Rewarding Learning

CCEA GCSE Specification in French

For first teaching from September 2009

For first assessment from Summer 2010
For first award in Summer 2011

Subject Code: 5650

french

Version 4   03 July 2012

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) French for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Modern Foreign Languages;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Modern Foreign Languages; and
- GCSE Controlled Assessment Generic Regulations.

We are now offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Centres in England

CCEA will not be accepting entries from English centres for GCSE courses starting September 2012 onwards.

Final awarding for English centres currently following this specification will be in Summer 2013.

A final resit opportunity for candidates from English centres will be available in Summer 2014.

You may download further copies of this publication from www.ccea.org.uk

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Appendices Overleaf

1 Introduction

This specification sets out the content and assessment details for our GCSE French course. First teaching begins from September 2009: You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in Wales.

The study of languages within the framework of our GCSE specification can contribute to the development of a young person by enhancing and encouraging the development of their communicative processes, thinking skills and personal capabilities.

1.1 Aims

This specification aims to encourage students to:

- derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society, and also provide them with a suitable basis for further study and practical use of French;
- make informed decisions about further learning opportunities and career choices;
- develop knowledge of the language and language learning skills;
- develop an understanding of French in a variety of contexts;
- develop the ability to communicate effectively in French; and
- develop awareness and understanding of French-speaking countries and communities.

1.2 Key features

The key features of the specification appear below:

- This is now a unitised specification. This means that students have the opportunity to take different units at different times. Students must complete at least 40% of the qualification the year they wish to have the qualification awarded.
- The course provides a sound base for further study of French at a more advanced level.
- The course is assessed through a combination of written papers (for reading and listening) and controlled assessments (for speaking and writing).
- There is a flexible pattern of entry (Foundation and Higher Tiers) for both the reading and the listening papers.
- Students may take a Short Course GCSE, focusing on either speaking and listening or reading and writing.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- There is support material available to teachers and students. For details of existing and planned material, see Section 7.

1.3   Prior attainment

There is no prior attainment that is required before students begin our GCSE French course; however, the specification is designed to promote continuity, coherence and progression within the study of the language. The specification builds on the knowledge, understanding and skills developed within the Key Stage 3 curriculum.

1.4   Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 5650.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

2   Specification at a Glance

The table below summarises the structure of the GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Speaking (AO2)	Controlled assessment Students prepare and complete **two tasks** under supervision. Teachers can either: • select or adapt the two tasks from a list that we provide; or • set their own two tasks, keeping within the parameters described in Section 6. Teachers mark the assessments and we moderate them.	30%	Every Summer
Unit 2: Writing (AO4)	Controlled assessment Students prepare and complete **two tasks** under supervision. Teachers can either: • select or adapt the two tasks from a list that we provide; or • set their own two tasks, keeping within the parameters described in Section 6. We mark the assessments.	30%	Every Summer
Unit 3: Listening (AO1)	One externally assessed written paper Two tiers of entry: • Foundation **(35 minutes)**; and • Higher **(45 minutes)** Stimulus material in French, recorded by native speakers. Responses include selection, gap filling and answering some questions in English.	20%	Every Summer

Content	Assessment	Weighting	Availability
Unit 4: Reading (AO3)	One externally assessed written paper Two tiers of entry: • Foundation **(40 minutes)**; and • Higher **(50 minutes)** Stimulus material of various lengths on a range of topics in French. Responses include selection, gap filling and short answers in French, and some answers in English.	20%	Every Summer

GCSE Short Course students take two of the above four components, either:

• Unit 1: Speaking (60%) and Unit 3: Listening (40%); or
• Unit 2: Writing (60%) and Unit 4: Reading (40%).

All students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3   Subject Content

We have divided the course into three contexts for learning. The content of each context, as well as its respective learning outcomes, appears below. For grammar and linguistic structures and vocabulary, see Appendices 3 and 4.

The specification requires students to:

- listen and respond to different types of spoken language;
- express themselves in speech using a variety of vocabulary, syntax and structures;
- read and respond to different types of written language;
- express themselves in writing using a range of vocabulary, syntax and structures; and
- understand and apply the grammar of the language as detailed in Appendix 3.

Foundation Tier students should be able to complete tasks within the limits of the structures and vocabulary specified in the appendices. Although they can expect to encounter some unfamiliar vocabulary in familiar contexts, tasks mainly come from predictable contexts and use familiar language.

Higher Tier students are required to complete tasks within the limits of the structures specified in a more developed and accurate manner, using more varied and complex language. They should be able to deal with elements of unpredictability and with unfamiliar language.

3.1   Context 1: The Individual

The topics to be studied are listed in the table below.

Content	Learning Outcomes
Students' lives, families, homes and interests, and those of others in French-speaking countries and communities	Students should be able to investigate, understand, describe, discuss and give opinions, in relation to their own environment and the countries and communities where French is spoken, on the following: • Relationships: families and friends; • Local environment: advantages and disadvantages; • Activities: daily routine and leisure activities; and • Health and lifestyle: diet, exercise and illness. They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.

3.2   Context 2: Citizenship

The topics to be studied are listed in the table below.

Content	Learning Outcomes
Lifestyles, attitudes and customs in students' own countries and communities, and in French-speaking countries and communities	Students should be able to investigate, understand, describe, discuss and give opinions, in relation to both their own environment and the countries and communities where French is spoken, on the following: • Social issues: problems in society and equality; • Travel and tourism: destinations and choices; • Environmental issues: attitudes to and responsibilities for litter, transport, energy, conservation and recycling; • Media and communications; and • Celebrations: festivals and customs. They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.

3.3   Context 3: Employability

The topics to be studied are listed in the table below.

Content	Learning Outcomes
Education and employment in students' own countries and communities, and in French-speaking countries and communities	Students should be able to investigate, understand, describe, discuss and give opinions, in relation to both their own environment and the countries and communities where French is spoken, on the following: • School life; • Part-time jobs: advantages and disadvantages; and • Future plans: choices and expectations. They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.

4   Scheme of Assessment

4.1   Assessment opportunities

The availability of examinations and controlled assessment tasks appears in Section 2 of this specification.

Candidates can choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2   Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- understand spoken language (AO1);
- communicate in speech (AO2);
- understand written language (AO3); and
- communicate in writing (AO4).

The GCSE Short Course requires candidates to demonstrate their ability in relation to only two of the assessment objectives, either:

- AO1 and AO2; or
- AO3 and AO4.

4.3   Assessment objective weightings

The table below sets out the assessment objective weightings for each examination component and the overall GCSE qualification:

Assessment Objective	Component Weighting		Overall Weighting
	External Assessment (Foundation/Higher)	Controlled Assessment	
AO1	20%		20%
AO2		30%	30%
AO3	20%		20%
AO4		30%	30%
Total	**40%**	**60%**	**100%**

4.4   Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks obtained on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

We award grades C–G to candidates entered for the Foundation Tier. We award grades A*–D to candidates entered for the Higher Tier. We provide an allowed grade E as a 'safety net' for Higher Tier candidates just failing to secure a grade D.

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

4.5   Assessment components

AO1 (Unit 3: Listening)

Percentage weighting: 20% (or 40% of GCSE Short Course)
Timing: Foundation Tier: **35 minutes** (including 5 minutes for reading)
                                          Higher Tier**: 45 minutes** (including 5 minutes for reading)

This paper comprises a variety of stimulus material in French recorded on CD by native speakers. Candidates have 5 minutes to read through the paper before the CD is started. They hear each item of stimulus twice. Writing time is built into the paper, so the teacher must not stop the CD between items.

At Foundation Tier, stimulus items may take the form of short announcements, messages and dialogues from a range of contexts. Candidates' responses may require selection, gap filling or, where the nature of the task demands, answers in English. Stimulus items refer to past, present and future events, and they include some unfamiliar language. Candidates are required to identify main points and extract details and points of view.

At Higher Tier, stimulus items may take the form of dialogues and narratives of various types from a range of contexts. Candidates' responses may require selection, gap filling and answers in English. Candidates should be able to understand gist, identify main points and details, recognise points of view, attitudes and emotions, and draw conclusions.

A number of questions are common to both Foundation and Higher Tier.

AO2 (Unit 1: Speaking)

Percentage weighting: 30% (or 60% of GCSE Short Course)

Speaking is assessed by controlled assessment. There is no tier of entry for the speaking controlled assessment tasks; outcomes will provide differentiation. See Section 6 and Appendix 1 for more details.

AO3 (Unit 4: Reading)

Percentage weighting: 20% (or 40% of GCSE Short Course)
Timing: Foundation Tier: **40 minutes**
                        Higher Tier: **50 minutes**

This paper comprises a variety of items of stimulus material in French, for example notices, announcements, advertisements, extracts from letters, magazine or newspaper articles and forms of imaginative writing. We include some items from ICT based sources, such as email or the internet.

At Foundation Tier, candidates' responses may require selection, gap filling and answers in English. The stimulus material covers a range of topics referring to past, present and future events and may include some unfamiliar language. Candidates are required to identify and extract details and points of view.

At Higher Tier, candidates' responses may require selection, gap filling and answers in English. Candidates are required to understand gist, identify main points and detail, recognise points of view, attitudes and emotions and draw conclusions.

A number of questions are common to both Foundation and Higher Tier.

AO4 (Unit 2: Writing)

Percentage weighting: 30% (or 60% of GCSE Short Course)

Writing is assessed by controlled assessment. Tasks are the same for both Foundation and Higher Tier candidates, although candidates aiming to achieve grades A*–C are expected to produce longer pieces of written work in French. See Section 6 and Appendix 1 for more details.

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content 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 overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.
	They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.
	They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.
	They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

Grade	Description
C	Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions. They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors. They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions. They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.
F	Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details. They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed. They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details. They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

6   Guidance on Controlled Assessment

6.1   Controlled assessment review

We replace our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

6.2   Skills assessed by controlled assessment

Two of the four Assessment Objectives in GCSE languages (AO2: Speaking and AO4: Writing) are assessed using controlled assessment. Candidates must:

- complete two tasks from different contexts for each skill;
- take part in a conversation (see Task A and the guidance on adapting speaking tasks in Appendix 1) as one of their controlled assessment tasks for speaking;
- submit tasks on different topics for speaking and writing and submit tasks with different purposes for writing; and
- submit task with different purposes for writing.

6.3   Level of control

Rules for controlled assessment in GCSE French are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4   Task setting

The two controlled assessment tasks for each skill are equally weighted. Both are individually marked out of 30, making a total of 60 marks for the two speaking tasks and 60 for the two writing tasks.

For both speaking and writing, the level of control for the setting of the controlled assessment tasks is limited. This means that centres can either:

- use one of the exemplar tasks listed in Appendix 1;
- create a task of their own choice; or
- adapt one of our tasks, within the parameters detailed in Appendix 1.

If centres choose to create their own task, they must ensure that the task they design allows candidates to meet the requirements of the mark schemes and to access the highest mark band appropriate to them. For candidates to achieve an F grade, they must produce simple sentences and express simple opinions. For candidates aiming for a C grade, tasks must contain a range of structures, which may relate to past and future events. Candidates aiming for an A grade should also express and explain ideas and points of view.

If centres choose to adapt the tasks listed in Appendix 1, they must ensure that their tasks allow candidates to meet the requirements of the mark schemes and to access the highest mark band appropriate to them. See the sub-section in Appendix 1 on adapting controlled assessment tasks for specific guidance and examples for both speaking and writing.

After selecting the task, the teacher should spend 20–30 minutes outlining the nature of the task to candidates, explaining:

- the format and purpose of the task;
- the time allowed for the preparation and taking of the task;
- the word limit (writing tasks only);
- the nature of the preparation allowed; and
- which resources they may use during their preparation time.

6.5 Task taking

Unit 1: Speaking
There is a medium level of control for this stage of the speaking controlled assessment tasks.

Preparation
Teachers may not give the details of the task to candidates until the beginning of the preparation stage.

Areas of Control	Detail of Control
Authenticity	Candidates must complete their work under informal supervision. This may involve working in pairs or in small groups with other candidates. Candidates may complete some or all of the preparation work at home. Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.
Feedback	Teachers must give guidance and feedback on how candidates should reference their sources so as to avoid plagiarism. Teachers must not correct any of the candidates' preparation work. They should, however, give guidance and feedback on the following: • how the work meets the requirements of the specification; and • how the work will be assessed according to the marking criteria. Candidates should reach their own conclusions.
Time Limit	Candidates have **3–4 hours** to prepare for the task.
Collaboration	Candidates can work in pairs or small groups when preparing the task, but each must have an individual mark awarded for the task.

Areas of Control	Detail of Control
Resources	Candidates may have access to a dictionary and other resource materials such as textbooks, books, magazines or newspapers in the target language. They may use these resources to prepare a pro forma, writing no more than 40 words. This may include some headings or bullet points. Candidates may include verbs or phrases, but must not exceed the word limit. Candidates must reference any resources that they use, including those accessed via the internet.

Final production of the speaking task

Areas of Control	Detail of Control
Authenticity	Candidates must complete their final production of the speaking task under formal supervision.
Feedback	Teachers must not give feedback at this stage.
Time Limit	The speaking task should last approximately **4–6 minutes**.
Collaboration	Candidates can be assessed individually, in pairs or in groups, but each candidate must be given an individual mark for the task.
Resources	Candidates can use the pro forma they have prepared (with no more than 40 words written on it). They may not have access to any other resources.

Unit 2: Writing

There is a high level of control for this stage of the writing controlled assessment tasks.

Preparation

Teachers may not give the details of the task to candidates until the beginning of the preparation stage.

Areas of Control	Detail of Control
Authenticity	Candidates must complete their work under informal supervision. Candidates may complete some or all preparation work at home. Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.
Feedback	Teachers must give guidance and feedback on how candidates should reference their sources so as to avoid plagiarism. Teachers must not correct any of the candidates' preparation work. They should, however, give guidance and feedback on the following: • how the work meets the requirements of the specification; and • how the work will be assessed according to the marking criteria. Candidates should reach their own conclusions.
Time Limit	Candidates have **5–6 hours** to prepare for the task.
Collaboration	Candidates must complete all their work individually.
Resources	Candidates may have access to a dictionary and other resource materials such as textbooks, books, magazines or newspapers in the target language. They may use these resources to prepare a pro forma, writing no more than 40 words. This may include some headings or bullet points. Candidates may include verbs or phrases, but must not exceed the word limit. Candidates must reference any resources that they use, including those accessed via the internet. If candidates are using IT to prepare their work, they must not have access to spelling or grammar checks, but they may use online dictionaries.

Final production of the writing task

Areas of Control	Detail of Control
Authenticity	Candidates must complete their work under formal supervision. Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.
Feedback	Teachers must not give feedback at this stage.
Time Limit	Candidates have **1 hour** to produce the final version of the task.
Word Limit	Candidates aiming for grades D–G should produce **100–150 words** for each task. Candidates aiming for grades A*–C should produce **200–300 words** for each task.
Collaboration	Candidates must complete all their work individually.
Resources	Candidates may have access to a dictionary and the pro forma they have prepared (with no more than 40 words written on it) They must reference any resources that they use, including those accessed via the internet. If candidates are using IT to produce the final version of their task, they must not have access to spelling or grammar checks, but they may use online dictionaries.

6.6   Task marking

Unit 1: Speaking

The level of control for task marking is medium. There is no tier of entry for the speaking controlled assessment tasks; outcomes will provide differentiation. Teachers mark the tasks using the mark schemes we provide. Teachers should also attend the agreement trials that we run for our controlled assessment tasks and take note of the following marking guidance.

General guidance on marking speaking tasks

- Each candidate should have a mark out of 30 for each controlled assessment task. This mark is made up of:
  – a mark for communication (out of 15);
  – a mark for grammar and structures (out of 10); and
  – a mark for pronunciation and intonation (out of 5).
- Teachers should decide which of the six bands best describes the candidate's final controlled assessment task.
- Teachers are advised to start with Band 3 and decide whether the candidate's task fits into this band or should be in a higher or lower band.

- Once the teacher has decided which band best describes the candidate's task, they must decide on the mark to award.

Awarding marks for grammar and structures

- In the grammar and structures grid, there are two marks in each band. Teachers should award the marks accordingly:
  − all requirements of band met – top mark; or
  − most requirements of band met – lower mark.

Awarding marks for communication

- In the communication grid, there are three marks in each band. Teachers should award the marks accordingly:
  − all requirements of band met – top mark;
  − most requirements of band met – middle mark; or
  − some requirements of band met – lowest mark.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

Unit 2: Writing
The level of control for task marking is high. Our examiners mark the writing tasks. While there is no tier of entry for the controlled assessment tasks for writing, teachers should note that the word limits are:

- **200–300 words** per task for candidates aiming for grades A*–C; and
- **100–150 words** per task for candidates aiming for grades D–G.

6.7   Internal standardisation
Centres with more than one teaching group must carry out internal standardisation of the speaking controlled assessment tasks before submitting them to us. This is to ensure that, as far as possible, each teacher has applied the assessment criteria consistently when marking assessments.

6.8   Moderation
We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

Centres are required to record one task for each candidate to provide sufficient evidence for moderation. We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission. Marks and samples of candidates' work for moderation must be submitted to us in early May in the year of assessment.

See Appendix 6 for a glossary of terms for controlled assessment.

7   Links

7.1   Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes;
- controlled assessment tasks;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials;
- student guides;
- controlled assessment guidance for teachers; and
- controlled assessment guidance for candidates.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports; and
- exemplification of standards.

You can find details of events and materials for French on our website at www.ccea.org.uk

7.2   Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment:
  - by studying materials, participating in various classwork activities and preparing controlled assessments for the three contexts listed in Section 3: The Individual, Citizenship and Employability;
- progress from Key Stage 3 Northern Ireland Curriculum requirements:
  - by giving them opportunities, through the three contexts for learning – The Individual, Citizenship and Employability – to build on curriculum objectives at Key Stage 3;
- investigate and discuss ethical, social, economic and cultural issues:
  - by studying material relating to these issues both in their own communities and in countries/communities where the target language is spoken; and
  - by giving them the opportunity to discuss their own and listen to others' points of view, to work with others and to make comparisons between their own and other countries/communities;
- investigate and discuss issues in other European countries and communities:

- by providing opportunities to discuss issues and developments in students' own countries and in communities where the target language is spoken and gain a better understanding of the greater European context;

- investigate and discuss employability:
  - by giving them the opportunity to study, discuss and express their opinions on employability, which is one of the three contexts for learning; and

- use technology for communication purposes:
  - by providing opportunities throughout the course of study to use technology for communication purposes, for example when participating in classwork or preparing controlled assessment tasks.

This specification also addresses issues of:

- sustainable development, health and safety considerations and European developments, consistent with international agreements:
  - We have taken care in drawing up this specification to ensure that it meets health and safety considerations. Students following our specification have the opportunity to study and discuss issues and developments in their own communities and in countries and communities where the target language is spoken. This enables them to gain a better understanding of the greater European context.

- avoidance of bias:
  - We have made it a priority, when designing the content of this specification, to avoid bias of any kind.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3   Key Skills

This specification provides students with opportunities to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number;
- Communication;
- Improving Own Learning and Performance;
- Information and Communication Technology;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the CCEA website at www.ccea.gov.uk.

7.4   Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **Information on reasonable adjustments is found in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations.***

Potential barriers for some students include:

- Speaking, for some students with a speech impairment;
- Listening, for some students with a hearing impairment, i.e. those who cannot lip read (British or Irish Sign Language may not be allowed, as that would not involve communication in the foreign language); and
- Reading, for some students with a visual impairment (i.e. those who cannot read Braille) – these students may not have the text read to them, as that would involve testing the different competence of listening.

These competences are included because:

- the GCSE is a holistic qualification which must continue to assess all four skills to meet all its Assessment Objectives; and
- removal of a competence may penalise students for whom that competence is a strength.

Modified visual and hearing papers are available on request.

There are alternative qualifications for individual skills, and short course GCSEs are available covering only AO1 and AO2 or AO3 and AO4.

7.6   Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Eimear Dolan
  (telephone: (028) 9026 1200, extension 2552, email: edolan@ccea.org.uk)

- Officer with Subject Responsibility: Clare McNicholl
  (telephone: (028) 9026 1200, email: cmcnicholl@ccea.org.uk)

- Examination Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Examiner Recruitment
  (telephone: (028) 9026 1243, email: appointments@ccea.org.uk)

- Distribution (past papers and support materials)
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Information Section (including Freedom of Information requests)
  (telephone: (028) 9026 1200, email: info@ccea.org.uk)

- Business Assurance (appeals)
  (telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1
Controlled Assessment Tasks for 2012-13 and 2014-15

Unit 1: Speaking (AO2)

Guidance for teachers

When selecting a speaking task, centres can either:

- use the exemplar tasks provided below;
- adapt these tasks using the guidance on adapting speaking tasks in this specification; or
- design a task of their own using the guidance on creating their own tasks in this specification.

For all tasks, centres must adhere to our requirements on:
- one task being a conversation;
- timing of tasks;
- topics of tasks (candidates cannot submit two speaking tasks from the same context); and
- ensuring there is no crossover between the topics for the writing and speaking tasks.

When preparing candidates for their tasks, teachers should:

- ensure the candidates have adequate time to prepare for each task; and
- ensure the tasks they are preparing meet the requirements of the mark schemes and will allow them access to the highest mark bands appropriate to them.

When preparing to assess speaking tasks, teachers should ensure that the unprepared elements of the task:

- meet the requirements of the mark schemes and allow each candidate access to the highest mark bands appropriate to them;
- are not shown to the candidates before they take the task; and
- are appropriate and relevant to the topic of the task.

Task A: Conversation (2012-2013)

Context: Citizenship
Topic: Social issues: problems in society and equality

Format: The candidate engages in a conversation based on the topic of social issues: problems in society and equality.
Purpose: To display the ability to inform and respond to questions on the topic.
Timing: **4 – 6 minutes**

**Topic: Social Issues: problems in society and equality
              (Guidance for candidates)**

You will be asked questions on the following:
  • Your locality including a brief description
  • What you like and dislike about your area
  • The facilities available for young people in your area
  • The social problems that exist for young people in your area
  • The way you think these problems could be addressed

You will also be expected to respond to **two items** that you have not prepared.

You must address all bullet points.

Task B: Presentation and discussion (2012-2013)

Context: The Individual
Topic: Activities: Daily Routine and leisure activities

Format: The candidate gives a presentation of 1 – 2 minutes describing their hobby. This presentation will be followed by a short discussion on the topic.
Purpose: To display the ability to present information and engage in a discussion about the topic.
Timing: **4 – 6 minutes**

**Topic: Activities: Daily routine and Leisure activities
              (Guidance for candidates)**

You should prepare a presentation of **1 – 2 minutes** describing your hobby and why you have developed an interest in it. In a follow-up discussion you will be asked questions on the following:

  • Why you think it is good to have a hobby
  • How your hobby has helped you develop personal qualities
  • What opportunities you have had because of your hobby

You will also be expected to respond to **one item** that you have not prepared.

You must address all bullet points.

Task C: **Interview (2012-2013)**
Context: Employability
Topic: School Life

Format: The candidate is interviewed by a foreign student about school life in
                Northern Ireland.
Purpose: To display the ability to prepare for and take part in a formal interview.
Timing: **4–6 minutes**

Topic   **School Life**
                   (Guidance for candidates)

You are being interviewed by a foreign exchange student about school life here in
Northern Ireland. You will be asked questions about the following:

- The type and size of your school
- The facilities in your school
- The subjects you study for GCSE
- What you intend to do after GCSE
- What you like and dislike about your school

You will also be expected to respond to **two items** that you have not prepared.

You must address all bullet points.

Task A: Conversation (2014-2015)

Context: Employability
Topic: Future plans, choices and expectations

Format: The candidate engages in a conversation based on the topic of future
                plans, choices and expectations.
Purpose: To display the ability to inform and respond to questions on the topic.
Timing: **4 – 6 minutes**

Topic: **Future plans, choices and expectations**
                   (Guidance for candidates)

You will be asked questions on the following;

- What you hope to do after GCSE
- Your favourite subjects at present and why
- What career path you hope to follow when you leave school
- What qualifications/ courses you need to do to follow that path
- Why you are choosing that career and what it involves

You will also be expected to respond to **two items** that you have not prepared.

You must address all bullet points.

Task B: Presentation and discussion (2014-2015)

Context: Citizenship
Topic: Media and Communication

Format: The candidate gives a presentation of 1 – 2 minutes describing the effect that media and communication has had on his / her education. This presentation will be followed by a discussion on the topic.
Purpose: To display the ability to present information and engage in a discussion about the topic.
Timing: **4 – 6 minutes**

Topic: Media and Communication (Guidance for candidates)

You should prepare a presentation of **1 – 2 minutes** describing the effect that media and communication has had on your education. In a follow-up discussion you will be asked questions on the following:

- What types of media and communication do you use in everyday learning.
- Why you like using media and communication in your learning
- Any disadvantage you can think of in relation to media and communication and learning.

You will also be expected to respond to **one item** that you have not prepared.

You must address all bullet points.

Task C: Interview (2014-2015)

Context: The Individual
Topic: Health and Lifestyle: Diet, exercise and illness

Format: The candidate is interviewed by a school nurse doing a survey on teenage lifestyle.
Purpose: To display the ability to prepare for and take part in a formal interview
Timing: **4 – 6 minutes**

Topic: Health and Lifestyle: Diet, exercise and illness.
            (Guidance for candidates)

You are being interviewed by a school nurse doing a survey on teenage lifestyles. You will be asked questions about the following:

- The type of food you eat and healthy food choices
- Food in the school canteen
- The type and amount of exercise you take
- Problems such as Smoking, Alcohol and Drugs relevant to your age group
- How schools can promote a healthy lifestyle

You will also be expected to respond to **two items** that you have not prepared.

You must address all bullet points.

Unit 2: Writing (AO4)

All writing tasks may be produced using IT but must be submitted in hard copy.

Guidance for teachers

When selecting a writing task, centres can either:
- use the exemplar tasks provided below;
- adapt these tasks using the guidance on adapting writing tasks in this specification; or
- design a task of their own using the guidance on creating their own tasks in this specification.

For all tasks, centres must adhere to our requirements on:
- topic of task (Candidates cannot submit two writing tasks from the same context);
- purpose of tasks (The purpose of the two tasks must be different); and
- ensuring there is no crossover between the topics for the writing and speaking tasks.

When preparing candidates for their tasks, teachers should:
- ensure the candidates have adequate time to prepare for each task;
- ensure the tasks they are preparing meet the requirements of the mark schemes and will allow them access to the highest mark bands appropriate to them;
- remind candidates aiming for grades A* to C should produce 200-300 words per task. Candidates aiming for grades D to G should produce 100-150 words per task.

Task D: Informative Writing (2012-2013)
Context: Citizenship
Topic: Travel and tourism

Format: The candidate writes an article for their school magazine about a holiday they spent in a country where the target language is spoken.
Purpose: To display the ability to research, plan and inform.
Timing: **1 hour**
Word limit: Candidates aiming for grades D–G: **100–150 words**
Candidates aiming for grades A*–C: **200–300 words**

Topic: **Travel and tourism (Guidance for candidates)**

You have been asked to write an article for your school magazine about a holiday you spent in a country where the target language is spoken. Your work must include information on all of the following:
- when you went, where and how long you stayed there
- the accommodation you had
- what you did and saw
- what you thought of the climate
- your impressions of the area and the inhabitants

Task E: Comparative Writing (2012-2013)

Context: The Individual
Topic: Health and lifestyle

Format: The candidate is asked to write an article for a magazine comparing the lifestyle of young people in a country/community where the target language is spoken with the lifestyle of young people in their own community.
Purpose: To display the ability to research and provide comparisons.
Timing: **1 hour**
Word limit: Candidates aiming for grades D–G: **100–150 words**
            Candidates aiming for grades A*–C: **200–300 words**

Topic: Health and lifestyle (Guidance for candidates)

You have been asked to write an article for a magazine comparing the lifestyle of young people in a country/community where the target language is spoken with the lifestyle of young people in your community. Your work must include information on all of the following:

- the most striking feature about the lifestyle of young people in the country/community where the target language is spoken
- the most striking feature about the lifestyle of young people in your community
- what feature the two groups have in common
- how the two groups differ
- your opinion about the role/influence young people will have on lifestyles in the future

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Task F: Persuasive Writing (2012-2013)

Context: Employability
Topic: A part-time job

Format: The candidate writes an email to a campsite owner to persuade them to offer them a part-time job.
Purpose: To display the ability to present information and persuade an audience.
Timing: **1 hour**
Word limit: Candidates aiming for grades D–G: **100–150 words**
            Candidates aiming for grades A*–C: **200–300 words**

Topic: A part-time job (Guidance for candidates)

You want to spend some time during the summer holidays in a country/community where the target language is spoken and are interested in a part-time job at a campsite your partner has told you about. You send an application by email to the owner of the campsite. Your work must include information on all of the following:

- ask to be considered for the job
- say what work you have done previously
- explain how the work you have done would be beneficial in this job
- enquire about the hours of work and the salary
- give your opinion about part-time work for young people

If candidates are producing leaflets/posters/brochures as a written task, they should submit a piece of continuous prose. Only the language they use is being assessed.

Task D: Informative Writing (2014-2015)

Context: Citizenship
Topic: Festivals and customs

Format: The candidate is asked to write an article for a school magazine about a festival event which takes place in a country/community where the target language is spoken.
Purpose: To display the ability to research, plan and inform.
Timing: **1 hour**
Word limit: Candidates aiming for grades D–G: **100–150 words**
             Candidates aiming for grades A*–C: **200–300 words**

Topic: Festivals and customs (Guidance for candidates)

You have been asked to write an article for your school magazine about a festival event which takes place in a country/community where the target language is spoken. Your work must include information on all of the following:

- how you heard about the festival
- where and when it took place
- what happened during the festival
- who was present at the event
- what you thought of the festival

Task E: Comparative Writing (2014-2015)

Context: The Individual
Topic: Activities, daily routine and leisure activities

Format: The candidate has been invited to write an article for a youth magazine comparing the daily routine and leisure activities of young people in a country/community where the target language is spoken and young people in their community.
Purpose: To display the ability to research and provide comparisons.
Timing: **1 hour**
Word limit: Candidates aiming for grades D–G: **100–150 words**
             Candidates aiming for grades A*–C: **200–300 words**

**Topic: Activities, daily routine and leisure activities
                (Guidance for candidates)**

You have been invited to write an article for a youth magazine comparing the daily routine and leisure activities of young people in a country/community where the target language is spoken and young people in your community. Your work must include information on all of the following:

- daily routine and leisure activities in the country/community where the target language is spoken
- daily routine and leisure activities in your community
- your thoughts on how the two groups compare
- the advantages and disadvantages of leisure for young people today everywhere
- leisure possibilities today for young people compared to those in the past.

Task F: Persuasive Writing (2014-2015)

Context: Citizenship
Topic: Environmental issues

Format: The candidate has been asked to write an article on attitudes to and responsibilities for transport, litter and recycling in their region.
Purpose: To display the ability to present information and persuade an audience.
Timing: **1 hour**
Word limit: Candidates aiming for grades D–G: **100–150 words**
Candidates aiming for grades A*–C: **200–300 words**

Topic: Environmental issues (Guidance for candidates)

You have been asked to write an article on attitudes to and responsibilities for transport, litter and recycling in your region. Your work must include information on all of the following:
- why the environment matters
- what steps can be taken to look after the environment
- private cars versus public transport
- what individuals can do to protect the environment
- the role of schools concerning the environment.

If candidates are producing leaflets/posters/brochures as a written task, they should submit a piece of continuous prose. Only the language they use is being assessed.

Adapting controlled assessment tasks

Adapting speaking tasks

Every candidate must take part in a conversation as one of their speaking tasks. This could be either the conversation in Task A or an adaptation on a different topic.

Regarding the other task, centres may choose their own topic, purpose and format; however, they must ensure that the contexts of the two tasks are different.

Candidates must not submit tasks on the same topic for their speaking tasks – for example 'school life' – as for their writing tasks.

Candidates must adhere to the guidance on task setting and task taking outlined in Section 6 of this specification. If they wish to adapt/design their own speaking tasks, they must ensure that:

- the tasks meet the requirements of the mark schemes and allow candidates to access the highest mark band appropriate to them;
- candidates adhere to the timings (**4–6 minutes** per task) outlined in the specification and the exemplar tasks; and
- unprepared items meet the requirements of the mark schemes and, in responding to them, candidates will have access to the highest mark band appropriate to them.

The conversation that each candidate must take part in as one of their tasks must be a one-to-one conversation between the candidate and a teacher. This task cannot, therefore, be adapted to allow for assessment in pairs or groups. However, if candidates wish to take their other speaking task in pairs or small groups, they may do so.

Adapting speaking tasks for pairs/groups

When candidates' speaking tasks are to be assessed in pairs/groups, centres must ensure that:

- a teacher facilitates the task with the candidates and asks the unprepared elements of the task;
- the task meets the requirements of the mark schemes and allows each candidate to access the highest mark band appropriate to them;
- each candidate is awarded an individual mark based on the mark schemes;
- each candidate adheres to the timings (**4–6 minutes** per task) outlined in the specification and exemplar tasks;
- unprepared items meet the requirements of the mark schemes and, in responding to them, each candidate will have access to the highest mark band appropriate to them;
- each individual in the group responds to and is awarded marks for different unprepared items; and
- each candidate is allowed **3–4 hours** to prepare for the task (candidates participating in a paired/group task are permitted to prepare together).

Task	Example of Adapted Task for Individual Candidates	Example of Adapted Task for Pairs/Groups of Candidates
A	The candidate could take part in a conversation on the topic of school life (Context 3: Employability), rather than on relationships (Context 1: The Individual).	
B	The candidate could give a presentation and engage in a discussion based on the topic of health and lifestyle (Context 1: The Individual), rather than on travel and tourism (Context 2: Citizenship).	Candidates working in pairs/groups could give a presentation on healthy living (Context 1: The Individual). All candidates participating must be awarded an individual mark – they must present separate pieces of information and respond individually in a discussion.
C	The candidate could take part in an interview with a local radio station in the target language about a festival that is being planned in the area (Context 2: Citizenship), rather than on part-time jobs (Context 3: Employability).	Candidates working in pairs/groups could discuss a band that they like (Context 2: Citizenship). All candidates participating must be awarded an individual mark – they must present separate pieces of information and respond individually in a discussion.

Adapting writing tasks

Centres must ensure that the contexts of their two tasks are different. The purpose of each task must also be different.

Candidates must not submit tasks on the same topic for their writing tasks – for example 'school life' – as for their speaking tasks.

Centres must adhere to the guidance on task setting and task taking as outlined in Section 6 of this specification. If centres wish to adapt/design their own writing tasks, they must ensure that:

- the tasks meet the requirements of the mark schemes, and allow candidates to access the highest mark band appropriate to them; and
- candidates adhere to the word limits (**100–150 words** per task for candidates aiming for grades D–G; **200–300 words** per task for those aiming for grades A*–C) outlined in the specification and the exemplar tasks.

Task	Example of Acceptable Adaptation
D	The candidate could produce a leaflet displaying the ability to inform and describe their local area (Context 1: The Individual), rather than a magazine article on festivals and customs (Context 2: Citizenship).
E	The candidate could produce an article for a magazine comparing the choices and opportunities for young people in their local area with those in a country/community where the target language is spoken (Context 3: Employability), rather than a report for their school magazine comparing lifestyle now with lifestyle in the past (Context 1: The Individual).
F	The candidate could produce a letter to a prospective employer displaying the ability to persuade the recipient to give them a job (Context 3: Employability), rather than a leaflet for a local newspaper persuading people to be more environmentally aware (Context 2: Citizenship).

Appendix 2
Controlled Assessment Mark Schemes

Unit 1: Speaking (AO2)

Band	Communication	Marks
5	The candidate completes the task very competently. Ideas and opinions are expressed and justified. The candidate is able to respond confidently to questions, including unprepared elements.	13–15
4	The candidate completes the task competently. Ideas and opinions are expressed and there is some justification. The candidate is able to respond with some confidence to most questions. There may be some hesitation, particularly with unprepared elements.	10–12
3	The candidate has some difficulty completing the task. Some ideas and opinions are expressed. The candidate responds to most questions, although there is hesitation, and he/she has some difficulty dealing with unprepared elements.	7–9
2	The candidate finds it difficult to complete the task. There are few ideas and opinions expressed. The candidate has difficulty responding to many questions, there is a lot of hesitation and he/she has great difficulty dealing with unprepared elements.	4–6
1	The candidate does not complete the task. No ideas or opinions are expressed. The candidate has difficulty responding to most questions, the delivery is very hesitant and he/she is unable to deal with unprepared elements.	1–3
0	There is no meaningful communication.	0

Band	Grammar and Structures	Marks
5	The candidate uses a wide variety of appropriate vocabulary, structures and idiomatic language with a high degree of accuracy and competency.	9–10
4	The candidate uses a variety of appropriate vocabulary, structures and idiomatic language. Errors are few and only where more complex language is used.	7–8
3	The candidate makes some attempt to use a variety of appropriate vocabulary and structures. There is some use of idiomatic language that may contain errors.	5–6
2	The candidate uses a limited range of appropriate vocabulary and structures. There is limited use of idiomatic language. There are frequent minor and some major errors.	3–4
1	The candidate uses a very limited range of appropriate vocabulary and structures. Idiomatic language is poor. There are many major and minor errors.	1–2
0	The candidate uses no meaningful language.	0

Band	Pronunciation and Intonation	Marks
5	Pronunciation, intonation and fluency of delivery are very good.	5
4	Pronunciation, intonation and fluency are good.	4
3	Pronunciation, intonation and fluency are average.	3
2	Pronunciation, intonation and fluency are below average.	2
1	Pronunciation, intonation and fluency are poor.	1
0	Communication is impeded.	0

Unit 2: Writing (AO4)

Band	Description of Performance: Communication	Marks
5	The candidate communicates the task very clearly and concisely and displays very good knowledge of the topic. Ideas and opinions are expressed and justified.	17–20
4	The candidate communicates the task clearly and concisely and displays good knowledge of the topic. Ideas and opinions are expressed and there is some justification.	13–16
3	The candidate communicates the task and displays some knowledge of the topic. Some ideas and opinions are expressed.	9–12
2	The candidate communicates some of the task and displays a limited knowledge of the topic. There are few ideas and opinions.	5–8
1	The candidate does not communicate the task and displays very limited knowledge of the topic. No ideas or opinions are expressed.	1–4
0	There is no meaningful communication.	0

Band	Description of Performance: Grammar and Structures	Marks
5	There are few errors. The writing is well ordered and coherent. The candidate uses a wide range of vocabulary and structures. There is good evidence of idiomatic language.	9–10
4	There are some errors where more complex language is used. The writing is likely to have a natural flow. The candidate uses a range of vocabulary and structures. There is some evidence of idiomatic language.	7–8
3	There are frequent minor errors, but the majority of the task is comprehensible. The candidate uses a limited range of vocabulary and structures. There is little evidence of idiomatic language.	5–6
2	There are frequent major and minor errors, but up to half of the text is meaningful. The candidate uses basic vocabulary and structures. There is no evidence of idiomatic language.	3–4
1	There are major and frequent errors, making the text ambiguous and difficult to understand. The candidate uses short simple sentences or phrases but there are many inaccuracies in spelling.	1–2
0	The candidate uses no meaningful language.	0

Appendix 3
French Grammar and Structures

Candidates are expected to acquire knowledge and understanding of French grammar during their course. In the GCSE assessment they have an opportunity to apply their knowledge and understanding of the structures in the following lists.

The examples in brackets are indicative, not exclusive.

Students only need to have receptive knowledge of structures marked (R).

Foundation Tier

Nouns
gender
singular and plural forms

Articles
definite, indefinite and partitive, including use of *de* after negatives

Adjectives
agreement
position
comparative and superlative: regular and *meilleur*
demonstrative: *ce, cet, cette, ces*
indefinite (*chaque, quelque...*)
possessive
interrogative (*quel, quelle...*)

Adverbs
comparative and superlative: regular
interrogative (*comment, quand...*)
adverbs of time and place (*aujourd'hui, demain, ici, là-bas...*)
common adverbial phrases

Quantifiers/Intensifiers
(*très, assez, beaucoup, peu, trop...*)

Pronouns
personal: all subjects, including *on*
reflexive
relative: *qui*
relative: *que* (R)
object: direct (R) and indirect (R)
position and order of object pronouns (R)
disjunctive/emphatic
demonstrative (*ça, cela...*)
indefinite (*quelqu'un...*)
interrogative (*qui, que...*)
use of *y, en* (R)

Verbs

regular and irregular verbs, including reflexive verbs
all persons of the verb, singular and plural
negative forms
interrogative forms
modes of address: *tu, vous*
impersonal verbs (*il faut...*)
verbs followed by an infinitive, with or without a preposition
tenses: present
      perfect
      imperfect: *avoir, être* and *faire*
      other common verbs in the imperfect tense (R)
      immediate future
      future (R)
      conditional: *vouloir* and *aimer*
      pluperfect (R)
      passive voice: present tense (R)
      imperative
      present participle (R)

Prepositions

common (*à, de, dans, devant...*)

Conjunctions

co-ordinating (*et, ou, mais...*)

Number, quantity, dates and time

including use of *depuis* with present tense

Higher Tier

All grammar and structures listed for Foundation Tier, plus:

Adjectives

comparative and superlative, including *meilleur*, *pire*

Adverbs

comparative and superlative, including *mieux*, *le mieux*

Pronouns

use of *y, en*
relative: *que*
relative: *dont* (R)
object: direct and indirect
position and order of object pronouns
demonstrative (*celui...*) (R)
possessive (*le mien...*) (R)

Verbs

tenses: future
        imperfect
        conditional
        pluperfect
        passive voice: future, imperfect and perfect tenses (R)
        perfect infinitive
        present participle, including use after *en*
        subjunctive mood: present, in commonly used expressions (R)

Time

including use of *depuis* with imperfect tense

Appendix 4
French Core Minimum Vocabulary List

This core minimum vocabulary list is primarily intended as a guide for teachers, to assist in their planning of work in relation to their programme of study. The assessment tasks at Foundation Tier are based on this list. Vocabulary from the following categories may also be included:

- numbers;
- months;
- days;
- additional place names;
- nationalities;
- parts of the body;
- animals;
- directions;
- weather;
- school subjects;
- school uniforms;
- classroom instructions and requests; and
- derivatives of the words in the core minimum vocabulary list.

Although candidates should expect to encounter some unfamiliar vocabulary, Foundation Tier candidates will only be tested on words and terms given in both the core minimum vocabulary list and from the categories above.

For the purpose of controlled assessments, candidates may choose to use some of the words included on the list but are also free to use other vocabulary relevant to the tasks they prepare.

Core Vocabulary List

à/au/à l'/à la/aux
d'abord
abricot
absent
absolument
accident
accompagner
d'accord
accès aux quais
acheter
acteur/actrice
addition
adorer
adresse
adresser à
adulte
aéroport
affaires
affectueusement
affiche
affreux
âge
agence (de voyages)
agent (de police)
agiter
agneau
agréable
agriculteur
aider
aimable
aimer (mieux, bien)
aîné
air
alcool
alimentation
aller
allô
allumette
alors
ambulance
ami
amitiés
amour
amusant
s'amuser
an/année
ananas
ancien
anniversaire
(petites) annonces

apéritif
à peu près
appareil(-photo)
appartement
s'appeler
appétit
apporter
apprendre
s'approcher (de)
après
après-demain
après-midi
arbre
argent
armoire
arrêter
arriver
artiste
ascenseur
aspirateur
aspirine
s'asseoir
assez
assiette
assister à
athlétisme
attaquer
attendre
attention!
attraper
au feu!
au revoir
au secours!
auberge (de jeunesse)
aucun
aujourd'hui
aussi
autant
auto(bus, car, stop)
automne
autoroute
autour de
autre
avance
avantage
avant
avec
avenir
aventure
avenue

avion
avis
avoir
bagages
baguette
se baigner
bain
balcon
ballon
banane
banc
bande (dessinée)
banlieue
banque
bar
barbe
barrière
(en) bas
bateau
bâtiment
(se) battre
bavarder
beau
beaucoup
bébé
besoin
bête
beurre
bibliothèque
bidet
bien (sûr, entendu)
bientôt
bienvenue
bière
bifteck
billet
biscuit
bise
blanc
(se) blesser
bleu
bloc sanitaire
blond
boeuf
boire
bois
boisson
boîte (aux lettres)
bol
bon

bonbon
bonheur
bonhomme (de neige)
bonjour
bonsoir
bord
bouche
boucherie
boulangerie
boule
boulevard
boum
bout
bouteille
boutique
branche
bravo
bricolage
briller
brochure
(se) bronzer
se brosser
bruit
(se) brûler
brun
bûche de Noël
buffet
bulletin
bureau
bus
ça (alors, dépend, fait,
    va)
cabine (d'essayage,
    téléphonique)
cabinet
(se) cacher
cadeau
cadet
café(-crème)
cafetière
cahier
caisse
calme
camarade
camion
campagne
camping
canne (à pêche)
cantine
capitale
car

carafe
caravane
carnet
carotte
carrefour
carte (de crédit,
    d'identité, postale)
(se) casser
catholique
carton
causer
cave
célèbre
centime
centimètre
centre (-ville,
    commercial)
cependant
cerise
certain
certificat
cesser
c'est-à-dire
chaîne stéréo
chaise
chambre (de famille)
champ
champignon
chance
changer
chanter
chapeau
chaque
charcuterie
chariot
charmant
château
chaud
chauffage (central)
chauffeur
chef
chemin (de fer)
cheminée
chèque (de voyage)
cher
chercher
cheveux
cheveux mêchés
chez
chic
chips

chocolat
choisir
chomage
chose
chou
chou-fleur
chouette!
cidre
ciel
cinéma
circulation
cirque
citron (pressé)
clair
classe
clavier
clé/clef
client
climat
club
cocher
code (de la route,
    postal)
coeur
coiffeur/coiffeuse
coin
collectionner
collège
coller
collier
chaîne
combien
comédie
commander
comme
commencer
comment
commerçant
commerce
commissariat
commissions
commun
communication
comparer
compartiment
compléter
compliment(s)
composter
comprendre
comprimé
comptoir

concierge	croque-monsieur	dessiner
(se) conduire	crudités	détester
confiserie	cuiller	devant
confiture	cuire, bien cuit	devoirs
confortable	cuisine	Dieu
congé	cuisinière	différent
congélateur	cultiver	difficile
connaître	curieux	digital(e)
consigne (automatique)	cyclisme	diminuer
content	dactylo	dîner
continuer	dame	(se) dire
(au) contraire	dangereux	direct
contre	dans	directeur
copain	danser	disco/discothèque
copine	date	discuter
copier	de/du/de la/de l'/des	disque
coq (au vin)	débarrasser	distribuer
corbeille	debout	divorcé
corde	début	docteur
correct	(se) décider	documentation
correspondance	(rien à) déclarer	domicile
corriger	décrire	dommage
costume	déçu	donc
côte	dedans	donner (sur)
(à) côté (de)	défendre	dormir
côtelette	défense de	doucement
coton	dehors	douche
cou	défile	douleur
se coucher	déjà	(sans) doute
couleur	déjeuner	doux
coup	délicieux	douzaine
(se) couper	demain	drap
cour	(se) demander	drapeau
(au) courant	déménager	(se) dresser
courir	demeurer	droit
cours	demi	drôle
course(s)	dentifrice	drogue
court	dentiste	dur
cousin	départ	durer
couteau	département	eau (minérale, potable)
coûter	dépenser	échange
couvert	dépliant	éclair
couverture	déposer	économiser
couvrir	depuis (quand)	écouter
crayon	dernier	écrire
crédit	derrière	également
crème	(se) déshabiller	église
crêpe	désagréable	électrique
crier	descendre	élégant
croire	désirer	élève
croissant	désolé	e-mail

s'embarquer	excellent	forme
embrasser	excursion	formidable
empêcher	s'excuser	forêt
emplacement	exemple	fort
employer	expliquer	foule
enchanté	extérieur	fourchette
encore	extraordinaire	frais
endroit	extrême	fraise
enfant	(en) face (de)	framboise
enfin	fac/faculté	franc
enlever	fâché	frapper
ennuyeux	facile	frère
énorme	facteur	frigo
enrhumé	facture de téléphone	frites
enseigner	faible	froid
ensemble	faim	fromage
ensuite	(se) faire	fruit
entraînement	falloir	fumer
(s')entendre	famille	furieux
entourer	fatigant	gagner
entre	faute	garage
entrer	fauteuil	garçon (de café)
envie	faux	garder (le lit)
environ	favori	gare (routière, maritime)
environnement	féliciter	gâteau
envoyer	femme	gaz
épais	fenêtre	gendarme
épicerie	férié	gêner
épouser	fermer	(en) général
épouvante	fermier	génial
équipe	fêter	gens
équitation	feu (rouge), feux	gentil
erreur	d'artifice	gîte
escalier	feuille	glace
espace	feuilleton	glisser
espérer	fiancé	gomme
essayer	fiche	goûter
essence	fier	gramme
est	fierté	grand
et	fièvre	gras
étage	figure	gratuit
état	fille	grave
été	film	grille
étoile	fils	grippe
étranger	finalement	gris
être	finir	gros
étudier	fleur	groupe
euro	fois	guichet
évident	foncé	guide
exact	fond	gymnastique
examen	football	s'habiller

habiter

d'habitude

s'habituer à

haricot

hâte

haut

herbe

hésiter

heure

heureux

hier

historique

hiver

homme

hôpital

horaire

horloge

horreur

hors d'oeuvre

hôtel (de ville)

hôtesse de l'air

huile

humide

hypermarché

ici

idée

identité

île

image

immeuble

impatient

impoli

important

impossible

impression

indiquer

industrie

infirmier

informations

ingénieur

un i-Pod

insecte

instant

internet

instituteur

intelligent

interdit

intéressant

inutile

inviter

jamais

jambon

jardin (public, potager, d'agrément, zoologique)

jaune

jeter

jeu (électronique)

jeunesse

jogging

joie

joli

jouer

jouet

jour (de l'an, férié)

journal

journée

joyeux, Joyeux Noël

juif

jumeau

jus

jusque

juste

képi

kilo

kilomètre

kiosque (à journaux)

là

labo/laboratoire

lac

laid

laine

laisser

lait

laitue

lampe

lancer

langue

large

lavabo

(se) laver

lave-lessive

lave-vaisselle

lecteur MP3

lecture

léger

légume

lent

lettre (par avion, recommandée)

(se) lever

liberté

librairie

libre

(au) lieu (de)

(en) ligne

limonade

lire

liste

lit

litre

litérature

livre

location

loger

loin (de)

loisir

long

longtemps

lorsque

louer

lourd

lumière

lune

lunettes

luxe

machine (à laver)

madame

magasin

magazine

magnifique

maillot (jaune, de bain)

maintenant

mairie

mais

maison

maître

mal

maladie

malheureux

maman

manche

manger

manquer

marché, bon marché

marcher

marée (basse, haute)

mari

mariage

marin

marque

marron

match (nul)

matériel de camping	montre	oeuf
matière	montrer	office (de tourisme)
matin	monument	offrir
matinée	morceau	omelette
mauvais	mort	on
mayonnaise	mot(s) croisé(s)	oncle
méchant	moteur	opéra
médecin	moto(cyclette, cycliste)	opinion
médecine	mouchoir	opticien
médicaments	moutarde	optimiste
mel	moyen	or
melon	municipal	orange
meilleur	mur	orchestre
membre	musée	ordinaire
même	musique	ordinateur (portable)
ménage	nager	ordonnance
menu	naissance	ordre
mer	naître	organiser
merci	natation	ou
mère	nature	où
merveilleux	nationalité	oublier
message	naturel	oui
messe	(ski) nautique	ouvert
mesurer	nécessaire	ouvrir
météo/météorologie	négatif	page
mètre	négliger	pain
métro	nerveux	(au) pair
mettre	nettoyer	paire
meuble	neveu	palais
mi-temps	nièce	pâle
midi	Noël	pamplemousse
miel	noir	panier
mieux	nom	(en) panne
milieu	nombre	papa
mince	non	papier (à lettres)
minuit	normal	Pâques
minute	note	paquet
miroir	noter	par
mixte	nourriture	paraître
mobylette	(de, rien de) nouveau	parapluie
mode	Nouvel An	parasol
moderne	nouvelle(s)	parc
moins	nuit	parce que
mois	nul	parcmètre
moitié	numéro	pardessus
moment	nylon	pardonner
monde, tout le monde	objet (de valeur), objets	parent
monnaie	trouvés	paresseux
monsieur	obliger	parfait
montagne	obtenir	parfois
monter	occupé	parfumerie

parking
parler
partager
particulier
(à) partir (de)
partout
pas
passage (à niveau,
    clouté, protégé)
passager
passant
passeport
(se) passer
passe-temps
passionnant
pastille
pâté (dentifrice)
pâté
patiner
pâtisserie
patron
pauvre
payer
pays
pêcher
pédalo
peintre
pelouse
pendule
pénible
penser
(demi-)pension, pension
    complète
(se) perdre
père
permanent
permettre
permis (de conduire)
personne
perte
peser
petit (déjeuner), petit-
    fils, petite-fille
peu
peur
peut-être
pharmacie
photo/photographie
physique
piano
pièce

(à) pied
piercing
piéton
pilote
pique-nique
piscine
piste
pittoresque
place
plage
plaire
plaisir
plan
planche à voile
plastique
plat (du jour)
plateau
plein
pleurer
plonger
plupart
plus
plusieurs
plutôt
poche
poids (lourd)
(à) point
pointure
poire
pois
poisson (rouge)
poivre
poli
policier
politesse
pollution
pomme (de terre)
(sapeur-)pompier
pont
porc
port
(téléphone) portable
porte
portefeuille
porte-monnaie
porter
portière
poser
positif
possible
poster

pot
poterie
poubelle
poudre
poupée
pour
pourboire
pourquoi
pourtant
pousser
poussière
pouvoir
pré
précieux
préférer
premier
prendre
prénom
préparer
près (de)
(se) présenter
presque
presser
prêt
prêter
prier
principal
prix
problème
prochain
prof/professeur
profond
programme
progrès
projet
se promener
prononcer
proposer
propre
propriétaire
protection
protéger
protestant
en provenance de
provision
prune
pub/publicité
public
puis
quai
quand

quantité	rendez-vous	sac (à dos, à main, de couchage)
quart	rendre (service à)	sage
quartier	(se) renseigner	sain
que	rentrer	saison
quel	réparer	salade
quelqu'un	repas	sale
quelque chose	répéter	salle (à manger, d'attente, de bains, de classe, de séjour)
quelque(s)	répondre	
quelquefois	(se) reposer	salon
question	représentant	salut!
queue	réserver	sang
qui	respirer	sans
quiche	responsable	santé
quinzaine	restaurant	satisfait
quinze jours	rester (coucher la nuit chez)	sauce
quitter		saucisse
quoi	résultat	sauf
raconter	(en) retard	saumon
radiateur	retourner	sauter
radio	retrouver	(se) sauver
raisin	réunion	savoir
raison	réussir	savon
ramasser	rêver	scolaire
ranger	(se) réveiller	séance
se rappeler	(au) revoir	sécher
rapide	revue	secondaire
rapporter	rez-de-chaussée	secrétaire
rare	rhume	section
ravi	riche	séjour
rayon	rideau	sel
récent	ridicule	semaine
réception	rien	sembler
recevoir	rire	sens (interdit, unique)
récompense	risque	(se) sentir
récréation	rivière	séparer
reçu	riz	sérieux
recycler, recyclé	robinet	serviette
réduction	rôle	(se) servir
réduit	roman	seul
refuser	rond	seulement
regarder	rose	sévère
région	rosé	shampooing
règle	rôti	si
regretter	roue (de secours)	siffler
religieux	rouge	signature
remarquer	rouler	signer
rembourser	route	silence
remède	roux	simple
remercier	ruban	sirop
remplir	rue	
(se) rencontrer	sable	

site (internet)	supposer	tiroir
situation	sur	toast
(se) situer	sûr	toilettes
ski	surprise	(faire la) toilette
social	surtout	toit
soeur	(en) sus	tomate
soie	sympa/sympathique	tomber
soif	syndicat d'initiative (SI)	tonnerre
soigner	tabac	torchon
soin	table	tôt
soir	tableau (blanc, noir)	toujours
soirée	tâche	tour
sol	taille	tourisme
soldat	tant (mieux, pis)	tourist
soldes	tante	tourne-disques
sombre	tapis	tourner
somme	tard	tout (à coup, à fait, à
sommet	tarif	l'heure, de suite, le
sommeil	tarte	monde, près, seul)
son	tas	(en) train (de)
sondage	tasse	tranche
sonner	taxi	tranquille
sortie (de secours)	technique	transistor
sortir	technologie	travailler
soudain	tel	travaux (manuels,
souffrir	télécarte	pratiques)
souhaiter	télécharger (de la	traverser
souligner	musique)	trembler
soupe	téléphoner	tremblement (de terre)
sourire	télévision	très
sous(-sol)	tellement	tricot
(se) souvenir (de)	temps	trimestre
souvent	tenir	triste
sparadrap	tennis	trop
spécialité	tente	trottoir
sport (d'hiver)	terminer	trou
stade	en terminale	(se) trouver
station (service, de	terrain	truite
métro)	terrasse	tube
stationner	(à, par) terre	TVA
(faire du) stop	terrible	type
stylo	texte	typique
succès	texto	un/une
sucre	TGV	uni
suffire	thé	uniforme
suivant	théâtre	unique
super	thon	unité
supérieur	ticket	université
supermarché	timbre	urgence
supplémentaire	timide	user
supporter	tirer	usine

utile	vêtements	voiture
utiliser	viande	voix
vacances	vide	vol
vaisselle	vie	voler
valise	vieux	volet
vanille	village	volley-ball
varié	ville (jumelée)	vomir
vase	vin	vouloir
vedette	vinaigre	voyager
véhicule	violence	vrai
vélo	violon	VTT (vélo tout terrain)
vélomoteur	visibilité	vue
vendre	visite	wagon(-lit, -restaurant)
venir (de)	vite	WC
verifier	vitrine	week-end
vérité	vivre	western
verre	(meilleurs) voeux	y
vers	voici	yaourt
verser	voilà	yoga
vert	voile	zéro
veste	voir	zoo
vestibule	voisin	zut alors!

Appendix 5
French Rubrics for Examinations

Choisis	*Choose*
Coche la bonne case/phrase	*Tick the correct box/sentence*
Complète les phrases	*Complete the sentences*
Décris	*Describe*
Ecoute	*Listen*
Ecris la bonne réponse	*Write the correct answer*
Ecris une lettre/la bonne lettre/une liste/une phrase/le numéro du bon mot/les détails dans le bon ordre	*Write a letter/the right letter/a list/a sentence/the number of the right word/the details in the right order*
Explique	*Explain*
Fais une liste	*Make a list*
Finis les phrases	*Complete the sentences*
Identifie les phrases correctes	*Identify the correct sentences*
Lis le texte/la lettre/les phrases (suivantes)	*Read the text/letter/(following) sentences*
Mets dans le bon ordre	*Put in the correct order*
Note	*Note*
N'oublie pas de donner	*Don't forget to give*
Regarde cette publicité/ces illustrations	*Look at this advert/these pictures*
Remplis les cases/la grille	*Fill in the boxes/table*
Réponds aux questions	*Answer the questions*
Souligne	*Underline*
Trouve la bonne réponse	*Find the correct answer*
Utilise les mots dans la liste/dans la boîte	*Use the words in the list/box*
en anglais	*in English*
en français	*in French*

Appendix 6
Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks. May contain one or more tasks.
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking.
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body.
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task. Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts. May also include information about unacceptable answers.
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects.
Task marking	Specifies the way in which credit is awarded for candidates' work. Involves the use of mark schemes and/or marking criteria produced by the awarding body.
Task setting	The specification of the assessment requirements. Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.
Task taking	The conditions for candidate support and supervision, and the authentication of candidates' work. Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.
Unit	The smallest part of a qualification that is formally reported and can be separately certificated. May comprise separately assessed components.

Summary of Changes since First Issue

(most recent changes are marked in red)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	6 May 2011	Foreword	Removed text.
Version 2	6 May 2011	Page 3	Removed text from first paragraph and added text in **1.2**
Version 2	6 May 2011	Page 5 and 6	Deleted the words 'beginning in 2010' in fourth column under each unit and added the word 'Every' under Units 3 and 4. Inserted full stops
Version 2	6 May 2011	Page 14	Inserted bullet point in **6.2**
Version 2	6 May 2011	Page 19	Amended second paragraph in **6.8**
Version 2	6 May 2011	Page 20	Amended bullet points and amended text
Version 2	6 May 2011	Page 23	Amended **Contact Details**
Version 2	6 May 2011	Page 24	Changed the word 'tests' to 'tasks' and inserted additional bullet points
Version 2	6 May 2011	Page 26	Inserted section on **Guidance for teachers**.
Version 2	6 May 2011	Page 27 and 28	Amended text in Topic Tables and inserted paragraph in bold
Version 2	6 May 2011	Pages 29 and 31	Added text
Version 2	6 May 2011	Pages 50 and 51	Inserted full stops and the word 'work'

Version 3	4 Nov 2011	Page15	Inserted sentence in table 'Authenticity'
Version 3	4 Nov 2011	Page17	Inserted sentence in table 'Authenticity'
Version 3	4 Nov 2011	Page 24	Amended second paragraph
Version 3	21 Nov 2011	Page 25,26,27 and 28	Inserted tasks A, B and C for 2012-13 and 2014-15 replacing old versions
Version 3	4 Nov 2011	Page 26	Changed the word 'speaking' to writing
Version 3	21 Nov 2011	Page 29,30,31,32 and 33	Inserted tasks D, E and F for 2012-13 and 2014-15 replacing old versions
Version 3	4 Nov 2011	Page 36	Changed the word 'writing' to speaking
Version 4	3 July 2012	Page 3	Removed 'England'
Version 4	3 July 2012	Page 4	Removed 'Centres in England' paragraph
Version 4	3 July 2012	Page 20	Removed 'exemplary performances' from range of support.
Version 4	3 July 2012	Page 20	Removed 'England'
Version 4	3 July 2012	Page 21	Updated QCA website to Ofqual's
Version 4	3 July 2012	Inner	New QAN added for courses starting Sept 2012
Version 4	3 July 2012	Foreword	Statement added in relation to entries from England