noted.

The **Subject Code** for entry to the GCSE award is 3651 (Specification A) and 3657 (Short Course).

3.2 Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of Communication, Application of Number and Information Technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of Working with Others, Improving own Learning and Performance and Problem Solving.

3.3 Use of ICT

In addition to the Key Skill of IT, the National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. Where appropriate, candidates will be required to make effective use of ICT.

Examples include the following.

- Accessing and/or downloading material in French on the internet
- Producing word-processed material in French for coursework, or as practice material for the writing test
- Receiving and/or sending emails via links with France or a French-speaking country.

These opportunities can be related to any of the themes, e.g.

- Accessing information from web sites about particular towns/regions (Theme 1), magazines, TV/radio stations (Theme 3)
- exchanging information via email links with a school/college (Theme 1), work place (Themes 3 and 4) in the country
- accessing information from the web sites of bus and rail companies, hotels/campsites, post offices (Theme 2), shops (Theme 3) in the country
- creating a poster/menu/advertisement/article in the target language using word-processing or desk top publishing facility (Themes 1, 2, 3 and 4)
- researching job opportunities in the country via the internet (Themes 3 and 4).

3.4 Citizenship

In 2002, students in England will be required to study Citizenship as a National Curriculum subject.

Through the study of the Themes and topics in the specification, particularly those in Theme 4, *The Young Person in Society*, candidates will be encouraged to develop their knowledge and understanding of rights and responsibilities within the context.

3.5 Spiritual, moral, ethical, social, cultural, environmental, health and safety and European issues.

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

Scheme of Assessment

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External Assessment Issues

4.1 Introduction

This specification conforms to the new QCA requirements. In the components which are externally set and marked, candidates will be expected to perform the language tasks specified within each theme, using the grammatical structures listed for the relevant tier.

It is important to note that while the language tasks are common to both Foundation and Higher Tiers, candidates at Higher Tier will be expected to perform them with a greater degree of complexity, and to encounter a greater degree of unpredictability.

The grammatical structures, on the other hand, are specific to the tier, those structures listed at Higher being **in addition** to those specified for Foundation. Some structures at both levels are marked **(R)**, indicating their requirement at that level for receptive purposes only.

Candidates will be expected to be familiar with the vocabulary printed in the specification, and, at Foundation Tier, knowledge of any item of this vocabulary might be required to answer a particular question in the listening or reading tests. However, since candidates **are not allowed access to a dictionary for any of the externally assessed components**, tasks in Speaking and Writing will, as far as possible, be generic, so that candidates will be able to carry out the specified task using appropriate vocabulary of their choice, and they will not be denied access to a task by their failure to remember a specific word.

Candidates may be entered for **either** a Foundation Tier **or** a Higher Tier test in each of the externally set components. In the listening, reading and writing tests, some of the tasks will be common to both tiers.

There is a clear progression, in terms of both the defined grammatical content and the Themes, from this specification to the AS and A2 specifications.

The modular and linear specifications share the same subject content in terms of topics, language tasks, communication strategies, vocabulary and the nationally-agreed grammar whilst offering centres the choice of following either a modular approach which includes staged assessment during the course, or a linear approach if teaching to a set of examinations at the end of the course. Additionally, where the same abilities are being assessed, the same criteria for assessment will be used in both the modular and the linear specifications.

4.2 Differences between the tiers

In general, tasks set at Higher Tier will require candidates to use and/or respond to longer and more complex sequences of language, to be able to deal with an increasing degree of unpredictability, and to have a wider range of vocabulary than Foundation Tier candidates.

4.3 Listening

All recordings will be made by native speakers. Each item will be recorded **twice** on the cassette; after the **second** hearing of each item, there will be a tone, at which point the teacher should pause the cassette to allow candidates sufficient time to answer the relevant question(s) before re-starting the cassette. In general the tests will begin with easier questions, and end with more difficult ones, but there will be a series of “peaks and troughs” within this pattern, so that weaker candidates will be encouraged to continue to the end of the test. Multiple-choice items will always have at least four options. In items where the same bank of options is used for a number of questions, there will always be at least one option unused. Such items will usually require the candidate to identify an option by writing a letter (A, B, C etc.).

Foundation Utterances will be spoken clearly, with little or no interference, and, for those items aimed at Grades E to G, at a speed which, while natural, is slower than normal.

All the vocabulary required to answer the questions will be contained in the vocabulary lists in the specification, but a small amount of vocabulary outside these lists may be heard in the recordings of those items aimed at Grades C and D, though it will not be targeted. Candidates will not be expected to use in their answers any vocabulary or structures which are not printed in the specification. Answers in the target language will be credited if they clearly communicate the appropriate information; accuracy will not be considered if it does not hinder such communication.

The test will carry 35 marks, and will last for approximately 30 minutes. Before the test begins, candidates will be allowed five minutes in which to read through the questions.

The test will be in two sections. Section A will carry seven marks, aimed at Grades E to G. The questions will be in English, and will require brief, often one-word answers in English. Utterances will normally be monologues consisting of one or two short sentences.

Section B will carry 28 marks. Of these, 14 will be aimed at Grades E to G; the questions will be in the target language, and answers will usually be multiple-choice (mostly with visual or non-verbal options), though candidates may also be required to complete simple forms with such details as times, dates and other numerical information, or spellings. Utterances will be monologues (including announcements in public places, instructions, brief news items and telephone messages) or short conversations.

A further 14 marks will be aimed at Grades C and D; the questions will be in the target language, and answers will require either a single word or short phrase in the target language, for example to complete a form or a grid, or to fill in a gap in a sentence, or the selection of the appropriate answer from a range of phrases or short sentences in the target language. Candidates will be expected to pick out specific details, to identify the main points of what is heard and to understand the point(s) of view of the speaker(s). Utterances may be longer, though they will not place an undue burden on memory. There will be

reference to past, present and future events. This final group of questions will also appear in the Higher Tier test.

The Listening Tests will not contain questions which require candidates to state whether the information given is True, False, or Not in the Text. Candidates are not allowed access to a dictionary at any point in the test.

For the Short Course, the test will carry 25 marks, and will last for 20 minutes. Five marks will be aimed at each of Grades C to G. There will be 5 marks in Section A and 10 in the overlap with the Higher Tier paper. The test will target only Themes 1 and 3.

Higher Utterances will be spoken at normal speed. There may be some natural interference (hesitation, stumbling, repetition) and background noises and sound-effects may be used. There will be some use of colloquial language and slang. Vocabulary outside that printed in the specification and the list printed in Section 9 of this Teachers' Guide will be used, and may be tested if it is accessible through the Strategies for Understanding (Specification A, Section 16 and Short Course Section 14). Candidates will not be expected to use in their answers any vocabulary or structures which are not printed in the specification. Answers in the target language will be credited if they clearly communicate the appropriate information; accuracy will not be considered if it does not hinder such communication. The test will carry 40 marks, and will last for approximately 40 minutes. Before the test begins, candidates will be allowed five minutes in which to read through the questions.

The test will be in two sections. Section A will carry 32 marks (including the 14 which also appear in the Foundation test) aimed at Grades A* to D. Questions, which will be in the target language, will require either short answers in the target language (a single word or a short phrase, which may be taken directly from the stimulus), or will be multiple-choice items requiring candidates to choose from a range of (usually) verbal options. Section B will carry eight marks, aimed at Grades A* to B. Questions will be in English, and will require answers in English.

In addition to the requirements at Foundation, candidates will be expected to understand the gist of what they hear, to identify the attitudes, opinions and feelings expressed or implied, and to draw conclusions. Candidates will also need to be able to work out the meanings of unfamiliar words using a variety of strategies including those based on linguistic patterns (such as identifying an unfamiliar adverb on the basis of a familiar adjective).

Utterances will consist of conversations and monologues in a variety of registers, narrative and imaginative material, and discussions of a range of issues within the Themes detailed in the specification. In order to answer some of the questions, candidates will need to demonstrate an understanding of the grammatical structures (including verb forms) as well as of the vocabulary contained in the specification.

Candidates are not allowed access to a dictionary at any point in the test.

For the Short Course, the test will carry 30 marks, and will last for 25 minutes. Six marks will be aimed at each of Grades A* to D. The test will target only Themes 1 and 3.

4.4 Reading

In general the tests will begin with easier questions, and end with more difficult ones, but there will be a series of “peaks and troughs” within this pattern, so that weaker candidates will be encouraged to continue to the end of the test. Multiple-choice items will always have at least four options. In items where the same bank of options is used for a number of questions, there will always be at least one option unused. Such items will usually require the candidate to identify an option by writing a letter (A, B, C etc.).

Foundation All the vocabulary required to answer the questions will be contained in the vocabulary lists in the specification, but a small amount of vocabulary outside these lists may be used in those items aimed at Grades C and D, though it will not be targeted. Candidates will not be expected to use in their answers any vocabulary or structures which are not printed in the specification. Answers in the target language will be credited if they clearly communicate the appropriate information; accuracy will not be considered if it does not hinder such communication.

The test will carry 35 marks, and will last for 30 minutes.

The test will be in two sections. Section A will carry seven marks, aimed at Grades E to G. The questions will be in English, and will require brief, often one-word answers in English. The stimulus will usually be a notice or other short announcement, and the focus will be specific items of vocabulary.

Section B will carry 28 marks. Of these, 14 will be aimed at Grades E to G; the questions will be in the target language, and answers will often be multiple-choice (with visual or verbal options), though answers in simple target language – usually taken directly from the stimulus – may also be required. A variety of stimulus material, including notices, advertisements, extracts from letters or magazine articles, emails and web sites will be used. Candidates will be expected to pick out specific details.

A further 14 marks will be aimed at Grades C and D; the questions will be in the target language, and may require the candidate to read a number of short paragraphs in the target language, and identify which expresses a particular view, or to select from a list of words the appropriate one to fill a blank in, for example, a letter. Candidates will be expected to pick out specific details, to identify the main points of what is heard and to understand the point(s) of view of the writer(s). The stimulus material may be longer. There will be reference to past, present and future events. This final group of questions will also appear in the Higher Tier test.

Candidates are not allowed access to a dictionary at any point in the test.

For the Short Course, the test will carry 25 marks, and will last for 20 minutes. Five marks will be aimed at each of Grades C to G, and there

will be 5 marks in Section A and 10 in the overlap with the Higher Tier paper. The test will target only Themes 1 and 3.

Higher: Vocabulary outside that printed in the specification and the list printed in Section 9 of this Teachers' Guide will be used, and may be tested if it is accessible through the Strategies for Understanding (Specification A, Section 16, Short Course Section 14). Individual words may be glossed in English if this is considered necessary to make a text or part of a text accessible. Candidates will not be expected to use in their answers any vocabulary or structures which are not printed in the vocabulary lists in the specification. Answers in the target language will be credited if they clearly communicate the appropriate information; accuracy will not be considered if it does not hinder such communication. The test will carry 45 marks, and will last for 50 minutes.

The test will be in two sections. Section A will carry 36 marks (including the 14 which also appear in the Foundation test) aimed at Grades A* to D. Questions, which will be in the target language, will either require answers in the target language, which may be taken directly from the stimulus, or will be multiple-choice items requiring candidates to choose from a range of verbal options. If questions requiring an answer such as 'Yes' or 'No', 'True' or 'False' are asked, there will always be a third possible answer ('Don't know' or 'Not in the text').

Section B will carry 9 marks, aimed at Grades A* to B. Questions will be in English and will require answers in English.

In addition to the requirements at Foundation, candidates will be expected to understand the gist of what they read, to identify the attitudes, opinions and feelings expressed or implied, and to draw conclusions. Candidates will also need to be able to work out the meanings of unfamiliar words using a variety of strategies including those based on linguistic patterns (such as identifying an unfamiliar adverb on the basis of a familiar adjective).

Stimuli will consist of written target language in a variety of registers, narrative and imaginative material, and discussions of a range of issues within the Themes detailed in the specification. In order to answer some of the questions, candidates will need to demonstrate an understanding of the grammatical structures (including verb forms) as well as of the vocabulary contained in the specification.

Candidates are not allowed access to a dictionary at any point in the test.

For the Short Course, the test will carry 35 marks, and will last for 30 minutes. Seven marks will be aimed at each of Grades A* to D. The test will target only Themes 1 and 3.

4.5 Writing

This component is an alternative to the Coursework option (see Section 5).

Assessment will be carried out according to the criteria contained in Section 7.4 of Specification A and Section 7.3 of the Short Course, from which some of the grids are reproduced below.

Foundation The test will consist of three questions, will carry 42 marks, and will last 40 minutes.

Question 1 will require candidates to list four items of vocabulary within a specified category, such as items of clothing, or gifts in the target language. The question will be set in English, and carries two marks. Two marks are awarded for three or four appropriate items, and one mark for one or two appropriate items. Marks will be awarded despite spelling errors, as long as these do not lead to a failure to communicate the appropriate information.

Question 2 will require candidates to produce target language sentences in response to six questions. The contextualisation and questions will be in English, though there will also be a target language stimulus which will provide some helpful vocabulary and/or structures. There is no specific word limit, though it is probable that candidates will need to write about 30 words in order to fulfil the tasks. This question carries 20 marks, of which 12 are awarded for *Communication* on the basis of 0/1/2 marks for each of the six responses. As in Question 1, full marks will be awarded despite errors which do not lead to failure or ambiguity of the message. A further eight marks are awarded for *Quality of Language* according to the following criteria.

Marks	Quality of Language
0	Inaccuracy is almost always a barrier to communication.
1-2	Some of the messages are intelligible but the frequency of serious error makes communication difficult.
3-4	Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader.
5-6	Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.
7-8	Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.

To score 1-2 marks, at least two of the six messages must be intelligible.

To score 3-4 marks, at least three of the messages must be intelligible.

To score 5 marks or more, at least four of the messages must be intelligible without too much difficulty.

To score 7-8 marks, most sentences will have only minor errors.

Question 3 (which is identical to Question 1 on the Higher Tier paper) will require candidates to write a letter. This may be formal (for example to book a room at a hotel) or informal (for example exchanging information with a pen-friend). In either case, the greeting and salutation will not count as a task, and there will be no requirement to include them. There is no specific word limit, but it is probable that candidates will need to write about 90 words in order to have access to the highest marks. This question will contain a brief contextualisation, outlining the nature of the task, with the task and any instructions all in English. Candidates will be required to fulfil eight tasks, in which they will need to express personal opinions, and to refer to past, present and future events using different tenses. Although at least one of the tasks will **require** the expression of a personal opinion, candidates will need to take advantage of the other opportunities offered by the tasks in order to score high marks. Like Question 2, this question carries 20 marks, awarded according to the following criteria. Of these, eight marks are awarded for *Communication*.

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each band the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded

To score 1 mark, at least one of the tasks set must be communicated.

To score 3 marks, at least three of the tasks set must be communicated, of which at least one must contain a detail not specifically required for the completion of the task.

To score 5 marks, at least four of the tasks set must be communicated, of which at least three must contain a detail not specifically required for the completion of the task. At least one personal opinion must be expressed.

To score 7 marks, at least five of the tasks set must be communicated, each including a detail not specifically required for the completion of the tasks. There must be at least one reference to a past event, and at least one opinion must be supported by a reason.

A further 12 marks will be awarded for *Quality of Language*.

Range/Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of structures and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

Marks will be awarded out of 6 for each of *Range/Complexity* and *Accuracy*. The marks will be added to make a total out of 12 for *Quality of Language*.

These *Quality of Language* criteria cannot be directly related to the tasks in the same way as the *Communication* criteria, but there are nonetheless some helpful “rules of thumb”.

If a mark is awarded for *Communication* this will inevitably lead to the award of a mark for *Range/Complexity* and for *Accuracy*.

To score 3 marks for *Range/Complexity* there must be at least some use of linking words.

To score 3 marks for *Accuracy* there must be at least some attempt to refer to different time frames.

To score 4 marks for *Range/Complexity* and for *Accuracy*, references to different time frames must be clear.

To score 5 marks for *Range/Complexity* there must be some attempt to use subordinate clauses.

To score 5 marks for *Accuracy*, verbs must be generally accurate.

Candidates appropriately entered for Foundation Tier are unlikely to score more than 4 marks for either *Range/Complexity* or *Accuracy*.

The mark for *Range/Complexity* cannot be more than **one mark** higher than the mark given for *Communication* and may in many cases be the same or lower.

The mark for *Accuracy* cannot be more than **one mark** higher than the mark given for *Communication* and may in many cases be the same or lower.

Candidates are not allowed access to a dictionary at any point in the test.

The format of the test for Short Course will be the same, though the test will only target Themes 1 and 3.

Higher The test will consist of two questions, will carry 40 marks, and will last 60 minutes.

Question 1 will be the same as Question 3 on the Foundation Tier test, and will be assessed using the same criteria.

Question 2 will require candidates to write a letter, an article or other material which demonstrates their ability to write descriptively or imaginatively. There is no specific word limit but it is probable that candidates will need to write about 120 words in order to have access to the highest marks. This question will contain a scene-setting rubric in the target language, and a stimulus in the target language.

Candidates will be required to fulfil four tasks, set in the target language, in which they will need to express personal opinions, and to discuss issues and ideas. This question carries 20 marks, and will be assessed according to the same criteria as those used for Question 1.

Candidates are not allowed access to a dictionary at any point in the test.

The format of the test for Short Course will be the same, though tasks will only target Themes 1 and 3.

4.6 Speaking

For all candidates, the test will consist of a Role-play, a Presentation and Discussion, and a General Conversation. All tests will be conducted by the teacher, recorded on cassette, and marked by AQA's examiners. The minimum and maximum timings referred to below for the Presentation and Discussion and for the General Conversation should be strictly adhered to, since it is not in candidates' best interests to do otherwise and any material beyond the maximum time limit will not be marked. Candidates who are allowed to speak for less than the minimum time allowed may not have the opportunity to score the highest marks. On the other hand, there is evidence that candidates begin to tire towards the end of a speaking test, sometimes even within the permitted maximum.

During the preparation period, candidates may make notes about the role-playing situation on the examination stationery provided. They must not write on the role-playing cards.

Foundation The test will last for approximately 8 – 10 minutes, and will carry 36 marks. Candidates will have approximately ten minutes (usually the time taken by the previous candidate) in which to prepare the Role-play. They may make notes, which may be taken into the examination room.

The Role-play situation may be transactional (for example in a shop or a café) or may take the form of a structured conversation. On the candidate's card the scene-setting and the instructions for the tasks will be in English. Candidates will be required to make four utterances in the target language; the instructions will make it clear what the candidate is to say, but will where possible leave the choice of the detailed content (vocabulary etc.) to them. For example, in a café, candidates would be instructed to ask for "a hot drink" rather than "a milky coffee", or for "something to eat" rather than "a ham sandwich". The candidate will be able to prepare exactly what he/she needs to say on the basis of the written instructions; this will be reinforced by the teacher's prompt in French, for which the Teacher's Role provides a script. Each utterance will be given 0/1/2 marks on the basis of *Communication*. Full marks will be awarded despite errors which do not lead to failure or ambiguity of the message. The total mark out of eight will be halved to give a mark out of 4 for the Role-play.

The Presentation will have been prepared by the candidate before the date of the examination, and the candidate will be allowed to take into the examination room a stimulus. This can consist of a series of brief headings – up to five headings of three or four words each, but not including any conjugated verbs. The stimulus might also include visual material such as photographs. Candidates will be expected to speak for between 30 and 90 seconds. The length of time taken by any candidate will obviously depend on what the individual has prepared, but it is likely that weaker candidates will find it hard to speak for as much as 90 seconds. Equally, in order to score the higher marks for *Quality of Language*, it is likely that more able candidates will need to speak at some length. When they have concluded their Presentation, candidates will be expected to respond to questions about it asked by the teacher. This Discussion element should again last between 30 and 90 seconds; in most cases, it is likely that shorter presentations will generate shorter discussions, and vice-versa.

The Presentation and Discussion will carry 12 marks according to the following sets of criteria (taken from Section 7.4 of Specification A, Section 7.3 of the Short Course).

Marks	Communication
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

The above criteria are applied across both the Presentation itself and the resulting Discussion, though the second statement in the one-mark band is only applicable to the discussion element. Clearly, if a candidate's Presentation were to meet the requirements of the highest band, but be followed by little or no response to the teacher's questions, the mark would suffer as a result.

Marks	Spontaneity and Fluency
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

The above criteria are applied **only** to the Discussion element.

Quality of Language

Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate French using a variety of tenses.

The above criteria are applied across both the Presentation itself and the resulting Discussion, and the total for each of Range and Complexity and Pronunciation and Accuracy is added together and is divided by three to give a mark out of four.

If a mark is awarded for *Communication* this will inevitably lead to the award of a mark for *Range & Complexity* and for *Pronunciation & Accuracy*.

Candidates appropriately entered for Foundation Tier are unlikely to score more than 3 marks for either *Communication* or *Spontaneity and Fluency*, or 4 marks (raw marks) for either *Range & Complexity* or *Pronunciation & Accuracy*.

The General Conversation should last between 4 and 6 minutes. For each candidate, three topics will be specified for the teacher, of which at least two must be covered during the test. The candidate should not be told at any time which three topics are to be covered. (A list of the six topics on which candidates might be tested in the General

Conversation will be found in Section 7.2 of the specification). Teachers will also be given a set of possible questions for each topic. These are merely suggestions, and are in no way compulsory, though they do show a range of questions which are appropriate for different levels of candidate. The General Conversation is assessed according to the same sets of criteria as the Presentation and Discussion, but there is no scaling of the marks for *Quality of Language*. This part of the test is therefore marked out of 20. In general, for *Range & Complexity*, a typical two-mark performance will simply answer the questions asked by the teacher, giving the required fact(s), while a three-mark performance will add at least some extra information (such as extra details or brief descriptions or opinions). A four-mark performance will contain more extra details, opinions and perhaps reasons, together with reference to all three time frames.

Candidates appropriately entered for Foundation Tier are unlikely to score more than 3 marks for either *Communication* or *Spontaneity and Fluency*, or 4 marks for either *Range & Complexity* or *Pronunciation & Accuracy*.

Candidates are not allowed access to a dictionary at any point in the test.

The format of the test for Short Course will be the same, though tasks will only target Themes 1 and 3. Details of the topics for the General Conversation can be found in Section 9 of the Specification.

Higher The test will last for approximately 10 - 12 minutes, and will carry 40 marks. Candidates will have approximately ten minutes (usually the time taken by the previous candidate) in which to prepare the Role-play. They may make notes, which may be taken into the examination room.

The Role-play situation may be transactional (for example in a shop or a café) or may take the form of a structured conversation. On the candidate's card, the scene-setting will be in English, but the instructions for the candidate will be in the target language. Candidates will be required to make four utterances in the target language; the instructions for three of the utterances will indicate briefly in the target language what the candidate is to say, but will where possible leave the choice of the detailed content (vocabulary etc.) to them. Candidates will be able to prepare their utterances using the information printed on the card, but may need to amend or add to this in the light of the teacher's prompt. A fourth utterance will be required, instructions for which are not given on the candidate's card (this utterance is instead indicated by !). For this utterance, the candidate will have to respond to the teacher's prompt, with no advance preparation, though the scene-setting may allow the candidate to predict what may be required. In this Role-play, teachers may amend or extend the prompts given in the Teacher's Role if necessary, for example to elicit a further piece of information which the candidate has initially failed to give. Often, tasks and teachers' prompts will be set in such a way that an appropriate response will require a sentence containing a verb. Each utterance will be assessed according to the following criteria.

Marks	Higher Role-play – Communication and Quality of Language
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error.

A response which conveys the full message unambiguously, but contains minor errors (such as gender or adjective agreement) would be awarded three marks. For the award of four marks, the response must be fully correct, though minor errors of pronunciation not affecting meaning may be tolerated. The total mark will be halved to give a mark out of eight for the Role-play.

The Presentation and Discussion and the General Conversation will be as described above for Foundation Tier, (except that the General Conversation will last between 6 and 8 minutes) and will be marked according to the same criteria. In general, for *Range & Complexity*, a typical four-mark performance will contain extra details beyond those required by the question, opinions and perhaps reasons, together with reference to all three time frames. A five-mark performance will contain a number of complex sentences, possibly including subordinate clauses, and many of the responses will contain descriptions, opinions and reasons. A six-mark performance will give descriptions, opinions, reasons or explanations in most responses, simply taking the teacher's questions as a starting point. Candidates appropriately entered for Higher Tier are likely to score at least 3 marks for *Communication* and *Spontaneity & Fluency*, and at least 4 marks for *Range & Complexity* and *Pronunciation & Accuracy*.

Candidates are not allowed access to a dictionary at any point in the test.

The format of the test for Short Course will be the same, though tasks will only target Themes 1 and 3. Details of the topics for the General Conversation can be found in Section 9 of the Specification.

5

Coursework Issues

5.1 Support for Coursework

Support for teachers in relation to the coursework unit takes several forms.

- **Annual meetings** will be held on a regional basis, usually in the autumn term, at which there will be discussion on the coursework requirements, examples of possible approaches and the application of the coursework criteria. Centres that have registered an interest with AQA will be invited automatically to these meetings. Attendance in the first year of the examination is compulsory.
- **Exemplar coursework** will be provided to show not only the type of work that is expected, but also to illustrate the level of achievement needed to reach a particular grade.
- **Coursework Advisers** will be appointed by AQA who will be available to give centres advice on coursework. This can be sought by telephone, but the advice will be restricted to coursework issues.

5.2 Annotation

Paragraph 72 of the GCSE and GCE A/AS Code of Practice states that “The awarding body must require teachers to show clearly how the marks have been awarded in relation to the marking criteria defined in the syllabus. The awarding body must specify how this is to be done”.

This annotation will enable the moderator to see as precisely as possible where the teacher considers that the candidate has met the criteria in the specification.

Work could be annotated by one of the following methods:

- Summative comments about the work, written on the Candidate Record Forms.
- Completion of the Coursework Comments Sheet.

5.3 Moderation Procedures

Paragraph 76 of the GCSE and GCE Code of Practice for A/AS states that “to ensure that standards are aligned within and across centres, the coursework marks submitted by each centre must be moderated by the awarding body against marking criteria specified in the syllabus”.

Moderation is carried out by an AQA moderator, who will carry out a detailed scrutiny of all the work of a sample of candidates from each centre. On the basis of this inspection, it will be decided whether to:

- accept the centre’s assessments;
- adjust the assessments to bring them into line with national standards;
- ask for a further sample;
- ask for the work of all candidates or request the centre to reassess or internally standardise their marks.

Normally a centre's judgement about the order of merit will be accepted. However, if major discrepancies are discovered, AQA reserves the right to alter the order of merit and inform the centre accordingly.

Note: there is a large amount of detail in the main specification document regarding coursework. This is to be found in sections 20 to 26. The following section provides additional information and in so far as it is possible, tries to consider the main issues surrounding coursework more from the practical viewpoint of the teacher in the centre.

5.4 Introduction

The advantages of coursework are as follows.

- The integration of teaching, learning and assessment. Candidates may attempt a coursework assignment as a natural conclusion to a related unit of work. The assessment outcome may then count towards the final grade. A unit of work may also be constructed around a coursework assignment title, aiming to meet other aspects of the specification at the same time.
- There is scope for candidates and teachers to pursue particular interests and adopt a personal approach.
- Coursework may promote all language learning skills. In preparing to write a particular assignment, candidates can also develop their listening, reading and speaking skills.
- Understanding and acquisition of grammatical skills can be developed through the teacher's feedback on the first draft of assignments.
- Dictionary skills need not be abandoned. Effective use of a bilingual dictionary remains critically important for the coursework option.
- Skills in ICT can be developed specifically through the coursework option - by accessing information in the target language, assembling information in the target language and presenting information in the target language.
- Coursework serves to challenge and motivate pupils of all abilities. Weaker candidates can be guided to produce coherent written work, in which they can take some pride, whilst more able candidates can be encouraged to be adventurous with the language and produce linguistically sophisticated written work.
- There are no entry tier requirements for the coursework option; thus assessment differentiation is by outcome; however, there is scope for differentiation by task, both by matching assignment tasks to pupils' ability or starting point and by structuring the approach towards a given assignment to pupils' needs.
- The coursework option offers a smoother transition to AS by promoting independent learning and research.

There are also clearly identifiable links with Key Skills – especially

Information Technology and Improving Own Learning and Performance. Moreover, many assignment titles lend themselves well to a link with Citizenship.

5.5 Basic Requirements

For teachers familiar with the NEAB Modern Languages syllabuses, it is worth noting that, for the writing component of the examination, teachers will, as in the past, choose between the Writing test and the Coursework. It is recognised that, for a variety of reasons – duration of the course, for example - teachers may prefer the Writing test for their candidates.

For the coursework component, candidates are required to submit three assignments from three separate Themes. For the Short Course candidates are required to submit two assignments from the two separate Themes. The titles published in the specification are prescriptive and should not be altered in any way – to alter titles or invent one's own titles seriously disadvantages candidates.

Candidates must respond appropriately to the demands of the specified assignment titles. However, the bullet points which accompany the titles are suggestions only and need not be adhered to. It is hoped that candidates will respond positively to the open-ended nature of the titles, which provide scope for different approaches and which have been adapted from the legacy syllabus to take account of teachers' comments during the life of that syllabus. Two replacement titles are available: "A survey" and/or "For and Against". Both allow scope for a wide variety of responses, although teachers will need to give thought to how responses link with the Themes. Care is needed to ensure that the replacement titles are allocated to separate Themes, and that the assignments submitted are from three separate Themes,

Questions are often asked regarding the number of words. It should be noted that the recommended word count is an approximate guideline and that it is the quality of work which will be assessed. Nevertheless, it is necessarily the case that there will be a correlation between the amount of written work produced and the assessment outcome. Thus, 250-300 words, for all three assignments in total, may constitute a typical Foundation Tier outcome, whilst 400-500 words, for all three assignments in total, may constitute a typical Higher Tier outcome. For the Short Course 170-200 words for the two assignments would be normal at Foundation Tier with 270-350 words constituting a typical Higher Tier outcome. Excessively long assignments are not necessary and can actually work against the interests of the candidate.

An important stipulation for the award of grade C and above is that candidates must demonstrate the ability to refer to past, present and future events (involving the use of different tenses) and to express personal opinions. From a practical point of view, teachers should alert their candidates to these requirements before they begin to write their assignments and should reinforce the point after the first draft has been completed. With regard to reference to past, present and future events, and consequent assessment, moderators would expect to see a minimum of two different time frames in each piece of work and for both attempts to be successful (see descriptors for Accuracy in

5.10 below) for candidates to have access to 4 or more marks for Range/Complexity. Past, Present and Future time frames should be referred to over the submitted coursework as a whole. However, a minimalist approach is not to be recommended and teachers should study carefully the assessment criteria.

5.6 Controlled Conditions

The purpose of the controlled conditions assignment is to provide 'benchmarked' assessment information to compare with assessments for assignments produced under non-controlled conditions.

At least one piece of work must be produced in the centre under controlled conditions.

If a draft of this piece is produced, this can be done under non-controlled conditions. The candidate may have access to the same range of resources as with all other pieces of coursework. These resources must be declared. The teacher can give feedback on this draft using the Coursework Comments Sheet.

The final piece of work must be completed **without** reference to the draft, comments sheet or any other resource except a bilingual dictionary. When this piece of work is submitted for moderation, it must be accompanied by the comments sheet **and** the draft piece of work, if one was produced. It must be stressed that there is no compulsion to produce a draft version, and teachers may prefer their students to produce just the actual piece of work under controlled conditions.

5.7 Management and Scheduling of Coursework

Since coursework mark lists need to be forwarded to the AQA and to the AQA assigned moderator at the end of April in the year of examination, centres should give thought to appropriate internal deadlines both for internal standardisation of marking and for completion of the necessary paperwork. Whilst assignments can be completed at any stage during the course, it is clear that, for most candidates, the most competent assignments are likely to be completed towards the end of the course when writing skills are at their most developed. Candidates may continue to produce and submit assignments for assessment up to the centre's internal deadline, thus giving them opportunity of having a greater number of assignments, from which the best three (best two for the Short Course) can be selected providing other requirements are met. Repeated attempts at the same assignment may not be made, although it will be possible to 'shelve' a first draft and return to it once only later in the course. Therefore, some thought needs to be given as to how assignments are embedded in schemes of work and how the best outcomes may be obtained. Similarly, the starting point and ability of candidates need to be considered when choosing titles. Typical source material for assignments will tend to be published course books and teachers' own notes and guidelines, although other possibilities include audio and video recordings, magazine articles and web-sites. Candidates should guard against plagiarism and be reminded that excessive dependency on source material affects the final assessment. Planning, organising material and making notes are important features in the generation of assignments and the more effective that is the better the likely outcome. Omitting this stage may well disadvantage candidates. When

candidates have completed a first draft, teachers may use the comments sheet to offer candidates appropriate guidance, prior to their completion of the final draft. The comments sheets will be self-copying and supplied by the AQA. The candidate must then write the final version of the assignment completely independently and with no help other than the guidance recorded on the comments sheet after the first draft. It is important that the teacher should retain and store a copy of the comments sheet, since it will need to be submitted with the final draft for assessment and moderation. The comments sheet is the only method which can be used to give feedback to candidates. There should be no underlining or marks on the first draft or indeed on the final draft. In cases where candidates choose not to do a first draft at all, but proceed instead to a final version, the reverse of the Candidate Teacher Record Form should be used to record “No draft submitted.”

5.8 ICT

Although there is no assessment advantage in presenting work using information technology, there are clear educational advantages in encouraging its incorporation into planning and writing coursework. However, teachers should ensure that candidates do not lose their critical faculties because they are pleased with the presentation and appearance of their work. Word-processing errors are very common in MFL coursework. Translation software can also often be similarly hazardous. Wherever such software, spellcheckers or grammar checkers are used, they must be recorded by the candidate on the Candidate Record Form. If candidates access particular web-sites, here too the exact details must be recorded by the candidate.

5.9 Assessing Coursework

All assessments should be made to the same standard, irrespective of when assignments have been produced during the course. Work should be assessed according to *Communication* and *Quality of Language*. For higher marks under *Communication*, teachers should note especially the need for evidence of personal opinions, more detailed information and justification of ideas and points of view. Under *Quality of Language*, two categories are to be assessed – *Range/Complexity* and *Accuracy*. Under *Accuracy*, it is worth drawing attention to the specific mention of verb forms and tense formation. Language-specific exemplar material will be made available by the AQA in order to offer further explanation and interpretation of the assessment criteria by senior moderators. As has already been mentioned, it is essential that candidates’ dependency on source material and teacher intervention is taken into account when assessing work. The use of templates is especially to be discouraged for more able candidates, since it is only the candidate’s own work which should be assessed. However, it is recognised that the very weakest candidates may need the support of a template. In such cases, the work will attract only the lower marks. Standardising the marking between teachers in the centre is vitally important, in order to make moderation possible. This can be managed both informally, as assignments are assessed during the course, and formally towards the end of the course. AQA will hold standardising meetings in the Autumn Term of each year in order to support centres. Records of assessments and candidates’ work should be retained as evidence until after moderation or re-moderation processes are finally completed.

5.10 Assessment Criteria

Criteria are provided in the Specification for the assessment of *Communication* and *Quality of Language (Range/Complexity and Accuracy)*.

Where a candidate is unable to complete a task without assistance the amount of assistance given must be taken into account in the marking of both *Communication* and *Quality of Language*. The mark must reflect the candidate's contribution to the completion of the task. In particular, if candidates are supplied with a template whereby they only have to insert appropriate vocabulary items in order to complete a task, then the mark awarded will be at best in the 1 – 2 mark band both for *Communication* and *Quality of Language*.

The following assessment criteria will be used:

Communication

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Where there is reference to particular amounts, the following interpretation should be used by the teacher.

a little = less than $\frac{1}{3}$

some = $\frac{1}{3}$ - $\frac{1}{2}$

quite a lot = $\frac{1}{2}$ - $\frac{2}{3}$

a lot = $\frac{2}{3}$ +

If, in a response of around the appropriate length, less than one third of the response conveys relevant information, the mark would be in the 1-2 band for *Communication*. The other amounts referred to will be interpreted in a similar way.

The mark for *Range/Complexity* cannot be more than **one mark** higher than the mark given for *Communication* and may in many cases be the same or lower.

The mark for *Accuracy* cannot be more than **one mark** higher than the mark given for *Communication* and may in many cases be the same or lower.

Quality of Language

Range/Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.

5.11 **Monitoring and Authentication of Coursework**

Unfair practice – candidates presenting work as their own when it is not – is an act of deception which the AQA views very seriously. Candidates must be alerted to the penalties for malpractice, as set out in the AQA Regulations, at the start of their course. Centres must report suspected malpractice to AQA. It is important that teachers within a centre establish procedures for monitoring and authenticating coursework. Both the candidate and the teacher are required to sign a declaration that the work submitted for assessment is the candidate's own.

5.12 Completing the Record Forms Toward the end of the course, the following forms are to be completed:

- Centre Declaration Sheet, signed by all teachers in the centre who have made assessments, signed by the teacher responsible for ensuring standardisation of marking and signed by the Head of Centre;
- Candidate Record Form, indicating sources of advice and information, signed by the candidate to declare all work is the candidate's own;
- The reverse of the Candidate Record Form where the teacher records marks awarded, indicates controlled conditions or not and provides further supporting information to place the assessments in context.

Examples of these forms are appended in the Specification. Care should be taken in the transfer of marks and in checking arithmetic. It should not be forgotten at this stage that the Comments Sheets will need to be attached to each assignment for each candidate. The portfolio of work can then be assembled, tagged or stapled together with the Candidate Record Form on top, allowing sufficient time to meet AQA's deadline for receipt of materials by the moderator.

5.13 Moderation

The purpose of moderation is to bring all coursework marks into line with the standard set by the senior moderator. The moderator allocated to the centre re-marks a representative sample of the work from the centre in order to establish a trend in the centre's marking. The trend will show the centre's marking either to be within tolerance, in which case the centre's marks are accepted; or generous, in which case a negative adjustment is made; or severe, in which case a positive adjustment is made. Adjustments are made to all marks in a centre, not just to marks in the sample. Experience shows that the great majority of centres' marks are within tolerance and no adjustment is made. Occasionally, a second sample may be called for – if, for example, marking is erratic with no identifiable trend. The rank order determined by the centre will not normally be altered. Since the moderator does not know the candidates, nor can be fully cognisant of the centre's procedures for preparing candidates for a coursework assignment, the teacher's supporting statement and any further information are highly valued by moderators who need to understand the context in which marks have been awarded.

After moderation, centres will receive feedback on the outcome of the moderation and advice which should be useful to future cohorts. Centres have a right to feedback which offers clear and practical guidance for the future. Any centre which is dissatisfied with the outcome of the moderation may request a re-moderation in September of the same year. Any candidates repeating the examination as a whole may carry forward their moderated coursework marks once within a twelve month period.

Course Organisation

6

Delivery of the Course

6.1 Introduction

The content of Specification A is organised into four Themes, (Specification, sections 11-14) each containing 5 topics. Within each topic, a number of language tasks is specified; candidates will be expected to perform these language tasks themselves, in the spoken and/or written target language (AO2 and AO4) as appropriate, and to understand others performing these tasks, or giving information related to them (AO1 and AO3). The Themes and language tasks are common to both tiers; the distinguishing factor will be the complexity and depth with which candidates deal with them, and the degree of unpredictability they can cope with. This will make it easier for teachers to organise classes and groups which might contain students working towards both tiers, or working towards different tiers in different components of the examination.

The grammar and linguistic structures (Specification, section 15) which candidates are expected to be able to use in dealing with the language tasks form the other part of the content of the specification. These structures are tier-specific, in that candidates at Higher Tier are expected to be able to use, in addition to those structures specified for Foundation Tier, further structures which are only appropriate at Higher Tier.

Though the Themes are numbered from 1 to 4, the content can be delivered in any order, and teachers are free to choose the method of delivery which best fits their own situation in terms of schemes of work, course books and other materials, and work in other languages and curriculum areas. However, it is likely that teachers would wish to tackle Theme 4 – *The Young Person in Society* – later rather than earlier in the course, given that the wider ranging and more abstract nature of the material would fit best with students' increasing maturity and grasp of the grammar and linguistic structures.

Approaches to the formulation of schemes of work for this Specification are explored in Section 7 of this Guide.

6.2 Tier of Entry

At the time of the final entry, each candidate will be entered for **either** the Foundation Tier **or** the Higher Tier test of Listening and Reading. Each candidate will also be entered for **either** the Writing test **or** the Coursework option, and, if the Writing test is chosen, for **either** the Foundation Tier **or** the Higher Tier test. There is no tier of entry for the Coursework component. Each candidate will also be entered for a Speaking test, though in this case, the decision about tier of entry need not be made until immediately prior to the period for the conduct of the Speaking tests. However, each candidate must take only one Speaking test, **either** at Foundation **or** at Higher Tier.

Candidates' raw marks in each component will be converted to a mark on the following *Uniform Mark Scale*:

A*	80 – 90	
A	70 – 79	
B	60 – 69	
C	50 – 59	Maximum mark available for Foundation Tier component.
D	40 – 49	
E	30 – 39	
F	20 – 29	
G	10 – 19	
U	0 – 9	

Candidates who score marks above the threshold for one grade, but below that for the next grade, will have their achievement recognised. Under the previous marks-to-points system, a candidate who scored the minimum mark required for a particular grade gained the same number of points as a candidate who gained the highest mark for that points boundary.

Candidates' uniform marks are then aggregated to produce an overall subject grade as follows:

A*	320 - 360
A	280 - 319
B	240 - 279
C	200 - 239
D	160 - 199
E	120 - 159
F	80 - 119
G	40 - 79
U	0 - 39

Centres should note that there is no requirement for Foundation Tier candidates to earn an equivalent grade C in each component in order to gain a grade C at subject level. Instead, the 200 UMS marks required for a subject grade C can be gained in any ratio across all four components. However, as Foundation Tier component UMS mark ranges only go up to 59, then if a candidate's UMS marks are below 50 in one component, there is limited opportunity to make up the shortfall across the other components.

6.3 Short Course

The Short Course specification is identical to the Full Course, except that it is based on Themes 1 – *My World* - and 3 – *Work & Lifestyle* - only. This means that only a restricted topic-based vocabulary is required, though the grammar and linguistic structures (Specification section 13) are the same as for Full Course, as are the Rubrics and Instructions and General Vocabulary (Specification sections 15.1 and 15.2). This reduction in subject content will mean that candidates might be expected to reach the same standard in the Short Course in less time than in the Full Course. This might give centres more flexibility, for example in offering second or third foreign languages or ab initio courses, or a wider range of options in Key Stage 4.

The Grade Descriptions and the criteria for assessment are the same as for Full Course, but the duration of the tests of Listening and

Reading has been amended to take account of the reduced content of the specification. The Foundation and Higher Listening tests will last 20 and 25 minutes respectively (each preceded by 5 minutes reading time), and the Foundation and Higher Reading tests will last 20 and 30 minutes respectively. Candidates entered for Coursework are required to submit two assignments, each taken from a different Theme.

6.4 Modular Route

While Specification A and the Short Course are assessed by a set of examinations at the end of the course, Specification B offers centres the possibility of adopting a modular approach which includes staged assessment during the course. The subject content, in terms of topics, language tasks, vocabulary and grammar and linguistic structures is identical to that of Specification A. This commonality means that the task of those centres where it is appropriate to offer both specifications is simplified; movement of candidates from one specification to the other is made easier, as is selection and preparation of teaching materials.

7

Scheme of Work

7.1 Introduction

This section is intended to provide advice and guidance in designing a scheme of work for teachers of the Full Course Specification. It does not prescribe a particular approach, but seeks to offer practical ideas and highlight key issues, which will influence the writing of new schemes of work. The introduction of the revised GCSE criteria for Modern Foreign Languages with their emphasis on the knowledge and accurate application of the grammar and structures of the language will mean that teachers will wish to ensure they use a structured teaching and learning programme. This programme will demonstrate a distinct linguistic progression, making sure that key grammatical points are covered and revised.

The proposed scheme shows how the specification can be integrated into the classroom, but teachers should feel free to adapt the suggestions and to add their own ideas to meet the specific needs of their pupils and the priorities of their department. The scheme can also be adapted to meet the needs of the Short Course, where this is available.

7.2 Time Allocation

Assuming that the target language is taught for two hours a week over five terms in Key Stage 4, there will be approximately 120 hours teaching time to prepare candidates for the final examination. However, allowance has to be made for such events as work experience, school visits, internal examinations and so on. At the same time, colleagues will want to ensure that there is some free time available for revision before the Speaking tests are conducted. Centres choosing the written coursework option will have to build in time to complete the assignments. It may be safer, therefore, to allow about 25 hours for each of the four themes within the specification. This would give about 5 hours to each of the five sub-topics within the

theme. The following pattern demonstrates how all the subject content may be covered in the time available and allows for the possibility of the language being taught ab initio in Year 10.

Year/Term	Topic	Grammatical Structures
Year 10 Autumn Term September-October	Theme 1 My World	
	1A Self, Family and Friends	Nouns/adjectives
	1B Interests and Hobbies	Present/perfect tenses
	1C Home and Local Environment	Adverbs/prepositions/imperfect tense
November-December	1D Daily Routine	Reflexive verbs/pronouns
	1E School	Numbers/times/quantifiers
Year 10 Spring Term January-February	1E Future Plans	Immediate future/future tenses
	Theme 2 Holiday Time and Travel	
	2A Travel, Transport and Finding the Way	Imperative/forms of address
	2B Tourism	Interrogatives
March-April	2C Accommodation	Times/dates/simple conditional tense
	2D Holiday Activities	Perfect/imperfect tenses/pronouns
Year 10 Summer Term April-May	2E Services	Interrogatives/imperatives forms
	Theme 3 Work and Lifestyle	
	3A Home Life	Reflexive forms/adverbial expressions of time
June-July	3B Healthy Living	Impersonal verbs/adverbs
	3C Part-time Jobs and Work Experience	Perfect/imperfect/pluperfect tenses
Year 11 Autumn Term September-October	3D Leisure	Pronouns/past and present tenses
	3E Shopping	Adjectives/number/adverbs/partitive articles
November-December	Theme 4 The Young Person in Society	
	4A Character and Relationships	Reflexive verbs/adjectives
	4B The Environment	Conditional tense/impersonal verbs

Year 11 Spring Term January-February	4C Education	Impersonal verbs/the passive
	4D Careers and Future Plans	Future/conditional tenses
March-April	4E Social Issues, Choices and Responsibilities	Government of verbs/impersonal expressions
	Revision	

Naturally, the above is a only suggested pattern. Topics can be covered in any order, but the demands of Theme 4 and the fact that many of the topics lead into AS level specifications would appear to suggest it should be tackled towards the end of the course. Teachers of one year courses to GCSE would obviously have less time to spend on each topic.

In view of the increased emphasis on the knowledge of language, some colleagues may wish to abandon the traditional topic based approach and arrange their teaching of the specification around the grammar and linguistic structures. Therefore, an alternative approach is suggested below, in Section 7.5.

7.3 Features of a Scheme of Work

Language content The above suggested pattern ensures that the content of the specification is covered. However, the topics and contexts are merely a vehicle to ensure that pupils progress in their language learning and have opportunities to reapply what they have learnt in terms of grammatical structures, vocabulary and skills. The hope is that pupils will become increasingly independent in their use of language. The principle of recycling and reapplying language should therefore form the main feature of a planned scheme of work. When approaching a topic from the specification, teachers will wish to consider what new language content is necessary to extend their pupils' knowledge and what language needs to be revised and consolidated. It is important to demonstrate to pupils that they can use previously learnt language structures in different contexts. They should be encouraged to become more adept at manipulating the language themselves.

Expectations and outcomes When writing the scheme, teachers will want to consider what most of their pupils will be able to do in listening, reading, speaking and writing. Some pupils will not have made as much progress as others, and the expectations will be different for these pupils. At the same time, some will progress more quickly than others. The scheme of work will seek to identify what can be expected from these three groups of pupils. By considering what outcomes are desirable, teachers will be able to match their expectations to something concrete.

Learning objectives If the scheme of work as a whole provides a long-term plan, clarifying objectives at each stage helps to create shorter term plans. Sequencing of the learning objectives promotes pupils' progression.

Resources Once objectives have been identified, teachers will want to think about what resources are available to them in the classroom. In addition to commercially produced textbooks and workbooks, cassettes and

videos, departments will have access to their own banks of materials, not forgetting the need to select the most appropriate ICT resources.

Suggested activities These activities should be left open ended for colleagues to add their own suggestions or to adapt activities themselves. The suggestions are particularly helpful for newer teachers or supply colleagues.

Further opportunities Teachers will wish to highlight in the scheme of work opportunities to include links to other areas of the curriculum, such as citizenship and key skills, and the broadening of cultural awareness.

7.4 Sample unit for scheme of work

Theme 1: My World

1 C Home and Local Environment

Language content **Language**

Gender of nouns, agreement of adjectives, use of prepositions, adverbs and quantifiers, present tense of regular/irregular verbs. Present tense with *depuis*, (*J'habite ici depuis huit ans*), imperfect tense of *avoir* and *être*, (*Dans le passé, il y avait des tramways, les rues étaient sales*).

Expectations and outcomes

Almost all pupils will: understand spoken and written texts containing familiar and some unfamiliar language; use language in speech or writing on similar topics; give simple opinions, state preferences, with justification; ask a range of questions in a variety of contexts.

Some pupils will only: understand the main points of simple spoken and written texts; with support, write or say simple sentences and ask simple questions, usually following a model.

Some pupils may: understand longer spoken and written texts, containing more complex language, including some authentic texts; adapt language for use in further contexts; write and speak with a fair degree of accuracy.

Learning objectives

Pupils will learn:

- to describe their house and home town in some detail, including opinions and preferences.
- to give ideas for improving their home town.
- to describe their home area and local environment.
- to find out about French speaking regions.

Resources (see also Section 9)

GCSE course book
 Cassette
 Authentic materials and realia (eg estate agents' adverts and tourist leaflets)
 Video
 Web sites of French speaking towns and cities
 ICT software
 Worksheets
 Information gap exercises

Suggested activities	<p>Reading estate agents' descriptions of houses Fill in plan of a house Write advertisement for their own home "Through the Keyhole" type game Role play situations Listening material from course book Choosing a location for film</p> <p>Information gap pair work on amenities in a town Understand directions using a plan of an actual town Quiz on towns in "Who wants to be a Millionaire" format Photo quiz on French towns Design a tourist leaflet in French, promoting home town Decide on setting for new soap opera Compare French footballers' current town with town they come from in France.</p>
Further opportunities	<p>Possibility of integrating coursework into this unit of work (Assignment title 1.3 Advertising my local area/Assignment title 1.4 An excursion for a group of foreign visitors) Cultural awareness French homes/houses in a French-speaking town.e.g. houses in Senegal, which have no kitchens because of the heat. E-mail links with French speaking country Citizenship: considering other people's experiences Environmental issues and awareness</p>

7.5 Alternative Approach

A different way of approaching the teaching of the specification could be to start with the linguistic structures and fit in the content of the various themes to match the language content of what is being taught. In view of the importance given to the use of different tenses and the ability to communicate past, present and future events, teachers may wish to use tenses as a starting point.

Sample alternative approach

Perfect tense

Language	<p>Present tense of <i>avoir</i> and <i>être</i>. Formation of the past participle. Negative of perfect tense Pronouns with perfect tense position and order of direct and indirect object pronouns Possible themes covered in this unit Theme 1B Interests and hobbies – what I did last weekend Theme 2D Holiday activities – what I saw/did, where I went Theme 3C Work experience – what I did, what I enjoyed/disliked Theme 4C Education - what I have enjoyed most/least about my education</p>
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Expectations and outcomes	<p>Almost all pupils will: understand spoken and written texts containing familiar and some unfamiliar verbs; use language in speech or writing on similar topics; narrate simple stories in the past; ask a range of questions in a variety of contexts.</p>
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Some pupils will only: understand the main points of simple spoken and written texts in the past with support, write or say simple sentences and ask simple questions, usually following a model.

Some pupils may: understand longer spoken and written texts, containing more complex language, including extracts from books/newspapers; adapt language for use in further contexts; write

and speak with a fair degree of accuracy, including agreements of past participle and preceding direct object.

Sample learning objectives

Pupils will learn:

- to talk about a sequence of events in the past
- to ask questions about an incident in the past
- to describe a holiday in the past, using the perfect tense.
- to find out about someone else's holiday experiences.

Resources (see also Section 9)

GCSE course book
Cassette
Authentic materials and realia (eg story books, novels newspaper reports, holiday brochures)
Video
ICT software
websites
Worksheets
Information gap exercises

Suggested activities

Reading descriptions of holidays
Jigsaw listening, fitting together details about a story in the past
Watch video, and guess what happened next
Do "voice over" for news report
"I went to market and I bought" type game
Listening material from course book
Information gap pair work on holiday experiences
Rearrange text of story
Retelling story or plot of a soap opera
Describing holiday photos
Write account of football match
Gap filling exercise, based on story/article in past tense
Keeping a diary
Cartoon with picture missing guess what happened

Further opportunities

Possibility of integrating coursework into this unit of work
(Assignment title 2.2 Account of a holiday/2.3 Account of an Exchange Visit)
Cultural awareness – French bank holiday/French speaking TV and media
Download useful items from the Internet

Suggested links between
grammar/structures and the
Themes

Teachers should note that these are suggestions for teaching purposes only and it should not be assumed that examination material based on a particular topic will include the structures suggested in the table below.

Nouns: gender, singular and plural	1A, 4A
Articles	1A, 3E
Adjectives: agreement, position, possessive	1A, 4A
Adjectives: comparative, superlative	1E, 4C
Adjectives: demonstrative, interrogative	3E
Adverbial phrases	1B
Interrogative adverbs	2B, 2E
Adverbs of time and place	1B, 3C
Quantifiers/intensifiers	1C, 4A
Pronouns: subject, including <i>on</i>	1A, 1B, 4A
Relative pronouns	4C, 4D
Object pronouns	2D, 3C
Present tense	1B, 1E
Reflexive verbs	1D, 3A
Perfect tense	2D, 3C, 3D
Imperfect tense	1C, 2D, 3C
Immediate future/future	1E, 4D
Conditional	4B, 4E
Pluperfect	3C, 3D
Imperative	2A, 2E
Passive	3B, 4E
Present participle	2D, 3D, 3E
Prepositions	1B, 4B
Conjunctions	1E, 4C
Numbers/dates/time	2B, 2C

As well as the approaches suggested in this section, teachers should also consult the advice given by QCA on their website, which includes further helpful suggestions on drawing up schemes of work.

8 Links with other Qualifications

8.1

There is a significant overlap with all qualifications at Level 2 of the Qualifications Framework in this subject.

Key Skills and Other Issues

9

Resources

9.1 Introduction

The Resources are divided into two sections.

- A list of approximately 500 additional words of vocabulary spread across the four Themes and aimed at Higher Tier grades A*, A and B. These words are listed first by Theme, then alphabetically. The list does not include words already listed in the Specification for use at Foundation Tier, general notions or words which are accessible through the communication strategies.
- A list of suggested reference material. The list is not intended to be exclusive or exhaustive but provides suitable materials for teachers seeking to formulate a programme of study or to obtain resources for the teaching of the language in preparation for the AQA GCSE examination. The details of these resources are correct at the time of going to press.

9.2 Vocabulary List – Topic Based

Theme 1 My World

1A Self, Family & Friends

accueillir
bouclé
connaissance la
égoïste
familial
fiançailles les (f)
fier
frisé
gosse le
haïr
jaloux
lentilles de contact les (f)
lieu le
même
neveu le (nièce la)
paresseux
petit-fils le
retraite la
sérieux
troisième âge le
rêver
veuf le (veuve la)

1B Interests & Hobbies

apprécier
concerner
en ce qui concerne...
couture la
dire
ça (te/vous) dit
quelque chose ... ?
égal
ça m'est égal
foire la
franchement
guerre la
horreur l' (f)
avoir horreur de
importer
n'importe quel/qui/où
peu importe
peine la
ce n'est pas la peine
plaisir le
ravi
supporter

tant
tant mieux
tant pis
tricot le
vide-grenier le
volontiers

1C Home & Local Environment

ambiance l' (f)
arrondissement l' (m)
baignoire la
casserole la
clavier le
coiffeuse la
construire
étagère l' (f)
évier l' (m)
forêt la
gazon le
grenier le
imprimante l' (f)
loyer le

magnétoscope le
papier peint le
PC le
pittoresque
proximité la
(à proximité)
(tout) seul
(à moi seul)
tour la
vallée la
volet le

1D Daily Routine

cochonnerie la
se déshabiller
matinal
matinée la
faire la grasse matinée
se peigner

se raser
train-train le

1E School & Future Plans (up to age 18)

atelier l' (m)
autrement dit
blaguer
brevet le
(BEPC)
calcul le
car de ramassage le
casier le
comporter
conseiller
(d'orientation)
contrôle le
empêcher
enregistrer

ensemble l' (m)
dans l'ensemble
machin le
maternelle la
moyenne la
niveau le
passable
progrès les (m)
(usually plural)
être reçu
redoubler
remporter (un prix)
scolarisation la
section (d'anglais) la
sur (vingt)
surveillant le
se taire
se tromper
truc le

Theme 2 Holiday Time & Travel

2A Travel, Transport & Finding the Way

à peine
à sens unique
aire de repos l' (f)
alentours (pl)
amende la
annuler
assurance l' (f)
atterrir
banlieue la
bouchon le
casque le
chemin de fer le
décoller
débarquer
déposer
déviation la
embarquer
en provenance de
flèche la
flic le
fond le
immatriculation l' (f)
juge le/la
le long de
manquer
milieu le
mobylette la
panneau le

passage à niveau le
pare-brise le
la périphérique
poids lourd le
prévention routière la
prévu
ralentir
routier le
TGV le
travaux les
volant le

2B Tourism

affiche l' (f)
agité
agricole
améliorer
averse l' (f)
avoir lieu
brume la
chaleur la
déçu
disparaître
doux
éclaircie l' (f)
estivant l' (m)
événement
fleuve le
frais
jardin zoologique le

marée la
mouiller
orage l' (m)
paisible
paraître
paysage le
profond
remarquer
station balnéaire la
station de ski la
tremper
son et lumière le
verglas le

2C Accommodation

aménagé
bruyant
caution la
chambre d'hôte la
chauffé
déranger
fiche la
loyer le
ombragé
se plaindre
prise la
réchaud le
reçu le
robinet le

2D Holiday Activities

à point
 bien cuit
 bricolage le
 effrayant
 maître-nageur le
 merguez la
 moniteur le
 parc d'attractions le
 pellicule la
 plonger
 pression la
 rigolo
 saignant
 sous-marin
 souterrain

2E Services

abîmer
 annuaire l' (m)
 avaler
 bague la
 béquilles les

brûler
 carré
 cheville la
 civière la
 colis le
 compte le
 contenu le
 coup de soleil le
 coup de téléphone le
 crevé
 courrier (électronique) le
 cuillerée la
 dépanner
 distributeur
 (automatique) de
 billets
 doubler
 douleur la
 écraser
 entorse l' (f)
 guérir
 heurter
 indicatif l' (m)
 inondation l' (f)
 s'inquiéter

levée la
 marqué la
 mél le
 moitié la
 mourir
 or l' (m)
 ordonnance l' (f)
 phare le
 piquer
 piqûre la
 pneu le
 radio la
 renverser
 rond
 SAMU le
 sang le
 souffrir
 sparadrap le
 suffisamment
 témoin le
 tremblement de
 terre le
 tuer
 valeur la
 voler

Theme 3 Work Et Lifestyle

3A Home Life

À la tienne/vôtre
 arroser
 bise la (faire)
 chrétien
 donner un coup
 de main
 défilé le
 éplucher
 épouser
 essuyer
 évier l' (m)
 féliciter
 fêter
 feu d'artifice le
 juif
 lessive la
 meilleurs vœux
 musulman
 noces les (f)
 ordures les (f)
 repasser

Saint-Sylvestre la
 Saint-Valentin la
 Toussaint la
 surveiller
 tondre

3B Healthy Living

ajouter
 auparavant
 casse-croûte le
 congeler
 crise cardiaque la
 cru
 cuisse la
 dégoûtant
 état l' (m)
 éviter
 fer le
 inadmissible
 insolation l' (f)
 ivre
 laitier

matières grasses les (f)
 os l' (m)
 peau la
 piquant
 poumon le
 produit le
 régime le
 renoncer (à)
 salé
 taux (d'alcool) le

3C Part-Time Jobs and Work Experience

à temps partiel
 augmenter
 boulot le
 classer
 commerçant
 convenir (à)
 dépasser
 dur
 enrichissant

établissement l' (m)
 expérimenté
 femme de chambre la
 imprimer
 licencier
 mannequin le
 patienter
 plongeur le
 rayon le
 réunion la
 satisfaire
 se débrouiller
 se tromper de
 numéro
 souhaitable
 taper (à la machine)
 touche la
 traitement de texte le

3D Leisure

actualités les (f)
 amoureux
 animateur l' (m)
 antenne l' (f)
 parabolique
 assassin l' (m)
 avoir hâte de
 balade la
 batterie la
 battre
 caméra la
 caméscope le
 chaîne la

courrier du cœur le
 course la
 doué
 écran l' (m)
 escrime l' (f)
 fait divers le
 flash le
 infos les (f)
 lecteur le
 maison des jeunes la
 (MJC)
 metteur en scène le
 parole la
 pratiquer
 quotidien (le)
 réalisateur le
 rédacteur le
 revue la
 roman-photo le
 se consacrer à
 séduisant
 téléspectateur le
 (gros) titre le
 tomber
 amoureux (de)
 tournée la
 tourner un film
 traiter de
 tube le
 une la

3E Shopping

à carreaux

bonne couleur la
 chariot le
 conseil le
 déchiré
 dépassé
 disponible
 d'occasion
 exposition l' (f)
 faire du lèche-vitrine
 fermeture (annuelle) la
 fermeture éclair la
 gamme la
 genre le
 grande surface la
 griffé
 il manque
 (un bouton)
 jouet le
 léger
 look le
 manquer
 il manque
 (un bouton)
 mauvaise taille la
 platine laser la
 rayé
 rembourser
 remise la
 rétrécir
 serré
 uni
 vitrine la

Theme 4 The Young Person in Society

4A Character & Personal Relationships

ado l' (m/f)
 agacer
 ainsi
 avoir raison
 avoir tort
 bande la
 bêtise la
 bouleverser
 compréhensif
 compter (sur)
 confiance la

emprunter
 (s')énervé
 ensemble
 enthousiaste
 fâché
 gâcher
 gêner
 inconnu l' (m)
 laid
 mentalité la
 mentir
 mignon
 moral le
 reconnaissant

réfléchir
 sans-souci
 sensible
 souci le

4B The Environment

couche d'ozone la
 détritus le
 détruire
 effet de serre l' (m)
 emballage l' (m)
 en voie de disparition
 énergie (nucléaire) l' f)

épuiser
 éteindre
 gaz carbonique le
 gaz d'échappement
 les (m)
 lumière la
 pétrole le
 profiter de
 réchauffement le
 renouvelable
 respiratoire
 sauvage
 sauvegarder
 vague la

4C Education

boucle d'oreille la
 CDI le
 (centre de
 documentation et
 d'information)
 CES le
 chargé
 diplôme le
 échouer (à)
 en première
 en terminale
 enseignement le
 être en train de
 faire quelque chose
 facultatif
 faculté la
 filière (scientifique) la

IUT l' (m)
 langues vivantes les (f)
 (se) ressembler
 reprendre
 réussir
 secrétariat le
 surchargé

4D Careers & Future Plans (post age 18)

à durée déterminée
 artisan l' (m)
 boulot le
 cadre le
 carrière la
 comptable le
 contrat le
 couramment
 entrevue l' (f)
 fabriquer
 francophone
 instituteur l' (m)
 mal le
 avoir du mal à
 perfectionner
 permettre
 PDG le
 (président-directeur-
 général)
 syndicat le
 UE l' (f) (Union européenne)

4E Social Issues, Choices & Responsibilities

accro
 agresser
 beur le/la
 bonheur le
 ça vaut
 cambrioler
 chiffres les (m)
 colère la
 coup le
 de feu
 de poing
 d'origine (africaine)
 égalité l' (f)
 espoir l' (m)
 démuni
 fléau le
 grève la
 immigré l' (m)
 insonorisation l' (f)
 logement le
 lutter (contre)
 maghrébin le
 manifestation la
 monoparental
 pareil
 préservatif le
 sans doute
 SDF le
 (sans domicile fixe)
 sida le

9.3 Alphabetical Vocabulary List

A

à carreaux
 à durée déterminée
 À la tienne/vôtre
 à peine
 à point
 à sens unique
 à temps partiel
 abîmer
 accro
 accueillir
 actualités les (f)
 ado l' (m/f)
 affiche l' (f)

agacer
 agité
 agresser
 agricole
 ainsi
 aire de repos l' (f)
 ajouter
 alentours (pl)
 ambiance l' (f)
 améliorer
 aménagé
 amende la
 amoureux
 animateur l' (m)
 annuaire l' (m)

annuler
 antenne l' (f)
 parabolique
 apprécier
 arrondissement l' (m)
 arroser
 artisan l' (m)
 assassin l' (m)
 assurance l' (f)
 atelier l' (m)
 atterrir
 augmenter
 auparavant
 autrement dit
 avaler

averse l' (f)
avoir hâte de
avoir lieu
avoir raison
avoir tort

B

bague la
baignoire la
balade la
bande la
banlieue la
batterie la
battre
béquilles les
bêtise la
beur le/la
bien cuit
bise la (faire)
blaguer
bonheur le
bonne couleur la
bouchon le
bouclé
boucle d'oreille la
bouleverser
boulot le
boulot le
brevet le
(BEPC)
bricolage le
brûler
brume la
bruyant

C

ça vaut
cadre le
calcul le
cambrioler
caméra la
caméscope le
car de ramassage le
carré
carrière la
casier le
casque le
casse-croûte le
casserole la
caution la

CDI le
(centre de
documentation et
d'information)

CES le
chaîne la
chaleur la
chambre d'hôte la
chargé
chariot le
chauffé
chemin de fer le
cheville la
chiffres les (m)
chrétien
civière la
classer
clavier le
cochonnerie la
coiffeuse la
colère la
colis le
commerçant
comporter
compréhensif
comptable le
compte le
compter (sur)
concerner
en ce qui concerne
confiance la
congeler
connaissance la
conseil le
conseiller
(d'orientation)
construire
contenu le
contrat le
contrôle le
convenir (à)
couche d'ozone la
coup de soleil le
coup de téléphone le
coup le
de feu
de poing
couramment
courrier (électronique) le
courrier du cœur le
course la
couture la

crevé
crise cardiaque la
cru
cuillerée la
cuisse la

D

d'occasion
d'origine (africaine)
débarquer
déchiré
décoller
déçu
défilé le
dégoutant
démuni
dépanner
dépassé
dépasser
déposer
déranger
détritus le
détruire
déviation la
diplôme le
dire
ça (te/vous)
dit quelque chose ... ?
disparaître
disponible
distributeur
(automatique) de
billets
donner un coup
de main
doubler
doué
douleur la
doux
dur

E

échouer (à)
éclaircie l' (f)
écran l' (m)
écraser
effet de serre l' (m)
effrayant
égal
ça m'est égal

égalité l' (f)
 égoïste
 emballage l' (m)
 embarquer
 empêcher
 emprunter
 en première
 en provenance de
 en terminale
 en voie de disparition
 énergie (nucléaire) l' f
 (s')énervé
 enregistrer
 enrichissant
 enseignement le
 ensemble
 ensemble l' (m)
 dans l'ensemble
 enthousiaste
 entorse l' (f)
 entrevue l' (f)
 épilucher
 épouser
 épuiser
 escrime l' (f)
 espoir l' (m)
 essayer
 estivant l' (m)
 établissement l' (m)
 étagère l' (f)
 état l' (m)
 éteindre
 être en train de
 faire quelque chose
 être reçu
 événement
 évier l' (m)
 éviter
 expérimenté
 exposition l' (f)

F

fabriquer
 fâché
 facultatif
 faculté la
 faire du lèche-vitrine
 fait divers le
 familial
 féliciter
 femme de chambre la
 fer le
 fermeture (annuelle) la

fermeture éclair la
 fêter
 feu d'artifice le
 fiançailles les (f)
 fiche la
 fier
 filière (scientifique) la
 flash le
 fléau le
 flèche la
 fleuve le
 flic le
 foire la
 fond le
 forêt la
 frais
 franchement
 francophone
 frisé

G

gâcher
 gamme la
 gaz carbonique le
 gaz d'échappement les (m)
 gazon le
 gêner
 genre le
 gosse le
 grande surface la
 grenier le
 grève la
 griffé
 guérir
 guerre la

H

haïr
 heurter

horreur l' (f)
 avoir horreur de

I

il manque
 (un bouton)
 immatriculation l' (f)
 immigré l' (m)
 importer
 n'importe quel/qui/où
 peu importe

imprimante l' (f)
 imprimer
 inadmissible
 inconnu l' (m)
 indicatif l' (m)
 infos les (f)
 inondation l' (f)
 insolation l' (f)
 insonorisation l' (f)
 instituteur l' (m)
 IUT l' (m)
 ivre

J

jaloux
 jardin zoologique le
 jouet le
 juge le/la
 juif

L

la périphérique
 laid
 laitier
 langues vivantes les (f)
 le long de
 lecteur le
 léger
 lentilles de contact les (f)
 lessive la
 levée la
 licencier
 lieu le
 logement le
 look le
 loyer le
 loyer le
 lumière la
 lutter (contre)

M

machin le
 maghrébin le
 magnétoscope le
 maison des jeunes la
 (MJC)
 maître-nageur le
 mal le
 avoir du mal à
 manifestation la
 mannequin le

manquer
 marée la
 marque la
 maternelle la
 matières grasses les (f)
 matinal
 matinée la
 faire la grasse matinée
 meilleurs vœux
 mél le
 mentalité la
 mentir
 merguez la
 metteur en scène le
 mignon
 milieu le
 mobylette la
 mauvaise taille la
 moitié la
 même
 moniteur le
 monoparental
 moral le
 mouiller
 mourir
 moyenne la
 musulman

N

neveu le (nièce la)
 niveau le
 noces les (f)

O

ombragé
 or l' (m)
 orange l' (m)
 ordonnance l' (f)
 ordures les (f)

os l' (m)

P

paisible
 panneau le
 papier peint le
 paraître
 parc d'attractions le
 pare-brise le
 pareil

paresseux
 parole la
 passable
 passage à niveau le
 patienter
 paysage le
 PC le
 PDG le
 (président-directeur-général)
 peau la
 peine la
 ce n'est pas la peine
 pellicule la
 perfectionner
 permettre
 petit-fils le
 pétrole le
 phare le
 piquant
 piquer
 piqûre la
 pittoresque
 plaisir le
 platine laser la
 plonger
 plongeur le
 pneu le
 poids lourd le
 poumon le
 pratiquer
 préservatif le
 pression la
 prévention routière la
 prévu

prise la
 produit le
 profiter de
 profond
 progrès les (m)
 (usually plural)
 proximité la
 (à proximité)

Q

quotidien (le)

R

radio la
 ralentir
 ravi
 rayé

rayon le
 réalisateur le
 réchaud le
 réchauffement le
 reconnaissant
 reçu le
 rédacteur le
 redoubler
 réfléchir
 régime le
 remarquer
 rembourser
 remise la
 remporter (un prix)
 renoncer (à)
 renouvelable
 renverser
 repasser
 reprendre
 respiratoire
 (se) ressembler
 retraite la
 rétrécir
 réunion la
 réussir
 rêver
 revue la
 rigolo
 robinet le
 roman-photo le
 rond
 routier le

S

saignant
 Saint-Sylvestre la
 Saint-Valentin la
 salé
 SAMU le
 sang le
 sans doute
 sans-souci
 satisfaire
 sauvage
 sauvegarder
 scolarisation la
 SDF le (sans domicile fixe)
 se consacrer à
 se débrouiller
 se déshabiller
 s'inquiéter
 se peigner

se plaindre	syndicat le	truc le
se raser		tube le
se taire	T	tuer
se tromper		
se tromper de	tant	U
numéro	tant mieux	
secrétariat le	tant pis	UE I' (f)
section (d'anglais) la	taper (à la machine)	(Union européenne)
séduisant	taux (d'alcool) le	une la
sensible	téléspectateur le	uni
sérieux	témoin le	
serré	TGV le	V
(tout) seul	(gros) titre le	
(a moi seul)	tomber	vague la
sida le	amoureux (de)	valeur la
son et lumière le	tondre	vallée la
souci le	touche la	verglas le
souffrir	tour la	veuf le (veuve la)
souhaitable	tournée la	vide-grenier le
sous-marin	tourner un film	vitrine la
souterrain	Toussaint la	volant le
sparadrap le	train-train le	voler
station balnéaire la	traitement de texte le	volet le
station de ski la	traiter de	volontiers
suffisamment	travaux les	
supporter	tremblement de	
sur (vingt)	terre le	
surchargé	tremper	
surveillant le	tricot le	
surveiller	troisième âge le	

9.4 Resources

Course Books

- BOURDAIS, Danièle, FINNIE, Sue and GORDON, Anna Lise *Envol*. Oxford: Oxford University Press, 1996. Classification: UZ 440 UDS
Single volume for KS4. Designed for Higher Tier GCSE students, the publishers also envisage its use as the first volume for a 14-18 programme.
- BOURDAIS, Danièle, FINNIE, Sue and GORDON, Anna Lise *Equipe 4 OUP Equipe Exam File for AQA* (includes cassettes) available September 2001
- BUCKBY, M (coordinator) *Auto examen*. London: Collins Educational, 1995-96. Classification: UZ 440 UDS

- BUCKBY, Michael *Revise for French GCSE*. Oxford: Heinemann Educational, 1997. Classification: UZ 440 UDS
Two volumes available: *Listening and Speaking* (with 2 cassettes); *Reading and Writing*. Provide for Foundation and Higher Tiers.
- CONNOR, John *GCSE French Homework File* Harlow: Longman KS4 UZ 440 UKZ
- CROSSLAND, David and HORSFALL, Phil *The Key to GCSE French Grammar Skills*, John Murray
- CROSSLAND, David and HORSFALL, Phil *The Key to GCSE French Writing Skills*, John Murray
- DEANE, Michèle, NOURSE, Kathy and RAMAGE, Gill *Camarades*. Cheltenham: Stanley Thornes, 1996-97. Classification: UZ 440 UDS
Four stage course. Differentiated Pupil's books provided for Years 9 and 10/11. Stage 4 can stand alone as continuation course for KS4.
- GILLES, Jean-Claude *The Key to GCSE French Speaking Skills*, John Murray
- HARES, Rod and MORT, David *Bravo! practice and revision for French GCSE*. London: John Murray, 1996. Classification: UZ 440 UDS
Student's book (available in packs of 5 copies) supported by Teacher's notes and cassette. Parallel bookshop edition for pupils' independent use includes answers and transcripts with the cassette.
- HONNOR, Sylvia and MASCIE-TAYLOR, Heather *Encore Tricolore 4 nouvelle édition* Nelson Thornes
Stage 1 published 2000. Stage 2 and 4 due out in the Summer Term and Stage 3 to be published 2002.
- HUNTLEY, Teresa *Bonne chance! French to GCSE*. Oxford: Oxford University Press, 1996. Classification: UZ 440 UDS
Consolidation/revision course. Allows supported self-study, including self-assessment.
- JENKINS, Jacqueline, and JONES, Barry *Spirale*. London: Hodder and Stoughton, 1991-97. Classification: UZ440 UDS
Four stage course. Stage 4 covers the whole of KS4. A new edition of the stage 3 materials appeared during 1997.
- JENKINS, Jacqueline *Finale*. London: Hodder and Stoughton, 1997. Classification: UZ 440 UDS
Single volume course for KS4. Suitable for students beginning French as FL2, but also as revision course. Provides for short or full GCSE courses.
- MARRIOTT, Thalia and RIBIERE, Mireille, *Help Yourself to Essential French Grammar*, Longman

- MARSDEN, Richard *Télescope 2*
- MAUN, Ian and MARSDEN, Richard *Télescope 1*
- MCNAB, Rosi and BARRABE, Fabienne *Avantage!* Oxford: Heinemann Educational, 1992-. Classification: UZ 440 UDS
 KS3 volumes can be supplemented by CD-ROM resource. Stages 3 (new edition 1997) and 4 consist of parallel differentiated books for Years 9, 10 and 11, in line with the tiering arrangement in the new GCSEs. There are also differentiated workbooks to support stages 1 and 2. Recent additions: *Avantage 4 for NEAB GCSE*. Parallel Student and Teacher materials for Foundation and Higher Tiers.
- O'CONNOR, Niobe and KAVANAGH, Bernard *Un deux trois*, Longman
- PILLETTE, Martine *Formule X*. London: Collins Educational, 2000. Classification: UZ 440 UDS
 Four stage course to GCSE/Standard Grade.
- RAINGER, Amanda and ROHERS, Paul *Voyage 4* Nelson Thornes
- SPRAKE, David, RHYMES, Hazel and WHITE, Stephanie *FrancoSCOPE à la mode*. Oxford: Oxford University Press, 1996. Classification: UZ 440 UDS
 Particularly suitable for Modular French syllabus. Incorporates extension material (including separate grammar section) for more able students. Also *FrancoSCOPE en clair* materials for slower learners.
- SPRAKE, David and HARRISON, Steve *FrancoSCOPE pour AQA* OUP
FrancoSCOPE is a revised and fully updated version of *FrancoSCOPE à la mode* written in response to the new GCSE Specifications.
- SPRAKE, David and HARRISON, Steve *FrancoSCOPE en clair pour AQA* OUP
- GOODMAN-STEPHENS, Bryan and KAVANAGH, Bernard *Un, deux, trois*. Harlow: Longman, 1997-. Classification: UZ 440 UDS
 Four-stage course. Stage 4, for KS4/GCSE, features parallel Student's books: Stage 4 (Core) for B-E candidates; Stage 4 plus for A/A* candidates.
- WALL, Richard *Entre nous*. Cheltenham: Nelson Thornes, 1994. Classification: UZ 440 UDS
- WHITMARSH, WFH, *New Simpler French Course*, Longman
- *Voyage 4*: Part of a four-stage French course. Stage 1 and 4 published this Autumn Term. Stage 2 will be published in 2002 and Stage 3 out in 2003, Nelson Thornes
- *Métro 4* and *Métro 4 for AQA*, Heinemann. Available from June 2001 (*Métro 4*) and September 2001 (*Métro 4 for AQA*).

Graded Readers

- *BOUQUINS A LA MODE*. Oxford: Oxford University Press.
Series of 8 illustrated readers, plus Teacher's Guide. Available in an Evaluation pack (1 of each + Teacher's Guide) or Hamper pack (4 of each + Teacher's Guide). Consist of *histoires*, with 3 stories in each, and *documentaires*, also with 3 texts in each volume, dealing with topics of interest to teenagers preparing for GCSE. (The series is particularly suitable for the AQA Modular syllabus, but not exclusively so). Each reader stands on its own, with activities, glossary and vocabulary support, and internal progression within the three texts, but there is also a progression within the series as a whole.
- *EASY READERS*. Cheltenham: European Schoolbooks (distributor).
Simplified/abridged versions of 'real' books, in four levels of difficulty based on specified vocabulary. For potential A Level students these offer an early exposure to literary texts in manageable form.
- *LIRE ET S'ENTRAINER*. Genova: Cideb. London: Chancercel International (distributor). Classification: UZ 440 URB
The second and third levels may be appropriate for KS4 learners.
- *LA LOUPE*. London: Hodder and Stoughton.
Series of 18 titles, in 3 colour-coded levels, for KS3/KS4
- *PHOTOTHÈQUE*. Cheltenham: Nelson Thornes
Large format full-colour readers in *roman-photo* style for 14-16 year olds. Four volumes (3 stories in each volume), with grammar and vocabulary support, and exercises with answers provided, to allow for independent work.
- *SÉRIE ROUGE*. Cambridge: Cambridge University Press
Series of 6 titles, featuring texts of varying lengths (including short stories) and styles. One volume is an exchange of letters (English/ French), otherwise all titles are monolingual, with no vocabulary support. Specially written texts intended to act as stepping stone between graded readers and authentic teenage texts.

Magazines for Language Learners

- *ETINCELLE*, Authentik. Illustrated newspaper, cassette. GCSE. Three issues p.a.
- *LES DOSSIERS DE L'ACTUALITÉ*, Bayard Presse. A dossier of newspaper articles. 14 years upwards. Monthly.
- *OKAPI*, Bayard Presse. Illustrated magazine. Fortnightly.

Software

- *AUTOLIRE*. MS DOS multimedia CD-ROM. Collins Educational.
Reading skills for good KS4 and advanced students., OPUS – to run this software type “D:\AUTOLIRE” at the DOS prompt.
- *FRENCH EXPRESSIONS*. Multimedia Windows CD-ROM. Vektor.
Course for Key Stage 3 and Key Stage 4/GCSE, covering typical travel situations (e.g. eating out, asking the way). EURO PC. UZ 440 UBR
- *FRENCH FOR GCSE*. Windows compatible. L & M Associates, distributed AVP. (Learn and Master series).
Question and answer program for the National Curriculum – includes map of France. OPUS.
- *FRENCH GRAMMAR STUDIO*. Multimedia Windows CD-ROM.
Granada Learning. “Photostories” and “Grammar Factory” for KS4 GCSE. EURO PC UZ 440 UBR
- *FUN WITH TEXTS*. Version 3.0 for Windows. Camsoft.
Multi-exercise authoring package suitable for languages using the Latin alphabet. Includes: Copyright, Clozwrite, Prediction, Enigma, Scrambler and Textsalad. EURO PC. UZ 409.4 UBR
- *PENDOWN ÉTOILES*. Archimedes compatible. Logotron.
French version of *Pendown plus* wordprocessor developed for use with the Longman/BBC course *Etoiles*. Diskette for A4000. UZ 440 UBR
- *PERSPECTIVES FRANÇAISES*. Multimedia Windows CD-ROM. AVP.
Ready-to-use multimedia database in the *Picturebase* series for National Curriculum Key Stages 3 and 4. OPUS. UZ 440 UBR
- *REVISE GCSE FRENCH*. Multimedia Windows 95/Macintosh CD-ROM. Libra Multimedia.
GCSE listening, speaking, role-play, vocabulary and dictionary. EURO PC. UZ 440 UBR
- *TICK-TACK FRENCH (SERIES)*. Primrose Software.
Word processing with phrase databases for letter writing. Different versions depending on user.

Web Sites

- <http://www.linguanet.org.uk/websites/frenwww.htm>
- A selection of CILT Information Sheets can be found on-line at: <http://www.cilt.org.uk/infos/info0.htm>

French Search Engines

- *YAHOO! FRANCE*
Searches for French language documents only.
- *NOMADE*
French search engine.
- *LOKACE*
French search engine
- *ECILA*
French search engine

Some of the information above is taken from CILT Information Sheets. These are updated annually, and can be downloaded from the CILT website at www.cilt.org.uk.

10

Glossary of Terms

Coursework	Tasks set and undertaken during the course which are integral to the course of study.
Entry Codes	The codes to be used when entering candidates for each unit and each qualification.
External Assessment	A form of independent assessment in which an awarding body sets or defines assignments, tests or examinations, specifies the conditions under which they are to be taken (including details of supervision and duration), and assesses candidates' responses.
Internal Assessment	A form of assessment that does not meet the definition of external; assessment for a general or vocational qualification.
Key Skills	Key Skills are those generic skills that can enable people to perform well in education, training and life in general. They can help people to become members of a flexible workforce and equip them with the means to benefit from life-long learning.
Moderation	The process through which internal assessment is monitored by an awarding body to ensure that internal assessment is valid, reliable, fair and consistent with required standards.
Specification	The complete description of the content, assessment arrangements and performance requirements for a qualification. This replaces the term 'syllabus'.
Uniform Mark Scale	This is a means of allowing candidates who score above the threshold for one grade and below that for the next grade to have their achievement recognised. Candidates' raw marks in each component are converted to a mark on the Uniform Mark Scale. Candidates' uniform marks are then aggregated to produce an overall subject grade. See Section 6.2 for further details.

11

Key Skills

11.1	Common Questions and Answers	Given below are common questions asked about Key Skills and the answers to them.
	What are Key Skills?	Key Skills are those generic skills that can enable people to perform well in education, training and life in general. They can help people to become members of a flexible workforce and equip them with the means to benefit from life-long learning.
	How are Key Skills classified?	They are classified under the following titles: The "main" Key Skills Communication Application of Number Information Technology (IT)

The “wider” Key Skills

Working with Others
Improving Own Learning and Performance
Problem Solving

At what level are they available?

Each of the Key Skills is available at four levels (1-4) of increasing demand. Each level requires candidates to use the Key Skills in a discrete fashion, although it is possible to demonstrate successfully more than one Key Skill in a suitably co-ordinated and wide-ranging (multi-task) exercise.

Level 5 Key Skills are also available. At this level all six Key Skills are demonstrated through demanding exercises of a complex nature.

What do the units look like?

The units for the Key Skills of Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving comprise three parts.

Part A What you need to know.

Part B What you must do.

Part C Guidance.

Part A of the unit tells candidates what they need to learn and practise to feel confident about applying the Key Skills in their studies, work or other aspects of their life.

Part B of the unit describes the skills candidates must show. All of the candidate’s work for this section will be assessed. Candidates must have evidence that they can do all the tasks listed in the bullet points.

Part C contains examples of the sort of evidence that candidates could produce to prove that they have the skills required.

Copies of the above mentioned units can be obtained from the QCA web site: www.qca.org.uk.

What qualifications are available in Key Skills?

Candidates who complete the assessment requirements (internal and external assessment) for a Key Skills unit at level 1, 2, 3 or 4 will be awarded a unit certificate.

Candidates who achieve unit certification in each of the three Key Skills of Communication, Application of Number and IT will be awarded the Key Skills Qualification. This qualification will be profiled to reflect the level achieved in each of the three Key Skills.

Consequently candidates do not have to achieve the units at the same level in all three Key Skills.

The three ‘wider’ Key Skills of Working with Others, Improving Own Learning Performance and Problem Solving do not, at present, form part of the Key Skills Qualification. Currently, it is proposed that they be individually certificated.

What must candidates do to achieve these qualifications?

The “main” Key Skills

The scheme of assessment for each of the ‘main’ Key Skills units at each level is made up of two components. The internally-assessed portfolio of evidence and the externally-assessed test/task. The internally-assessed evidence will be externally-moderated. External assessment will consist of tests, tasks or assignments developed and assessed by AQA. Candidates must pass both assessment components at the same level to be successful in a Key Skill unit at the relevant level. Candidates may enter for the separate components at different assessment occasions.

The “wider” Key Skills

To achieve unit accreditation candidates must be successful in compiling a portfolio of work demonstrating evidence of achievement of Part B of the unit (i.e. “What you must do”). Discussions are still taking place about whether external assessment requirements should be made in the ‘wider’ Key Skills.

How can this specification help candidates to gain Key Skills?

Candidates following a course of study based on AQA GCSE this French Specification can be offered opportunities to develop evidence of achievement in the Key Skills. QCA has stated, however, that all evidence in the portfolio for a Key Skill must be in English. The level to which each Key Skill can be developed and demonstrated will depend upon the opportunities made available in the course at each centre, together with the ability of the candidate. Centres may choose to deliver Key Skills totally separately from candidates’ main programmes of study. Alternatively, they may wish to integrate Key Skills into all main programmes of study for all candidates, or a mixture of the two. Whatever delivery style a centre adopts it is hoped that candidates will appreciate for themselves the applicability of Key Skills to much of their subject specific work and the transferability of the skills from one context to another.

Must Key Skills be delivered through this specification?

No. It is appreciated that the opportunities for Key Skills delivery that can be made available in any course of study at a centre will depend upon a number of centre-specific factors, including teaching strategies and level of resources. It is acknowledged that some specifications will offer more opportunities for Key Skills delivery than others. However, as stated earlier, it is hoped that candidates will appreciate for themselves the wide applicability of Key Skills to all their courses of study and the fact that the acquisition of Key Skills will assist them in their work for all relevant subjects and specifications.

How do I know if the work produced meets the Key Skills requirements?

Teachers who have not been involved in Key Skills will be concerned that the work produced by their candidates is of the right standard for success. It is hoped that each centre will have one or more Key Skills Co-ordinators who will ensure internal standardisation of assessment of Key Skills across the centre. AQA intends to hold Annual Portfolio Standardising Meetings for Key Skills Co-ordinators or other centre representatives in the Autumn term.

11.2 Key Skills Exemptions

The regulatory authorities (QCA, ACCAC and CCEA) have been asked to ensure that candidates who have taken or who are taking English, Gaelge, Welsh, Mathematics and ICT GCE, GCSE and GNVQ qualifications should not be involved in unnecessary double assessment when seeking their Key Skills Qualification.

The following exemptions have been agreed and will be implemented from September 2000.

Exemptions for Communication

Qualifications in GCSE English or English Literature, Gaelge and Welsh which provide exemption from the Key Skill of Communication

GCSE A* to C examination performance provides exemption from the external test in this Key Skill at Level 2.

GCSE D to G examination performance provides exemption from the external test in this Key Skill at Level 1.

Exemptions for Application of Number

Qualifications in GCSE Mathematics† which provide exemption from the Key Skill of Application of Number

GCSE A* to C examination performance provides exemption from the external test in this Key Skill at Level 2.

GCSE D to G examination performance provides exemption from the external test in this Key Skill at Level 1.

Exemptions for Information Technology

Qualifications in GCSE Computing†, ICT† or IT which provide exemption from the Key Skill of Information Technology

GCE AS A to E performance provides exemption from the external test in this Key Skill at Level 3.

GCSE A* to C performance provides full exemption from this Key Skill at Level 2.

GCSE D to G performance provides full exemption from this Key Skill at Level 1.

† This applies to all qualifications whether gained through the medium of English, Gaelge or Welsh.

Qualifications in GCSE Short Course ICT† or IT which provides exemption from the Key Skill of Information Technology

A* to C performance provides exemption from the external test in this Key Skill at Level 2 and also from one of the two specified purposes of the internal Key Skill component at Level 2.

GCSE D to G performance provides exemption from the external test in this Key Skill at Level 1 and also for one of the two specified purposes of the internal Key Skill component at Level 1.

Qualifications in GNVQ or Part One GNVQ in ICT† or IT which provide exemption from the Key Skill of Information Technology

Intermediate GNVQ or Part One GNVQ Pass/Merit/Distinction performance provides full exemption from this Key Skill at Level 2.

Foundation GNVQ or Part One GNVQ Pass/Merit/Distinction performance provides full exemption from this Key Skill at Level 1.

† This applies to all qualifications whether gained through the medium of English, Gaeilge or Welsh.

The exemptions given above have been confirmed for those specifications accredited by the regulatory authorities. Revision to accredited specifications would result in the exemptions offered by that subject being reviewed and, if necessary, revised or removed.

The currency of exemptions provided by proxy qualifications must be no longer than three years from the date of award to the date of claim. In these circumstances, exemptions from September 2000 can only be claimed for qualifications gained after September 1997.