



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Education

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## French 5651–6651

## 2008

Material accompanying this Specification

- Specimen and Past Papers and Mark Schemes
- Reports on the Examination
- A Teacher's Guide

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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# Background Information

## 1

# Advanced Subsidiary and Advanced Level Specifications

### 1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses were introduced in September 2000 for the award of the first qualification in August 2001. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialism;
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full A Level course of study.

### 1.2 Advanced Level (AS+A2)

The Advanced Level examination is in two parts:

- Advanced Subsidiary (AS) – 50% of the total award;
- a second examination, called A2 – 50% of the total award.

Most Advanced Subsidiary and Advanced Level courses are modular. The AS comprises three teaching and learning modules and the A2 comprises a further three teaching and learning modules. Each teaching and learning module is normally assessed through an associated assessment unit. The specification gives details of the relationship between the modules and assessment units.

With the two-part design of Advanced Level courses, centres may devise an assessment schedule to meet their own and candidates' needs. For example:

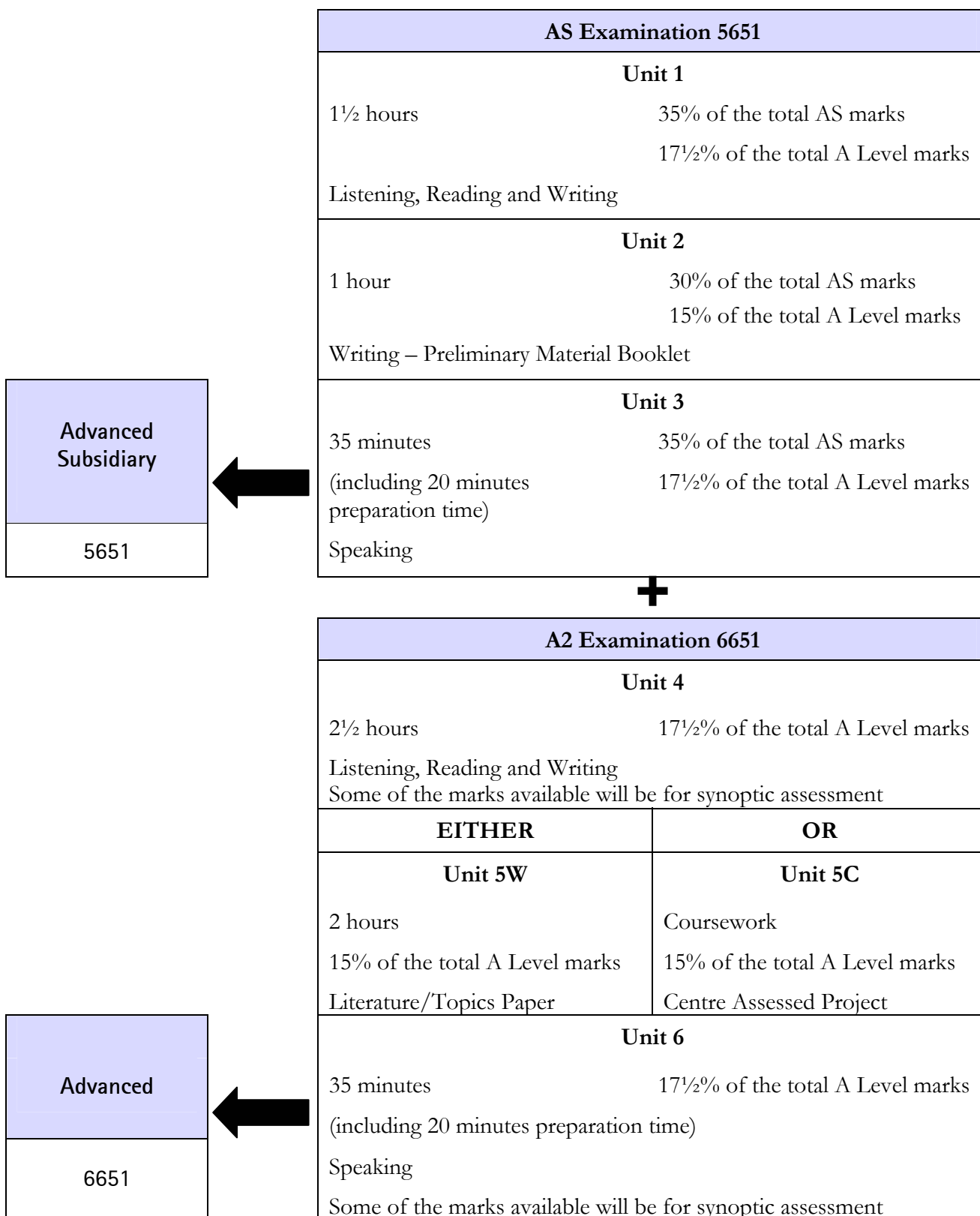
- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

Details of the availability of the assessment units for each specification are provided in Section 3.

2

## Specification at a Glance

### *French at Advanced Level*



## 3

## Availability of Assessment Units and Entry Details

### 3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

	Availability of Units		Availability of Qualification	
	AS	A2	AS	Advanced
January	All*	not available	✓	✓
June	All	All	✓	✓

\* In January Unit 3 tests must be conducted by the teacher and recorded on tape. Alternatively, centres may request an external examiner visit in the June session only.

### 3.2 Sequencing of Units

The AS Units must be taken before the A2 Units, but all Units may be taken in the same examination series.

### 3.3 Entry Codes

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

The following unit entry codes should be used:

AS	A2
Unit 1 - <i>FR01</i>	Unit 4 - <i>FR04</i>
Unit 2 - <i>FR02</i>	Unit 5C - <i>FR5C</i>
Unit 3 - <i>FR3T or FR3V</i>	Unit 5W - <i>FR5W</i>
	Unit 6 - <i>FR6T or FR6V</i>

The **Subject Code** for entry to the AS only award is *5651*.

The **Subject Code** for entry to the Advanced Level award is *6651*.

### 3.4 Classification Codes

Candidates entering for this examination are prohibited from entering for any other GCE French specification in the same examination series. This does not preclude candidates from taking AS and A2 units with AQA in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 5650.

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### 3.5 Private Candidates

The specification is available to private candidates under certain circumstances. Private candidates should write to AQA for a copy of '*Supplementary Guidance for Private Candidates*'.

The coursework option for Module 5 is not available to Private Candidates.

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### 3.6 Access Arrangements and Special Consideration

AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

*Access Arrangements and Special Consideration*

*Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination*

*GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills*

This document can be viewed via the AQA site ([www.aqa.org.uk](http://www.aqa.org.uk))

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

# Scheme of Assessment

## 4

## Introduction

### 4.1 Rationale

This GCE French specification complies with:

- the Subject Criteria for Modern Foreign Languages;
- the GCSE, GCE, VCE, GNVQ and AEA Code of Practice 2006/7;
- the GCE Advanced Subsidiary and Advanced Level Qualification-Specific Criteria;
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

The specification extends naturally from the skills developed at GCSE. Approximately equal stress is placed on each of the linguistic skills, both at AS and A Level, together with acquisition of knowledge about the contemporary culture and society of France and countries or communities where French is spoken.

Candidates who have followed this specification will be well prepared to use the language for practical communication and to continue their studies in higher education.

The specification emphasises the use of French, reflecting current practice in the teaching of French. However, important practical skills involving the use of English to convey understanding, such as translation, have been retained.

Centres are offered choice in the method used to assess their chosen topics between a written paper and centre-assessed coursework. In the speaking test, centres may choose to conduct the examination or to have a visiting examiner appointed; in both cases assessment is external.

### 4.2 Prior level of attainment and recommended prior learning

In order to study French at AS and A Level, candidates should normally have acquired the knowledge, understanding and skills equivalent to those specified for GCSE at Higher tier.

### 4.3 Language of assessment

Assessment is available in English only. It is not available in Welsh or Irish.

## 5

### Aims

AS and A Level courses in French should encourage candidates to:

- a. develop understanding of the spoken and written forms of French from a variety of registers;
- b. communicate confidently, clearly and effectively in French through both the spoken and written word, using increasingly accurate, complex and varied language;
- c. increase their sensitivity to language and language learning;
- d. develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where French is spoken;
- e. develop positive attitudes to foreign language learning.

AS and A Level courses in French should also:

- f. provide a suitable foundation for further study and/or practical use of French;
- g. provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

In addition, A Level courses in French should:

- h. provide a sufficient basis for the further study of French at degree level or equivalent.

## 6

### Assessment Objectives

The Assessment Objectives are common to both AS and A Level. The schemes of assessment will assess candidates' ability to:

1. understand and respond, in speech and writing, to spoken language;
2. understand and respond, in speech and writing, to written language;
3. show knowledge of and apply accurately the grammar and syntax prescribed in the specification;
4. demonstrate knowledge and understanding of aspects of the chosen society.

## 7

## Scheme of Assessment - Advanced Subsidiary (AS)

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises three compulsory assessment units which assess the teaching and learning modules described in the Subject Content.

The use of dictionaries will not be permitted in any Unit which is externally assessed (i.e. Units 1, 2 and 3).

### 7.1 Assessment Units

<b>Unit 1 - Listening, Reading, Writing</b>	<b>1½ hours</b>
<i>35% of the total AS marks</i>	<b>105 marks</b>

This unit assesses listening, reading and writing. Candidates will be issued with a question paper/answer booklet and an individual cassette. They will have personal control of the cassette and may stop, rewind and replay the recording at any point. The cassette will contain approximately 5 minutes of authentic material. The reading material will include items such as extracts from magazines, reports and books.

A range of exercises will be set which will require mainly short and some longer answers in French. There will also be an exercise requiring the transfer of meaning. This unit assesses Module 1 of the AS Subject Content.

<b>Unit 2 - Writing</b>	<b>1 hour</b>
<i>30% of the total AS marks</i>	<b>54 marks</b>

This unit is based on a preliminary booklet of 10 texts issued to candidates at the beginning of the course. Candidates will not be allowed to take this booklet into the examination room. A clean copy of the booklet will be provided for the examination. There will be two texts on each of the five topics listed in the specification. The Preliminary Material will act as a stimulus, not as the basis for questions.

Two questions will be set on each of the five topics. Candidates will be required to answer in French one question. This unit assesses Module 2 of the AS Subject Content.

<b>Unit 3 - Speaking</b>	<b>35 minutes</b>
<i>35% of the total AS marks</i>	<b>70 marks</b>

This unit consists of three parts:

**Part 1 - based on stimulus material.** Candidates will have 20 minutes supervised preparation time during which they should prepare **one** of two cards given to them by the examiner.

The cards will be selected at random from a set provided by AQA. They will contain mainly visual material. Candidates may make notes during their preparation time and may refer to these during the examination. The examiner will ask the five questions on the card. Candidates will then be expected to respond to the material and to comment on related issues (5 minutes). The cards will be based on topics from Module 1.

**Part 2 - Presentation and Discussion.** Candidates will give a brief presentation (2 minutes maximum) on the topic which has interested them most during the AS course, which can include the topics from Module 2. However, the topic for the presentation must not be the Module 2 topic identified for discussion in Part 3. Candidates will also be required to discuss their presentation topic and issues arising from it (3 minutes).

**Part 3 - Conversation.** Candidates will take part in a general conversation based on 2-3 of the topics studied during the AS course, i.e. the Module 1 topics together with only one of those studied by the candidate in Module 2 (5 minutes). The Module 2 topic in the general conversation must not be a Module 2 topic already covered in Part 2. Candidates will not be informed prior to the test of the Module 1 topics on which they will be questioned in the conversation.

The test will be either conducted by the teacher, recorded on tape and marked by an AQA examiner or conducted, recorded on tape and marked by an AQA examiner. This unit assesses Module 3 of the AS Subject Content.

## 7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
Understand and respond, in speech and writing, to spoken language (AO1)	10		15	25
Understand and respond, in speech and writing, to written language (AO2)	15	10	5	30
Show knowledge of and apply accurately the grammar and syntax prescribed in the specification (AO3)	10	5	10	25
Demonstrate knowledge and understanding of aspects of the chosen society (AO4)		15	5	20
<b>Overall Weighting of Units (%)</b>	35	30	35	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

## 8

## Scheme of Assessment - Advanced Level (AS+A2)

The Scheme of Assessment has a modular structure. The A Level award comprises three compulsory assessment units from the AS Scheme of Assessment and three compulsory assessment units from the A2 Scheme of Assessment, which assess the teaching and learning modules described in the subject content. The use of dictionaries will not be permitted in any unit which is externally assessed (i.e. Units 4, 5W and 6).

The details of the AS assessment units are given in Section 7 above and comprise the following three units:

8.1 AS Assessment Units	Unit 1	Written Unit	1½ hours
	17½% of the total A Level marks	105 marks	
	Unit 2	Written Unit	1 hour
	15% of the total A Level marks	54 marks	
	Unit 3	Speaking	35 minutes
	17½% of the total A Level marks	70 marks	

## 8.2 A2 Assessment Units

Unit 4 - Listening Reading, Writing	2½ hours
17½% of the total A Level marks	140 marks

This unit assesses listening, reading and writing. Candidates will be issued with a question paper/answer booklet and an individual cassette. They will have personal control of the cassette and may stop, rewind and replay the recording at any point. The cassette will contain approximately 7 minutes of authentic material. The reading material will include items such as extracts from magazines, reports and books. Both spoken and written material will generally be longer and use more complex language than that included in Unit 1.

A range of exercises will be set which will require some short but mainly long answers in French. There will also be an exercise requiring the transfer of meaning. This unit assesses Module 4 of the A2 Subject Content. 12½% of the marks available will be for synoptic assessment.

EITHER	Unit 5W - Writing	2 hours
	15% of the total A Level marks	60 marks

This unit comprises three set texts, three literary topics and six non-literary topics. Candidates will be required to answer **two** questions in French demonstrating **in each** an in-depth knowledge of **one** of the set texts, literary topics or non-literary topics prescribed for study. Candidates may not answer two questions on the same text or topic. It is recommended that candidates spend not more than 1 hour on each essay.

It is expected that candidates will write at least 250 words for each essay. Candidates will not be allowed to take set texts with them into the examination room. This unit assesses Module 5 of the A2 Subject Content.

**OR Unit 5C – Writing – Coursework**  
**15% of the total A Level marks      60 marks**

Candidates will be required to submit **two** assignments in French demonstrating an in-depth knowledge of:

- **either** two texts/topics of their own choice related to the target language country
- **or** two texts/topics set in Module 5
- **or** one text/topic of their own choice related to the target language country and one of the texts/topics set in Module 5.

The assignments must be submitted in written form. Audio or video material can be submitted to support an assignment but must not be the assignment itself. Each assignment should be approximately 700 words in length excluding quotations and appendices. Coursework is assessed by the teacher(s) and moderated by AQA. This unit assesses Module 5 of the A2 Subject Content.

**Unit 6 – Speaking**  
**17½% of the total A Level marks      70 marks** **35 minutes**

This unit consists of two parts.

**Part 1 - Reporting and Discussion.** Candidates will have 20 minutes supervised preparation time during which they should prepare **one** of two cards given to them by the examiner. The cards will be selected at random from a set provided by AQA. The material on the cards will consist of short articles in English taken from magazines or newspapers. Candidates may make notes during their preparation time and may refer to these during the examination. The examiner will ask the five questions on the card. Candidates will respond to these questions and discuss issues arising from the material (5 minutes).

**Part 2 - Conversation.** Candidates will take part in a general conversation based on 2-3 of the topics studied during the A2 course, i.e. the Module 4 topics together with only one of those studied by the candidate in Module 5. They will not be informed prior to the test of the topics on which they will be questioned in the conversation (10 minutes).

The test will be either conducted by the teacher, recorded on tape and marked by an AQA examiner or conducted, recorded on tape and marked by an AQA examiner. This unit assesses Module 6 of the A2 Subject Content. 7½% of the marks available will be for synoptic assessment.

### 8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that A Level specifications must include synoptic assessment (representing at least 20% of the total A Level marks).

Knowledge, understanding and skills in Modern Foreign Languages are closely linked. Synoptic assessment covers knowledge of the foreign language and skills in using it which have been developed in different parts of the A Level course together with cultural knowledge of the country. Synoptic assessment in Modern Foreign Languages should therefore draw on all A Level assessment objectives.

The synoptic assessment is represented by the AO1 and AO2 marks for Unit 4 and the AO3 and AO4 marks for Unit 6.

### 8.4 Weighting of Assessment Objectives for A Level

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

#### A Level Assessment Units (AS + A2)

Assessment Objectives	Unit Weightings (%)						Overall Weighting of AOs (%)
	1	2	3	4	*5W/†5C	6	
Understand and respond, in speech and writing, to spoken language (AO1)	5		7.5	5		7.5	25
Understand and respond, in speech and writing, to written language (AO2)	7.5	5	2.5	7.5	2.5	2.5	27.5
Show knowledge of and apply accurately the grammar and syntax prescribed in the specification (AO3)	5	2.5	5	5	2.5	5	25
Demonstrate knowledge and understanding of aspects of the chosen society (AO4)		7.5	2.5		10	2.5	22.5
<b>Overall Weighting of Units (%)</b>	17.5	15	17.5	17.5	15	17.5	100

\*One of the two options to be taken † Centre-assessed

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

8.5 Assessing the Units

Criteria for Assessment

Where word limits are issued these are for guidance only. Answers which do not meet a specified word length will not be penalised as short or long answers are usually self-penalising.

Unit 1

Young People Today

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	10	30
AO2	Response to written language	15	45
AO3	Knowledge of grammar	10	30
TOTAL		35	105

The marks will be allocated in the following way.

	AO1	AO2	AO3
Short listening pieces	15		
Longer listening pieces	15		10
Short reading texts		25	10
Longer reading text		20	10

Where Knowledge of Grammar (AO3) is being assessed, the following criteria will be used depending on the marks available for a particular question.

**NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.**

	Knowledge of Grammar (AO3)	
5	The manipulation of most structures is good and examples of complex language are frequently used. There are still a few inaccuracies but these tend to occur in the more complex structures.	9-10
4	The manipulation of basic structures is generally sound with some examples of more complex structures but these mostly result in increased inaccuracy.	7-8
3	There is some awareness of structure. There are still basic errors but communication is generally maintained.	5-6
2	The level of manipulation of structures and the number of errors make comprehension difficult.	3-4
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.	0-2

## Unit 2

## Aspects of Society

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO2	Response to written language	10	18
AO3	Knowledge of grammar	5	9
AO4	Knowledge of Society	15	27
TOTAL		30	54

The following criteria will be used.

	Reaction/Response (AO2)
15-18	The answer is clearly focused on the question and displays a logical and coherent personal reaction to the question which is well justified by clearly stated opinions.
11-14	There is clear evidence of personal reaction to the question, but this is not consistently maintained. There is some justification, but the consistency of the opinions is variable.
7-10	The answer lacks focus and ideas are not clearly organised. Some personal reaction to the question is evident, but justification is weak.
3-6	There is a limited personal reaction to the question, but no justification for points made.
1-2	There is virtually no personal reaction to the question, but there is a little reaction to the topic.
0	There is no evidence of any personal reaction/response.

	Knowledge of Grammar (AO3)
8-9	The manipulation of most structures is good. There are still some inaccuracies, but these tend to occur in attempts at more complex structures.
6-7	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, often successfully.
4-5	There is some awareness of structure but basic errors are still frequent. Communication is generally maintained.
2-3	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows little or no grasp of grammatical structure. Errors are such that communication is seriously impaired.

	<b>Content/Knowledge of Society (AO4)</b>
23-27	The answer is well illustrated with descriptions which are logically and coherently developed and do not depend exclusively on the preliminary material. Relevant points are clearly stated and there is definite evidence of reading around the topic, including good use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are very good.
17-22	The answer makes a number of points relevant to specific issues. It shows some independence from, or clear manipulation of, the preliminary material and makes use of topic-specific vocabulary. The quality of the evidence and understanding of the topic are good.
11-16	The answer relies heavily on the preliminary material, but there is an attempt made to manipulate this material and to use some topic-specific vocabulary. The quality of the evidence and understanding of the topic are sufficient.
5-10	The answer relies almost exclusively on the preliminary material. The quality of evidence and understanding of the topic are limited.
1-4	The answer includes very little factual evidence. The quality of the evidence and understanding of the topic are poor.
0	There is absolutely nothing of relevance either to the topic area or to the question set. A zero score will automatically result in zero for the question as a whole.

Unit 3

People and Society

The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
AO1	Response to spoken language	15	30
AO2	Response to written language	5	10
AO3	Knowledge of grammar	10	20
AO4	Knowledge of society	5	10
	<b>TOTAL</b>	<b>35</b>	<b>70</b>

The marks will be allocated in the following way.

		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
Part 1	Stimulus material		10		
Part 2	Presentation/Discussion				10
Part 3	Conversation	30			
overall	Knowledge of grammar			20	

The following criteria will be used.

<b>Part 1</b>	<b>Response to stimulus material (AO2)</b>
9-10	Supplies all the information necessary, offers views and opinions and exploits almost all the opportunities for development.
7-8	Supplies a large amount of relevant information, can develop ideas fully. Attempts to express opinions.
5-6	Supplies an above average amount of information but does not develop ideas fully. Attempts to express opinions.
3-4	Supplies a fair amount of information, rarely develops ideas in a relevant way and does not express meaningful opinions.
0-2	Supplies little or no relevant or substantial information. Difficulty in expressing views.

<b>Part 2</b>	<b>Presentation and Discussion Knowledge of Society (AO4)</b>
9-10	Presents a large amount of information in a very clear, well thought-out way with coherence and logical sequence. Good contribution to discussion, with some evidence of personal opinions/reactions.
7-8	Presents a reasonable amount of information clearly and in a generally well-ordered way. Participates fully in discussion, with some evidence of personal opinions/reactions.
5-6	Presents a fair amount of information fairly clearly and in a generally logical sequence, though with some irrelevance/inconsistency. Can contribute to discussion, but little personal reaction.
3-4	Presents a small amount of information in a way which is unclear and not well ordered. Some attempt at participation in discussion.
0-2	Presents a very limited amount of information in a haphazard way which makes it virtually or totally impossible to understand. No meaningful contribution to discussion.

<b>Part 3</b>	<b>Response to Spoken Language (AO1) in Conversation Section Fluency</b>
9-10	A generally confident speaker demonstrating a good pace of delivery only with some slight hesitation between and during utterances.
7-8	Prompt to respond but hesitating regularly between and during utterances.
5-6	At times lacking in confidence. Inappropriate pace of delivery adversely affects the natural flow of conversation.
3-4	The pace of delivery – either hurried and garbled or slow and halting – is such that the flow of communication is severely impaired.
0-2	Little or no fluency.

<b>Part 3</b>	<b>Response to Spoken Language (AO1) in Conversation Section Interaction</b>
9-10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7-8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5-6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3-4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0-2	Little or no significant reaction.

<b>Part 3</b>	<b>Response to Spoken Language (AO1) in Conversation Section Pronunciation/Intonation</b>
9-10	Generally good performance with some attempt to produce stress and intonation.
7-8	Reasonable pronunciation with lapses in intonation, phrasing and stress.
5-6	Intelligible pronunciation with a number of errors in intonation and stress.
3-4	Poor pronunciation; requires an effort of concentration on the part of a native speaker.
0-2	Very poor, generally unintelligible.

<b>Overall</b>	<b>This is an overall assessment of the candidate's performance in all parts of the test</b>
	<b>Knowledge of Grammar (AO3)</b>
17-20	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
13-16	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
9-12	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.
5-8	Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive.
0-4	Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.

Unit 4  
Contemporary Issues

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO1	Response to spoken language	5	40
AO2	Response to written language	7.5	60
AO3	Knowledge of grammar	5	40
	TOTAL	17.5	140

The marks will be allocated in the following way.

	AO1	AO2	AO3
Short listening pieces	18		5
Longer listening pieces	22		15
Short reading texts		25	
Longer reading text		35	20

Where Knowledge of Grammar (AO3) is assessed, the following criteria will be used.

**NB. Where there is nothing of relevance in the answer to the question set, no marks will be awarded for knowledge of grammar.**

	Knowledge of Grammar (AO3)
5	The grammatical structures in the specification are used accurately. There are occasional errors but these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable. There are errors but mostly only in the most difficult areas.
3	The grammatical structures are generally known but success in applying them is inconsistent.
2	Evidence of serious gaps in basic grammar. Even common structures are not sound and some irregular verbs are poorly constructed.
0-1	Errors are elementary and so numerous as to impede comprehension.

	<b>Knowledge of Grammar (AO3)</b>
9-10	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
7-8	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
5-6	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
3-4	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
0-2	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may cause difficulties for immediate comprehension.

## Unit 5W or Unit 5C

The Cultural and Social  
Landscape in Focus

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO2	Response to written language	2.5	5
AO3	Knowledge of grammar	2.5	5
AO4	Knowledge of society	10	20
	TOTAL	15	30

The following criteria will be used.

<b>Knowledge of Society (AO4)</b>	
16-20	Demonstrates thorough knowledge and understanding of the task using a wide range of examples and evidence. The answer is fully relevant with a good depth of treatment.
11-15	Demonstrates sound overall knowledge and understanding of the task, using a good range of examples and evidence. The answer is mostly relevant, treating the task in some depth.
6-10	Demonstrates some knowledge and understanding of the task. Examples and evidence are mostly simple, but the answer is generally relevant.
1-5	Demonstrates only limited knowledge and understanding of the task. Limited range of examples and evidence, often superficial.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

<b>Reaction/Response (AO2)</b>	
5	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well organised structure with clear progression.
4	Some attempt at evaluation with some personal reaction and conclusions but not always convincingly illustrated/justified. Logical structure with some progression.
3	Some evaluation evident, but relies on received ideas with few conclusions and little personal opinion. Some attempts at structure. Ideas generally not well supported.
2	Little relevant reaction/opinion/evaluation, generally factual or descriptive. Very poor structure.
0-1	Little or no reaction. No real illustration or justification.

<b>Knowledge of Grammar (AO3)</b>	
5	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
4	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
3	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Grammatical errors rarely impede comprehension.
2	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors generally do not impede comprehension.
0-1	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Grammatical errors may significantly impede comprehension.

Unit 6

Yesterday, Today and Tomorrow

The assessment objectives will be allocated in the following way.

		<b>% of A Level</b>	<b>Marks</b>
AO1	Response to spoken language	7.5	30
AO2	Response to written language	2.5	10
AO3	Knowledge of grammar	5	20
AO4	Knowledge of society	2.5	10
	TOTAL	17.5	70

The marks will be allocated in the following way.

		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
Part 1	Reporting/Discussion		10		10
Part 2	Conversation	30			
overall	Knowledge of grammar			20	

The following criteria will be used.

<b>Part 1</b>	<b>Reporting and Discussion Response (AO2) and Knowledge (AO4)</b>
17-20	Supplies all the information necessary, offers views and opinions and exploits almost all the opportunities for development.
13-16	Supplies a large amount of relevant information, can develop a number of ideas fully. Some success in expressing opinions.
9-12	Supplies an above average amount of information but does not develop ideas fully. Attempts to express opinions.
5-8	Supplies a fair amount of information, rarely develops ideas and is often unable to express meaningful opinions.
0-4	Supplies little or no relevant or substantial information. Generally unable to express views.

<b>Part 2</b>	<b>Response to Spoken Language (AO1) in Conversation Section Fluency</b>
9-10	A thoroughly confident speaker. Prompt to respond and able to sustain a conversation at a natural pace.
7-8	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances
5-6	Prompt to respond but hesitating regularly between and during utterances.
3-4	Lacking in confidence. Inappropriate pace of delivery adversely affects the natural flow of conversation.
0-2	The pace of delivery – either hurried and garbled or slow and halting – is such that the flow of communication is severely impaired.

<b>Part 2</b>	<b>Response to Spoken Language (AO1) in Conversation Section Interaction</b>
9-10	Sustains a meaningful exchange with very little prompting. Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views.
7-8	Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views.
5-6	Tends to react rather than initiate. Little evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information.
3-4	Generally dependent on the examiner's prompting which elicits only occasional attempts to give additional information.
0-2	Minimal reaction with little or no development of responses independent of any prompting.

<b>Part 2</b>	<b>Response to Spoken Language (AO1) in Conversation Section Pronunciation/Intonation</b>
9-10	Very good pronunciation and intonation; occasional errors.
7-8	Good pronunciation, makes an attempt at correct stress and intonation; some errors.
5-6	Generally good performance with some attempt to produce stress and intonation.
3-4	Reasonable pronunciation with lapses in intonation, phrasing and stress.
0-2	Intelligible pronunciation with a number of errors in intonation and stress.

Overall	This is an overall assessment of the candidate's performance in all parts of the test
<b>Knowledge of Grammar (AO3)</b>	
17-20	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.
13-16	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
9-12	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
5-8	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
0-4	Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may cause difficulties for immediate comprehension.

# Subject Content

## 9

### Summary of Subject Content

The material for each module is based on the topic areas listed. It should be recognised that the topics are inter-related and will include reference, where appropriate, to the particular society or culture.

#### 9.1 AS Modules

##### MODULE 1 - Young People Today

The family and relationships, rights and responsibilities, leisure, healthy living, education, jobs and careers.

##### MODULE 2 - Aspects Of Society

Mass media, pollution, conservation and environment, immigration and multiculturalism, France and Europe and the French-speaking world.

##### MODULE 3 - People And Society

Based on topic areas listed under Young People Today, namely: the family and relationships, rights and responsibilities, leisure, healthy living, education, jobs and careers together with the topic(s) chosen and studied for Module 2.

#### 9.2 A2 Modules

##### MODULE 4 - Contemporary Issues

The State and the individual, distribution of wealth, health issues, transport issues, science and technology, racism, crime and punishment, future of Europe, global issues.

##### MODULE 5 - The Cultural And Social Landscape In Focus

Topic areas in Unit 5W will be defined by the options within the three set texts, the three literary topics and the six non-literary topics. In Unit 5C candidates may submit assignments on topics of their own choice or on those set in Unit 5W.

## MODULE 6 – Yesterday, Today and Tomorrow

Based on topic areas listed under Contemporary Issues and The Cultural and Social Landscape in Focus, namely:

the State and the individual, distribution of wealth, health issues, transport issues, science and technology, racism, crime and punishment, future of Europe, global issues,

together with the two chosen areas of study from The Cultural and Social Landscape in Focus.

### 9.3 Introduction

#### The Relationship Between AS and A Level

Candidates' knowledge and understanding of the topics developed at GCSE will be widened and deepened through the continued exploration of these areas at AS and A Level. They are integral to the topic areas described as Subject Content. Candidates will meet these requirements through the study of the topic areas in Sections 10-15 which form the subject content for the AS and A Level examinations.

This specification is designed to develop candidates' knowledge of language, their language skills and their appreciation of cultural aspects of France and countries where the language is used. The thematic centre of the specification will be France, its geography, institutions and contemporary culture. The AS will develop candidates' understanding and application of the grammatical system as detailed in the AS specification (see Section 9.4 Grammatical Structures). They will learn to manipulate the target language accurately to organise facts and ideas, and to present explanations, opinions and information in both speech and writing. They will develop the ability to be creative and imaginative when communicating in speech and writing and they will learn to use appropriate registers in both of these forms of communication. Candidates will also explore aspects of the society, culture and communities of France and countries where the language is used.

In the A Level course, candidates will be expected to develop a wider knowledge of vocabulary and linguistic structures and a deeper understanding of cultural aspects, together with a higher level of critical awareness. In addition to the AS requirements, A Level candidates will understand and apply the grammatical system and a range of structures as detailed in the A Level specification (see Section 9.4 Grammatical Structures). They will develop the skills to use the target language spontaneously, to analyse, hypothesise, evaluate, argue a case, justify, persuade, rebut, develop arguments and present viewpoints, in speech and in writing. A Level candidates will develop a greater understanding of, and will study in depth, aspects of the society, culture and communities of France and countries where the language is used.

## 9.4 Grammatical Structures

### Defined Grammatical Content

AS and A Level candidates will be expected to have studied closely the grammatical system and structures of French during their course. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into AS and A Level. The examples in *italics* are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

#### ADVANCED SUBSIDIARY

Nouns	gender singular and plural forms
Articles	definite, indefinite and partitive
Adjectives	agreement position comparative and superlative demonstrative ( <i>ce, cet, cette, ces</i> ) indefinite ( <i>chaque, quelque</i> ) possessive interrogative ( <i>quel, quelle</i> )
Adverbs	comparative and superlative interrogative ( <i>comment, quand</i> )
Quantifiers/Intensifiers	( <i>très, assez, beaucoup</i> )
Pronouns	personal reflexive relative disjunctive/emphatic demonstrative ( <i>celui</i> ) indefinite ( <i>quelqu'un</i> ) possessive ( <i>le mien</i> ) interrogative ( <i>qui, que</i> ) use of <i>y, en</i>
Verbs	regular and irregular forms of verbs, including reflexive verbs modes of address ( <i>tu, vous</i> ) impersonal forms verbs followed by an infinitive (with or without a preposition) dependent infinitives ( <i>faire réparer</i> ) perfect infinitive negative forms

interrogative forms

tenses:            present  
                       perfect (including agreement of past participle)  
                       imperfect  
                       future  
                       conditional  
                       future perfect (R)  
                       conditional perfect (R)  
                       pluperfect  
                       past historic

passive voice:    present tense  
                           other tenses (R)

imperative

present participle

subjunctive mood:    present  
     perfect

Indirect speech

Inversion after speech

Prepositions

Conjunctions

Number, quantity and time    (including use of *depuis, venir de*)

**A LEVEL**

All grammar and structures listed for Advanced Subsidiary, plus:

Verbs

future perfect tense  
 conditional perfect tense  
 passive voice: all tenses  
 subjunctive mood: imperfect (R)

Inversion after adverbs

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## AS Module 1

### *Young People Today*

The following topics should be covered in the context of the country/countries of the language studied.

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10.1	<b>The family and relationships</b>	<ul style="list-style-type: none"><li>• The extended family;</li><li>• Generation gap;</li><li>• Family structure.</li></ul>
10.2	<b>Rights and responsibilities</b>	<ul style="list-style-type: none"><li>• From teenage years to adulthood;</li><li>• Good citizenship.</li></ul>
10.3	<b>Leisure</b>	<ul style="list-style-type: none"><li>• Leisure trends;</li><li>• Travel and tourism;</li><li>• National customs, e.g. le 14 juillet.</li></ul>
10.4	<b>Healthy living</b>	<ul style="list-style-type: none"><li>• Lifestyle;</li><li>• Drug addiction;</li><li>• Health Services.</li></ul>
10.5	<b>Education</b>	<ul style="list-style-type: none"><li>• Compulsory schooling;</li><li>• Further Education;</li><li>• Equal opportunities.</li></ul>
10.6	<b>Jobs and careers</b>	<ul style="list-style-type: none"><li>• Men/women in the work place;</li><li>• European dimension;</li><li>• Unemployment.</li></ul>

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Further guidance can be found in the Teacher's Guide.

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## AS Module 2

### *Aspects of Society*

At least one of the following topics must be covered. All topics must be covered in the context of the country/countries of the language studied.

11.1	<b>Mass media</b>	<ul style="list-style-type: none"> <li>• The Press, radio and TV;</li> <li>• New developments in the media;</li> <li>• Influence of media on society.</li> </ul>
11.2	<b>Pollution, conservation and environment</b>	<ul style="list-style-type: none"> <li>• Types of pollution and their effects on everyday life;</li> <li>• Awareness-raising and actions;</li> <li>• Energy: finite <i>v</i> renewable.</li> </ul>
11.3	<b>Immigration and multiculturalism</b>	<ul style="list-style-type: none"> <li>• Integration;</li> <li>• Problems facing ethnic minority groups;</li> <li>• Immigrants and asylum seekers.</li> </ul>
11.4	<b>France and Europe</b>	<ul style="list-style-type: none"> <li>• France and the EU;</li> <li>• France's relationship with other European countries.</li> </ul>
11.5	<b>The French-speaking world</b>	<ul style="list-style-type: none"> <li>• Economic and social developments in France and French-speaking countries;</li> <li>• Cultural diversity.</li> </ul>

Further guidance can be found in the Teacher's Guide.

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## AS Module 3

### *People and Society*

Based on topic areas listed under Young People Today, namely: the family and relationships, rights and responsibilities, leisure, healthy living, education, jobs and careers

together with the topic(s) chosen and studied for Module 2.

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## A2 Module 4

### *Contemporary Issues*

The following topics should be covered in the context of the country/countries of the language studied.

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13.1	<b>The State and the individual</b>	<ul style="list-style-type: none"><li>• Government structure;</li><li>• Pressure groups;</li><li>• The electoral system.</li></ul>
13.2	<b>Distribution of wealth</b>	<ul style="list-style-type: none"><li>• Wealth and poverty - rich <i>v</i> poor;</li><li>• Third World <i>v</i> developed world.</li></ul>
13.3	<b>Health issues</b>	<ul style="list-style-type: none"><li>• Effects of present day lifestyles on health;</li><li>• Poverty and health issues;</li><li>• The social security system.</li></ul>
13.4	<b>Transport issues</b>	<ul style="list-style-type: none"><li>• Public <i>v</i> private transport;</li><li>• Road congestion and accidents;</li><li>• Influence of transport/travel on the environment.</li></ul>
13.5	<b>Science and technology</b>	<ul style="list-style-type: none"><li>• IT revolution - technological world of work/school/home;</li><li>• Controversy surrounding technological advances.</li></ul>
13.6	<b>Racism</b>	<ul style="list-style-type: none"><li>• Origins of racism;</li><li>• Racist violence;</li><li>• Youth cultures.</li></ul>
13.7	<b>Crime and punishment</b>	<ul style="list-style-type: none"><li>• The judicial system;</li><li>• Reasons for (youth) crime - theft, drugs, vandalism, guns, etc.</li></ul>
13.8	<b>Future of Europe</b>	<ul style="list-style-type: none"><li>• European Union;</li><li>• European parliament;</li><li>• The Euro - a single currency.</li></ul>
13.9	<b>Global issues</b>	<ul style="list-style-type: none"><li>• Economic inter-dependency;</li><li>• War/conflict;</li><li>• Environmental issues, conservation.</li></ul>

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Further guidance can be found in the Teacher's Guide.

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## A2 Module 5

### *The Cultural and Social Landscape in Focus*

The set texts for the June 2007, 2008 and 2009 series are listed below.

The literary and non-literary topics will not change in the foreseeable future. Any changes will be published in the Spring Term and also posted on the Website. Candidates are not permitted to answer two questions using the same text.

#### 14.1 Set texts

- a. Camus: *Les Justes*
- b. Molière: *L'Avare*
- c. Troyat: *La neige en deuil*

#### 14.2 Literary topics

Candidates must study at least one text or six poems. However, it is permissible for candidates to study a second text by the same author.

##### a. **Enfance et Adolescence**

Suggested texts

- Colette: *Le Blé en herbe*;
- Clavel: *Malataverne*;
- Troyat: *Viou*;
- Sagan: *Bonjour Tristesse*;
- Pagnol: *La Gloire de mon père*.

##### b. **La France en temps de guerre**

Suggested texts

- Maupassant: *Boule de suif et autres contes de la guerre*;
- Joffo: *Un sac de billes*;
- Vercors: *Le Silence de la mer*;
- Dutourd: *Au Bon Beurre*;
- Troyat: *Toute ma vie sera mensonge*.

##### c. **La Poésie Française**

Suggested texts

- Prévert: *Anthologie*;
- Parmée: *Twelve French Poets*;
- Apollinaire: *Alcools*;
- Brassens: *La Mauvaise Réputation* (Folio ISBN 2-07-037778-4);
- Brel: *Choix de textes (Poésie et Chansons Seghers*  
ISBN 2-221-50163-2).

14.3 Non-literary topics

- a. **Les Français d'aujourd'hui**
- une étude de la vie familiale - les rapports entre les générations;
  - la comparaison - vie rurale: vie citadine;
  - la vie quotidienne - questions sociales.
- b. **Les Médias en France ou un pays francophone**
- la gamme croissante des médias - description et histoire;
  - le rôle joué - publicité, renseignements, informations, ventes et communication;
  - une étude critique - les effets sur le développement social.
- c. **Une étude socio-économique d'une région de la France ou d'un pays francophone**
- l'importance de la région ou du pays à la France;
  - l'explication des caractéristiques principales;
  - un horizon futur - les développements prévisibles.
- d. **Une période de l'histoire de la France du vingtième siècle**
- l'importance de l'aspect étudié à la France contemporaine;
  - l'explication des points-clé;
  - les leçons à en tirer.
- e. **L'étude d'un artiste français (metteur en scène/musicien/peintre)**
- la définition de l'étude entamée - l'importance de l'aspect étudié à la culture contemporaine;
  - les oeuvres exemplaires choisies;
  - les grandes influences sur l'artiste.
- f. **Les transports en France ou un pays francophone**
- transports publics - transports privés;
  - l'économie, l'environnement et l'individu;
  - industrie et services de pointe.

For Unit 5C candidates may produce assignments on the topics set or on topics of their own choice related to the target language country.

Further guidance can be found in the Teacher's Guide.

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## A2 Module 6

### *Yesterday, Today and Tomorrow*

Based on topic areas listed under Contemporary Issues, namely:  
the state and the individual, distribution of wealth, health issues,  
transport issues, science and technology, racism, crime and  
punishment, future of Europe, global issues,

together with the two chosen areas of study from The Cultural and  
Social Landscape in Focus.

## Key Skills and Other Issues

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### Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

#### 16.1 Introduction

The Key Skills qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills qualification.

Copies of the Key Skills Units may be downloaded from the QCA website ([www.qca.org.uk/keyskills](http://www.qca.org.uk/keyskills)).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for French can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of Communication, Information Technology, Working with Others, and Improving own Learning and Performance. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Section B of the units, are signposted below. More specific guidance on integrating the delivery of Key Skills in courses based upon this specification is given in the Teachers’ Guide.

## 16.2 Key Skills Opportunities in French

The nature of French makes it an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills of Communication, Information Technology, Working with Others and Improving own Learning and Performance and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the four Key Skills units at Level 3, in the teaching and learning modules of this specification. The degree of opportunity in any one module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

### Communication

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>C3.1a</b> Contribute to discussions	✓	✓	✓	✓	✓	✓
<b>C3.1b</b> Make a presentation	✓	✓	✓	✓	✓	✓
<b>C3.2</b> Read and synthesise information	✓	✓	✓	✓	✓	✓
<b>C3.3</b> Write different types of documents	✓	✓	✓	✓	✓	✓

N.B. QCA have indicated that evidence for the internal assessment component for the Key Skill of Communication must be presented in English, Welsh or Irish.

### Information Technology

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>IT3.1</b> Plan and use different sources to search for and select information		✓			✓	
<b>IT3.2</b> Explore, develop and exchange information and derive new information		✓			✓	
<b>IT3.3</b> Present information including text, numbers and images		✓			✓	

Working with Others

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>WO3.1</b> Plan the activity	✓	✓	✓	✓	✓	✓
<b>WO3.2</b> Work towards agreed objectives	✓	✓	✓	✓	✓	✓
<b>WO3.3</b> Review the activity	✓	✓	✓	✓	✓	✓

Improving own learning and performance

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
<b>LP3.1</b> Agree and plan targets	✓	✓	✓	✓	✓	✓
<b>LP3.2</b> Seek feedback and support	✓	✓	✓	✓	✓	✓
<b>LP3.3</b>	✓	✓	✓	✓	✓	✓

N.B. The signposting in the four tables above represents opportunities to acquire and produce evidence of the Key Skills which are possible through this specification.

There may be other opportunities to achieve these and other aspects of Key Skills via this specification but such opportunities are dependent on the detailed course of study delivered within centres.

16.3 Further Guidance

Further guidance is given in the Teacher's Guide.

## 17

## Spiritual, Moral, Ethical, Social, Cultural and Other Issues

### 17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

As the specification for French is set within contemporary European and world contexts, it offers candidates ample opportunities to explore and understand a wide range of spiritual, moral and cultural issues.

Through the study of the topic areas for each module in French, candidates are able to explore the human condition in general, and to evaluate their own relationship within a specific linguistic community in particular.

The discussion and analysis of the content of the course similarly encourages understanding of moral issues; candidates will face constant challenge in debate and study which will foster recognition and sympathetic awareness of others' beliefs and values.

As every language is an embodiment of the culture which it represents, it is virtually impossible to study French at this level without being constantly exposed to the culturally specific context of its linguistic communities. Throughout the course, candidates will be encouraged to form opinions and make judgements within the appropriate cultural context, be these historical or contemporary, ethnic or religious. The values and patterns which form the basis of the French community's cultural identity will also be explored.

### 17.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen materials. As French is a European Community language, the European dimension is clearly covered in every aspect of the specification.

### 17.3 Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for Further and Higher Education”* 1993 in preparing this specification and associated specimen materials. The Subject Content for this specification incorporates environmental issues and therefore contributes to candidates' environmental education.

### 17.4 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen materials to avoid bias of any kind.

## Centre-Assessed Component

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### Nature of Centre-Assessed Component

This unit is an alternative to Unit 5W, a written unit. Candidates should produce two in-depth assignments in the target language on:

- **either** two texts/topics of their own choice related to the target language country
- **or** two of the texts/topics set in Module 5
- **or** one text/topic of their own choice related to the target language country and one of the texts/topics set in Module 5

each of approximately 700 words excluding quotes and appendices.

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### Guidance for Setting Centre-Assessed Component

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

It is permissible for candidates to work in small groups when carrying out research. However, the piece of work submitted must be the work of only the individual candidate.

Candidates will be required to submit two assignments in French on two separate topics, related to a French-speaking society or culture. The topics may be literary (including set texts) or non-literary. Each assignment should total about 700 words.

The assignments must be submitted in written form, but may be supported by material on audio or video cassette. Any such material must be accompanied by a transcript and will be treated as quotation and not included in the word count.

The work undertaken by the candidate in preparing the coursework submission will be based to a large extent on materials which have been read in French. There is, however, scope for using oral and aural skills at this stage.

### Choosing the Topic

Teachers and candidates are encouraged to work out together their own areas of interest and make use of their own source material. A realistic and reasonably precise title should be negotiated by the teacher and candidate for each piece of work.

Candidates:

- should decide on a general area of interest and then select a specific topic within that area;
- should ensure that the choice of topic is realistic and that source material is readily available;
- should make their choices in consultation with their teachers;
- may choose to combine their French studies with another area, e.g. English/another foreign language/music.

Teachers:

- should consider ways in which the coursework can be integrated with the rest of the French language course;
- should consider class size and the materials available when planning the work of the group and guiding individual candidates in their choice of topic.

It is not expected that all candidates in a teaching group should work on different topics, with different source material for each essay. The exact pattern of work within centres will depend on the size of teaching groups, the number of teachers and the amount of source material which is available.

One possible approach could be:

- materials studied earlier in the course covering a range of areas of interest give rise to specific topics;
- first piece of work: groups of 3-4 candidates work, either together or independently, on the same specified topic;
- second piece of work: each candidate works independently from the rest of the class from the outset, although two or more candidates may be working on the same topic.

The advantages of this kind of approach are:

- coursework can be integrated with the rest of the French language course;
- aspects of the class's regular language work can stimulate candidates to choose a particular topic or title;
- candidates can be encouraged to discuss aspects of their topic with other members of the class;
- candidates' work on their topic can contribute to the work of the class as a whole.

### Sources

Depending on the interests of the candidate and the approach of the teacher, the following types of source material could be appropriate:

- books on aspects of life, society and institutions in French - speaking countries;
- works of literature;
- articles from French newspapers and magazines;
- documentary material;
- radio broadcasts in French;
- television programmes;
- feature and documentary film, including video recordings;
- personal interviews made during exchange/holiday visits;
- anthologies and text books compiled for the study of French language, life and culture.

Candidates do not need access to all these sources in order to present work of high quality. However, teachers should ensure that candidates do not choose topics for which adequate material is not available.

### Preparing and Producing the Assignments

Having chosen a general area of interest, studied the source material and negotiated the title with the teacher, the candidate should:

- allocate an appropriate amount of time (in class, in private study and at home) to preparing and planning each piece of work;
- make notes on the source material in French, select from and organise the notes on the source material;
- draw up a clear plan, in discussion with the teacher;
- from this point on produce the assignment **totally independently** using the source material, notes and plan;
- ensure that each assignment is accompanied by Appendix A (the plan of procedure written in French) and Appendix B (a comprehensive bibliography **listing all source materials including full internet address of all materials taken from the World Wide Web.**);
- submit the assignment to the teacher.

Although the teacher will have discussed with the candidate the choice of topic, source material, the title of each piece of work and the plan, it is essential to note that **teachers must not comment on or correct any language produced by the candidate which might be included in the piece of work the candidate decides to submit for marking as a piece of coursework. There is no first draft which the teacher may comment on. Candidates may draft and re-draft their work but the teacher must play no part in this process.**

- The use of translation software is not permitted.

## Assessment Criteria

### 20.1 Introduction

These criteria are provided to help teachers in the supervision and assessment of coursework. The coursework assignments test Assessment Objectives 2, 3 and 4.

### 20.2 Criteria

The coursework assignments should be marked according to the criteria given below. They are not confidential and teachers may make them available to candidates at any point in the course. Where word limits are issued, these are for guidance only. Answers which do not meet a specified word length will not be penalised as short or long answers are usually self-penalising.

The assessment objectives will be allocated in the following way.

		% of A Level	Marks
AO2	Response to written language	2.5	5
AO3	Knowledge of grammar	2.5	5
AO4	Knowledge of society	10	20
	TOTAL	15	30

The following criteria will be used.

	<b>Knowledge of Society (AO4)</b>
16-20	Demonstrates thorough knowledge and understanding of the task using a wide range of examples and evidence. The answer is fully relevant with a good depth of treatment.
11-15	Demonstrates sound overall knowledge and understanding of the task, using a good range of examples and evidence. The answer is mostly relevant, treating the task in some depth.
6-10	Demonstrates some knowledge and understanding of the task. Examples and evidence are mostly simple, but the answer is generally relevant.
1-5	Demonstrates only limited knowledge and understanding of the task. Limited range of examples and evidence, often superficial.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

<b>Reaction/Response (AO2)</b>	
5	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well organised structure with clear progression.
4	Some attempt at evaluation with some personal reaction and conclusions but not always convincingly illustrated/justified. Logical structure with some progression.
3	Some evaluation evident, but relies on received ideas with few conclusions and little personal opinion. Some attempts at structure. Ideas generally not well supported.
2	Little relevant reaction/opinion/evaluation, generally factual or descriptive. Very poor structure.
0-1	Little or no reaction. No real illustration or justification.

<b>Knowledge of Grammar (AO3)</b>	
5	Very good command of the language. Good use of idiom, complex structures and a wide range of vocabulary. Highly accurate grammar and sentence structure; only occasional mistakes.
4	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure. Generally accurate.
3	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Grammatical errors rarely impede comprehension.
2	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors generally do not impede comprehension.
0-1	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Grammatical errors may significantly impede comprehension.

### 20.3 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears as Appendix B; the exact design may be modified before the operational version is issued.

The Candidate Record Form must be attached to the candidate's work.

## 21

## Supervision and Authentication

- 21.1 Supervision of Candidates' Work** Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.
- 21.2 Guidance by the Teacher** The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.
- 21.3 Unfair Practice** At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.
- 21.4 Authentication of Candidates' Work** Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.

## 22

## Standardisation

- 22.1 Standardising Meetings** Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:
- where there has been a serious misinterpretation of the specification requirements;
  - where the nature of coursework tasks set by a centre has been inappropriate;
  - where a significant adjustment has been made to a centre's marks in the previous year's examination.
- Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

## 22.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Many centres find that assessing common samples of coursework by individual teachers followed by discussion is the most effective means of achieving internal standardisation (where work is grouped into separate mark ranges and discussed across departments as a whole).

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# 23

## Administrative Procedures

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### 23.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in Section 20.2. The marks and supporting information must be recorded in accordance with the instructions in Section 20.3.

The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

### 23.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified dates. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

### 23.3 Factors affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course, the new centre should take responsibility for assessment. If it occurs late in the course, it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

#### 23.4 Retaining Evidence and Re-Using Marks

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon result. The work may be returned to candidates after the issue of results, provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

## 24

## Moderation

### 24.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by a specified date in the year in which the qualification is to be awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

### 24.2 Post-Moderation Procedures

On publication of the GCE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination. The centre receives a report giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

## Awarding and Reporting

### 25

## Grading, Shelf-Life and Re-Sits

### 25.1 Qualification Titles

The qualifications based on these specifications have the following titles:

AQA Advanced Subsidiary GCE in French

AQA Advanced GCE in French

### 25.2 Grading System

Both the AS and the full A Level qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

Individual assessment unit results will be certificated.

### 25.3 Shelf-Life of Unit Results

The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.

### 25.4 Assessment Unit Re-Sits

Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best result will count towards the final award. Candidates who wish to repeat an award must enter for at least one of the contributing units and also enter for certification (cash-in). There is no facility to decline an award once it has been issued.

### 25.5 Minimum Requirements

Candidates will be graded on the basis of work submitted for the award of the qualification.

### 25.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the current *GCSE*, *GCE*, *VCE*, *GNVQ* and *AEA Code of Practice 2006/7* and will be revised in the light of any subsequent changes for future years.

# Appendices

## A

### Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

#### Grade A Speaking

Candidates are able to respond readily and to speak fluently. They are willing and able to take the initiative and to develop their answers. They have a good command of idiom and vocabulary and deploy this naturally. There is substantial evidence of the ability to argue a personal viewpoint and to handle, with a marked degree of success, the abstract language of ideas. Pronunciation and intonation are accurate with only the occasional slight mistake or hesitation. There are very few grammatical errors even in more complex language.

#### Reading and Listening

Candidates show clear understanding of a wide range of complex spoken and written texts in a variety of registers. They have a very good understanding of grammatical markers, e.g. tense, mood and aspects, and a high level of awareness of structure, style and register. They not only understand the detail of the text but also show an ability to infer meaning and points of view. Where circumstances allow, they respond with insight and imagination. They appreciate the register and syntax of the original and when transferring meaning into English they adapt their style appropriately.

#### Writing

Candidates are able to communicate information, concepts and opinions clearly. Language and expression are generally appropriate to the subject and sufficiently varied and mature to convey effectively their thought and argument. They use a wide and varied range of syntax and lexis, including idiom and specialised vocabulary, with a high level of accuracy and fluency, and are able to show ease in their manipulation of language. Despite errors, their level of accuracy is generally high, and errors which do occur are normally of a minor nature and may arise from their desire to use more enterprising constructions and vocabulary.

### Cultural Component

In relation to the civilisation and culture of countries where the foreign language is spoken, candidates demonstrate a thorough knowledge of the literature/topics studied while focusing appropriately on the aspect(s) of the text(s)/topic(s) to be dealt with. Detailed knowledge, views, arguments and insights are presented clearly, logically and with some sophistication. Candidates demonstrate independent judgement using appropriate evidence in well-structured, coherent, discursive essays. There is evidence of original thought and the ability to make qualitative judgements.

### Grade C Speaking

Candidates have few problems of comprehension and respond readily and without undue hesitation. They have some ability to develop their answers. They show competent use of relevant idiom and vocabulary and avoid significant influence from the mother tongue. There is evidence of the ability to argue a personal viewpoint and some ability to use the abstract language of ideas. They make a fair attempt at accurate pronunciation and intonation though the end result of their efforts may still show native language interference. Grammatical accuracy is adequate, showing a sound basic understanding of normal usage. Errors are likely to be more frequent when they attempt to use more complex language. They may need prompting, but where hesitation occurs, it may be attributable more to the selection and presentation of material than to gaps in their knowledge of the language.

### Reading and Listening

Candidates understand a range of spoken and written texts in a variety of registers. They show understanding of grammatical markers, e.g. tense, mood and aspects, and show some awareness of structure and register. They grasp the significant details of the text and are able to identify points of view, attitudes and emotions. They show some appreciation of the register and syntax of the original and when transferring meaning into English their style is sufficiently clear to convey meaning unambiguously.

### Writing

Candidates are able to communicate information and opinions clearly. Language and expression are generally appropriate to the subject, and although limited in range and variety, are adequate to convey their thoughts and argument. There are relatively few grammatical or factual errors of a serious kind and the general quality of the work tends to demonstrate that errors are due to lapses of attention or incomplete recall, rather than ignorance or failure to understand the problem involved. There is some evidence of ability to use more complex constructions.

### Cultural Component

In relation to the civilisation and culture of countries where the foreign language is spoken, candidates demonstrate a sound knowledge of the literature/topics studied while focusing appropriately on the aspect(s) of the text(s)/topic(s) to be dealt with. Detailed knowledge is presented clearly and logically although there is a preponderance of ‘content’ and limited evidence of insight and sophisticated understanding. Candidates show some capacity for independent judgement and are able to marshal appropriate evidence in coherently structured discursive essays.

### Grade E Speaking

When speaking, candidates’ production may be hesitant and lacking in fluency and their vocabulary is restricted. The message is clear despite a high frequency of grammatical errors, particularly if an attempt is made to use more complex language. Some candidates may be more fluent, but with a performance marred by frequent, elementary errors. Their pronunciation may be strongly influenced by their native language. They are not willing to develop responses beyond the minimum.

### Reading and Listening

Candidates respond to straightforward questions competently. They may experience difficulties with abstract or complex language. In the case of answers in the foreign language they may resort to copying parts of the text because of their lack of comprehension. In the case of questions in English they may attempt to translate. They understand the gist and identify main points but their grasp of detail may be random and they have a limited ability to draw inferences, recognise points of view and emotions and draw conclusions. When transferring meaning into English they manage to transmit the basic message, but often fail to appreciate grammatical markers, e.g. changes of tense, and their style is frequently clumsy.

### Writing

Candidates communicate their ideas in a style which is unsophisticated but appropriate to the purpose, e.g. giving factual information and narrating events. Over a limited range of expression, spelling and grammar they are often inaccurate and inconsistent and include even some very basic errors. They have a limited capacity to express and justify points of view. Their vocabulary is likely to be restricted and repetitive and there may be excessive use of simple sentences. They use a limited range of tenses and are prone to native language interference. They have a tendency to use stereotypical phrases.

### Cultural Component

In relation to the civilisation and culture of countries where the foreign language is spoken, candidates display adequate knowledge of the literature/topics studied but do not always focus on the aspect(s) under consideration. Narration or description rather than analysis tends to characterise the work of such candidates and essays may lack appropriate structure. References to factual information may be vague or at times inaccurate.

The Candidate Record Forms have been deleted from this specification because of changed requirements. The latest version of the forms are on the [Coursework Administration](#) pages of the Website.

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C

## Overlaps with other Qualifications

There are no overlaps with other qualifications at Level 3 of the qualifications framework.