

CCEA GCE Specification in French

For first teaching from September 2008

For first award of AS Level in Summer 2009

For first award of A Level in Summer 2010

Subject Code: 5650

french

Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE French specification for first teaching from September 2008.

The AS is the first part of the full advanced GCE course and will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course.

The full Advanced GCE comprises the AS and the second half of the Advanced GCE course referred to as A2. However, the AS can be taken as a "stand-alone" qualification without progression to A2.

The A2 will be assessed at a standard appropriate for candidates who have completed a full advanced GCE course and will include synoptic assessment and an element of stretch and challenge.

The Advanced GCE award will be based on aggregation of the marks from the AS (50%) and the A2 (50%).

An A* will be awarded to the candidates who attain an overall grade A in the qualification and an aggregate of at least 90% of the uniform marks across the A2 units.

Subject Code	5650
QAN	500/2445/0
QAN	500/2433/4
A CCEA Publication © 2007	

Further copies of this publication may be downloaded from www.ccea.org.uk

Contents

1	Introduction	3
1.1	Aims	3
1.2	Key features	4
1.3	Prior attainment	4
1.4	Prohibited combinations	4
2	Specification at a Glance	5
3	Subject Content	7
3.1	Unit AS 1: Speaking	11
3.2	Unit AS 2: Listening, Reading and Writing	12
3.3	Unit A2 1: Speaking	14
3.4	Unit A2 2: Listening, Reading and Writing	15
4	Scheme of Assessment	20
4.1	Assessment opportunities	20
4.2	Assessment objectives	20
4.3	Assessment objective weightings	20
4.4	Quality of written communication	20
4.5	Synoptic assessment	21
4.6	Stretch and challenge	21
4.7	Reporting and grading	21
4.8	Language of specification and assessment materials	21
5	Links	22
5.1	Support materials	22
5.2	Curriculum objectives	22
5.3	Key skills	22
5.4	Performance descriptions	23
5.5	Examination entries	23
5.6	Students with particular requirements	23
5.7	Disability Discrimination Act (DDA)	23
5.8	Contact details	24
	Appendix 1: Content for Literature and Society	25
	Summary of Changes since First Issue	26

1 Introduction

This specification sets out the content and assessment details for our Advanced Subsidiary (AS) and Advanced Level (A Level) courses in French. This specification is for first teaching from September 2008. You can view and download the latest version of this specification on our website at www.ccea.org.uk

Students can take the AS course as a final qualification or as the first half of the A Level qualification. Students who wish to obtain a full A Level qualification must also complete the second half of the course, referred to as A2. We will make the first AS awards for this specification in June 2009 and will make the first A Level awards in 2010.

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

The study of French to GCE A Level enables students to achieve oral and written proficiency in French. It also allows them to gain a cultural understanding of the countries/communities where French is spoken.

1.1 Aims

This specification aims to encourage students to:

- develop an interest in, and enthusiasm for, learning a language;
- develop an understanding of the language in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the language for a range of purposes;
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where French is spoken; and
- consider their study of the language in a broader context.

It also aims to enable students to:

- derive enjoyment and benefit from learning a language;
- acquire knowledge, skills and understanding for practical use, further study and/or employment;
- communicate with speakers of French; and
- take their place in a multilingual, global society.

In addition, the specification should provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject. The A Level course is a sufficient basis for the further study of languages at degree level or equivalent.

1.2 Key features

The key features of the specification are listed below:

- There is a strong element of continuity that builds on the strength of the previous specification.
- The organisation of the contexts for learning areas and their associated topics allows for greater in-depth study over the AS and A2 course and allows for greater manageability.
- The organisation of the examinations is less complex and more manageable for students.
- The variety of question types used in the examinations reflects modern text book usage and language learning styles. The aim is to engage students imaginatively and provide opportunities for differentiation.
- The emphasis on the development of the linguistic skills will prepare students for the demands of higher education and employment.

1.3 Prior attainment

We recommend that students achieve a good GCSE standard before studying for AS and/or A2 French.

1.4 Prohibited combinations

There are no prohibited entry combinations for GCE French.

2 Specification at a Glance

The table below summarises the structures of the AS and A Level courses:

Unit	Assessment Format	Duration	Weightings and Marks	Availability
AS 1 Speaking	Q1: Presentation Q2: Conversation	Approx 13 minutes Total time: 13 minutes	Speaking: 70 marks Total marks: 70 AS 35% A2 17.5%	January and Summer
AS 2 Listening Reading Writing	Section A – Listening Students answer two questions based on two passages recorded on individual CDs. Questions will vary from year to year and will be a mixture of objective type tasks and questions and answers in the target language	40 minutes	Listening: 30 marks	January and Summer
	Section B – Reading Two reading comprehension questions based on one text. Questions will vary from year to year and will be a mixture of objective type tasks and questions and answers in the target language Q2: Translation into English.	1 hour 5 minutes	Reading: 30 marks Translation: 20 marks	
	Section C – Writing Q1 is an Extended Writing question. Students must write an essay response to stimulus text. The response must be approx. 200-250 words long.	1 hour Total time: 2 hours 45 minutes	Writing: 50 marks Total marks: 130 AS: 65% A2: 32.5%	

Unit	Assessment Format	Duration	Weighting	Availability
A2 1 Speaking	Q1: Discussion based on societal theme Q2: Conversation	Approx 15 minutes Total time 15 minutes	Speaking: 70 marks Total marks: 70 A2: 17.5%	Summer only
A2 2 Listening Reading Writing	Section A – Listening Students answer two questions based on two passages recorded on individual student CDs. Questions will vary from year to year and will be a mixture of objective type tasks, questions and answers in the target language and, questions and answers in English.	40 minutes	Listening: 30 marks	Summer only
	Section B – Reading Students answer three questions based on two texts: Questions will vary from year to year and will be a mixture of objective type tasks and questions and answers in the target language. Q3: Translation from English into target language.	1 hour 20 minutes	Reading: 30 marks Translation: 20 marks	
	Section C – Writing Q1: Students answer one essay response based on a literary text. The response must be 300-350 words long.	1 hour Total time: 3 hours	Writing: 50 marks Total marks: 130 A2: 32.5%	

3 Subject Content

The following outlines the five broad contexts for learning for GCE French. Also outlined are the areas for development within each context for learning. There are three distinct contexts for learning areas at AS. Although the areas for development are presented within the three distinct AS contexts, there is a high degree of commonality in terms of both the language required and the subject matter explored. Therefore, they should not be treated as mutually exclusive or necessarily be studied in isolation. Students have an opportunity to revisit and develop further broad issues within these contexts at A2. There are two further distinct contexts for learning areas at A2, each with its own outlined areas for development.

Through each of the contexts and areas studied, students should have opportunities to develop understanding and knowledge in both a local and global context. Where appropriate, particular reference should be made to the country or community in which the target language is spoken.

The topic for the presentation at AS will be chosen from the AS contexts for learning areas and will not overlap with the topics for the general conversation element. The general conversation at both AS and A2 will focus mainly on issues pertaining to the student's life and interests. The discussion element of A2 will be chosen from one of the societal themes.

Listening and reading materials at both AS and A2 will use language drawn from a range of contexts for learning and areas for development and will not have a narrow linguistic focus. The objective type questions will vary year on year. At AS, writing tests will be drawn from two of the three contexts. At A2, writing tests will be drawn from the literary titles. One question, each with an alternative option, will be set on each literary title.

Contexts for Learning

Context	AS
1	<p>Relationships</p> <ul style="list-style-type: none"> • Family life and relationships • Personal and interpersonal relationships
2	<p>Health and Lifestyle</p> <ul style="list-style-type: none"> • Physical well-being • Mental well-being • Interests
3	<p>Young People in Society</p> <ul style="list-style-type: none"> • Influences on young people • Education and career planning
Context	A2
4	<p>Local and Global Citizenship</p> <ul style="list-style-type: none"> • Equality • Multi-cultural society • Democracy and Conflict
5	<p>Environmental Awareness</p> <ul style="list-style-type: none"> • Conservation • Energy • Climate change

Areas for Development

The order in which the following is laid out is not prescriptive and should serve only to provide a basis for teachers and students to plan studies. There is a high degree of commonality in terms of both the language required and the subject matter explored within some of these areas.

Context 1: Relationships

Within this context students at **AS** should have the opportunity to understand and explore issues in French such as:

- different family structures;
- roles and responsibilities within families;
- pressures on families;
- breakdown of the family unit;
- working parents;
- generational issues;
- different types of personal and interpersonal relationships and societal attitudes to them;
- gender roles in society;
- young people and their problems in society;
- topical issues.

Context 2: Health and Lifestyle

Within this context students at **AS** should have the opportunity to understand and explore issues in French such as:

- physical well-being – diet/exercise;
- personal responsibility;
- consequences for risk taking behaviour – including smoking, alcohol and drugs;
- mental well-being – dealing with stress/pressure;
- self harm;
- interests and entertainment;
- options and opportunities available;
- personal participation;
- benefits of hobbies/interests for the individual;
- travel;
- positive and negative impacts of travel on the individual and on society;
- contemporary and topical issues.

Context 3: Young People in Society

Within this context students at **AS** should have the opportunity to understand and explore issues in French such as:

- influences on young people – peers/family/friends/school/religion;
- popular culture and media – television/cinema/magazines/music/press/advertising;
- cultural identity – understanding own culture and cultural differences;
- school life – pressures and challenges;
- dealing with school pressures;
- personal responsibility for learning;
- career planning – aspirations/intentions;
- understanding the education system;
- understanding other education systems;
- contemporary and topical issues.

Context 4: Local and Global Citizenship

Within this context students at **A2** should have the opportunity to understand and explore issues in French such as:

- equality and inequality – types/causes;
- achieving equality in society;
- discrimination and prejudice – causes and consequences;
- dealing with discrimination and prejudice;
- poverty – causes and consequences;
- eradicating poverty locally and globally;
- multi-cultural society – challenges and pressures;
- recent developments and changes;
- immigration – issues/benefits/integration;
- understanding cultural differences;
- development of local and global democracy;
- causes and consequences of conflict;
- ending conflict.

Context 5: Environmental Awareness

Within this context students at **A2** should have the opportunity to understand and explore issues in French such as:

- importance of conservation for society;
- different types of conservation;
- opposition to conservation;
- pollution and waste – sources and solutions;
- alternative and renewable energy sources;
- causes and consequences of climate change;
- role of governments in protecting the environment;
- collective and personal responsibility.

3.1 Unit AS 1: Speaking

This unit consists of two elements.

- a prepared presentation and discussion which is drawn from a topic within the AS contexts for learning;
- a general conversation which will focus on issues pertaining to the life and interests of the candidate.

The speaking test will be carried out by a visiting examiner and recorded for the purposes of monitoring and scrutiny.

Presentation:

The presentation will last approximately 3 minutes.

The discussion will last approximately 2 minutes.

The choice of topic is at the discretion of the candidate and prepared in advance of the speaking test. Candidates should prepare a summary sheet with approximately 5 headings outlining their presentation. This should be submitted to CCEA. They should also prepare a proforma which must not have more than 60 words. This should not be submitted to CCEA but a copy should be retained in the centre for the visiting examiner on the day of the test. The chosen topic must not overlap with a topic in the general conversation. Candidates will have access to a copy of the proforma during the test. Candidates will be expected to discuss the topic of the presentation with the visiting examiner. The presentation is assessing AO2. The discussion is assessing AO1.

Conversation:

This will last approximately 8-9 minutes.

Candidates will be expected to talk about themselves and personal issues at a general level – their home and school life, hobbies, interests and leisure activities, hopes and aspirations and any area of particular interest. The conversation will be assessed according to the AO1 and AO3 criteria.

Content	Learning Outcomes
<p>Speaking: Students deliver a presentation based on a context for learning area, followed by a short discussion on this topic and then a general conversation.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand, infer meaning and draw conclusions from a variety of spoken sources covering different contexts, registers, styles and genres; • express information, facts and ideas and justify opinions in spoken French; • understand and apply accurately the grammatical system and a range of structures as detailed in the AS specification; and • adapt spoken and written language appropriately for different situations and purposes.

Unit AS 2: Listening, Reading and Writing

This unit consists of three sections.

Section	Duration
Section A Listening	40 minutes
Break of 15 minutes	
Sections B & C Reading and Writing	2 hours 5 minutes

Section A Listening

This section lasts 40 minutes.

The listening exercise will contain two separate extracts and each extract will have its own set of questions. The question types will vary from year to year and will be a mixture of objective type questions; questions and answers in the target language. The content of the listening extracts will be based on the topics listed at AS Level and may consist of authentic sources such as announcements, news items, talks, presentations and discussions. The responses are assessed according to the AO1 criterion only. The recordings are on CD format with candidates having full control over the recording and the playback facility.

There is a 15 minute break after Section A to allow for logistical considerations such as moving to other accommodation before Sections B and C begin.

Sections B Reading

Candidates are advised to spend 1 hour 5 minutes on this section.

This section comprises a reading comprehension exercise and a translation from the target language into English. The stimulus material for the reading test will be drawn from sources such as magazines, newspapers, reports, books or other forms of extended writing and which relate to the topics listed at AS Level. The question types will vary from year to year and will be a mixture of objective type questions and questions and answers in the target language. The responses will be assessed according to the AO2 and AO3 criteria.

Question 2 is a short translation exercise from the target language into English. The stimulus material for the translation will be drawn from sources such as magazines, newspapers, reports, books or other forms of extended writing and which relate to the topics listed at AS level. The translation exercise will be assessed according to the criterion for AO2 and takes account of the candidate's ability to transfer meaning into English, showing an appreciation for register and syntax of the original and adapting their style accordingly.

Section C Writing

Candidates are advised to spend 1 hour on this section.

There will be a choice of questions based on two of the three contexts for learning at AS each with a short written stimulus. Candidates respond to one question only in 200-250 words. The response will be assessed according to the AO2 and AO3 criteria.

Content	Learning Outcomes
<p>Listening: Students answer two questions based on passages recorded on individual student CDs.</p> <p>Reading: Students answer two questions based on a written passage and complete one translation from French to English.</p> <p>Writing: Students complete one essay.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand, infer meaning and draw conclusions from a variety of spoken sources covering different contexts, registers, styles and genres; • adapt spoken and written language appropriately for different situations and purposes; • understand, infer meaning and draw conclusions from a variety of written texts (including authentic sources) covering different contexts, registers, styles and genres; • transfer meaning from French into English; • express information, facts and ideas and justify opinions in written French; and • understand and apply accurately the grammatical system and a range of structures as detailed in the AS specification.

3.3 Unit A2 1: Speaking

This unit consists of two elements.

- a discussion based on a societal theme selected for study by the candidate from Literature and Society. Refer to Appendix 1 for choice of societal themes.
- a general conversation which will also focus on issues pertaining to the life and interests of the candidate but at a level appropriate to A2.

The speaking test will be carried out by a visiting examiner and recorded for the purposes of monitoring and scrutiny.

Discussion:

The discussion will last approximately 5 minutes.

The choice of topic is at the discretion of the candidate and prepared in advance of the speaking test. Candidates should prepare a summary sheet with approximately 5 headings, outlining the focus of their societal theme. This should be submitted to CCEA. They should also prepare a proforma which must not have more than 60 words. This should not be submitted to CCEA but a copy should be retained in the centre for the visiting examiner on the day of the test. The chosen topic should not overlap with a topic in the general conversation. Candidates will have access to a copy of the proforma during the test. Candidates will be expected to discuss with the visiting examiner the main issues and areas of personal interest arising from the study of the theme. The discussion will be assessed according to the AO2 and AO3 criteria.

Conversation:

This will last approximately 10 minutes.

Candidates will be expected to talk about themselves and personal issues at a general level – their home and school life, hobbies, interests and leisure activities, hopes and aspirations and any area of particular interest. The conversation will be assessed according to the AO1 and AO3 criteria.

Content	Learning Outcomes
<p>Speaking: Students take part in a discussion based on a societal theme. This is followed by a general conversation.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand, infer meaning and draw conclusions from a variety of spoken sources covering different contexts, registers, styles and genres; • express information, facts and ideas and justify opinions in spoken French; • understand and apply accurately the grammatical system and a range of structures as detailed in the A Level specification; and • adapt spoken and written language appropriately for different situations and purposes.

3.4 Unit A2 2: Listening, Reading and Writing

This unit consists of three sections.

Section	Duration
Section A Listening	40 minutes
Break of 15 minutes	
Sections B & C Reading and Writing	2 hours 20 minutes

Section A Listening

This section lasts 40 minutes.

This is a listening exercise with two separate extracts and each extract will have its own set of questions. The questions types will vary from year to year and will be a combination of either objective type questions; and/or questions and answers in the target language and/or questions and answers in English. The content of the listening extracts will be based on the topics listed at A2 Level and may consist of authentic sources such as announcements, news items, talks, presentations and discussions. The responses are assessed according to the AO1 criterion only. The recordings are on CD format with candidates having full control over the recording and the playback facility.

There is a 15 minute break after Section A to allow for logistical considerations such as moving to other accommodation before Sections B and C begin.

Section B Reading

Candidates are advised to spend 1 hour 20 minutes on this section.

This section consists of reading comprehension exercises and a translation from English into the target language. The stimulus material for the reading test will be drawn from sources such as magazines, newspapers, reports, books or other forms of extended writing and which relate to the topics listed at A2 Level. The question types will vary from year to year and will be a mixture of objective type questions and questions and answers in the target language. They will be assessed according to the criterion for AO2.

Question 3 is a short translation exercise from English into the target language. The stimulus material for the translation will be drawn from sources such as magazines, newspapers, reports, books or other forms of extended writing and which relate to the topics listed at A2 Level. The translation exercise will be assessed according to the criterion for AO3 and takes account of the candidate's ability to use a wide and varied range of syntax and lexis, manipulating the language accurately and with sensitivity to idiom.

Section C Writing

Candidates are advised to spend 1 hour on this section.

Section C has questions based on the three literary titles from Literature and Society. Refer to Appendix 1.

Each question will have an alternative. Candidates are expected to respond to one open-ended question only in 300-350 words and to be able to demonstrate a capacity for critical thinking and awareness by developing arguments and presenting views, opinions and justifications. They should demonstrate a capacity for critical analysis, evaluation and comparison of characters, plot and themes, literary style and motivation. The response will be assessed according to the AO2 and AO3 criteria.

Content	Learning Outcomes
<p>Listening: Students answer two questions based on two passages recorded on individual student CDs.</p> <p>Reading: Students answer three questions based on two written passages and complete one translation exercise from English to French.</p> <p>Writing: Students must complete one essay based on a literary title.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand, infer meaning and draw conclusions from a variety of spoken sources covering different contexts, registers, styles and genres; • adapt spoken and written language appropriately for different situations and purposes; • understand, infer meaning and draw conclusions from a variety of written texts (including authentic sources) covering different contexts, registers, styles and genres; • transfer meaning from English into French; • develop arguments, analyse, evaluate, compare and contrast in written French; and • understand and apply accurately the grammatical system and a range of structures as detailed in the A Level specification.

Grammar and Structures List for AS French

Part(s) of Speech	Examples
Nouns	<ul style="list-style-type: none"> gender singular and plural forms
Articles	<ul style="list-style-type: none"> definite, indefinite and partitive
Adjectives	<ul style="list-style-type: none"> agreement position comparative and superlative demonstrative (<i>ce, cet, cette, ces</i>) indefinite (<i>chaque, quelque</i>) possessive interrogative (<i>quel, quelle</i>)
Adverbs	<ul style="list-style-type: none"> comparative and superlative interrogative (<i>comment, quand</i>)
Quantifiers/Intensifiers	<ul style="list-style-type: none"> (<i>très, assez, beaucoup</i>)
Pronouns	<ul style="list-style-type: none"> personal: subject, object: direct and indirect position and order reflexive relative (<i>qui, que</i>) relative: (<i>lequel, auquel, dont</i>)(R) object: direct and indirect disjunctive/emphatic demonstrative (<i>celui</i>) (R) indefinite (<i>quelqu'un</i>) possessive (<i>le mien</i>) (R) interrogative (<i>qui, que</i>) interrogative (<i>quoi</i>) (R) use of <i>y, en</i>

Part(s) of Speech	Examples
Verbs	<ul style="list-style-type: none"> • regular and irregular verbs, including reflexive verbs • modes of address (<i>tu, vous</i>) • impersonal verbs • verbs followed by an infinitive (with or without a preposition) • dependent infinitives (<i>faire réparer</i>) (R) • perfect infinitive • negative forms • interrogative forms • tenses: <ul style="list-style-type: none"> - present - perfect (including agreement of past participle) - imperfect - future - conditional - future perfect (R) - conditional perfect (R) - pluperfect - past historic (R) • passive voice: <ul style="list-style-type: none"> - present tense - other tenses (R) • imperative • present participle • subjunctive mood: <ul style="list-style-type: none"> - present (common uses, eg after expressions of possibility, necessity, obligation and after conjunctions such as <i>bien que</i>)
Indirect Speech	
Inversion after speech (R)	
Prepositions	
Conjunctions	
Number, quantity and time	(including use of <i>depuis, venir de</i>)

Grammar and Structures List for A Level French

All grammar and structures listed for AS Level, plus:

Part(s) of Speech	Examples
Pronouns	<ul style="list-style-type: none"> • relative: (<i>lequel, auquel, dont</i>) • possessive (<i>le mien</i>) • demonstrative (<i>celui</i>) • interrogative (<i>quoi</i>)
Verbs	<ul style="list-style-type: none"> • dependent infinitives (<i>faire réparer</i>) • future perfect tense • conditional perfect tense • passive voice: <ul style="list-style-type: none"> - all tenses • subjunctive mood: <ul style="list-style-type: none"> - present - perfect - imperfect (R)
Inversion after adverbs	
Inversion after speech	

4 Scheme of Assessment

4.1 Assessment opportunities

Students can choose to be assessed in stages during their AS and A Level courses or to leave all assessment to the end of these courses. Section 2 of the specification shows the availability of assessment units.

Students can choose to resit AS and A2 assessment units. The best result for each assessment unit will count towards the AS and A Level qualifications.

Results for each assessment unit can continue to contribute to an AS or A Level qualification while the specification is offered.

4.2 Assessment objectives

The specification's assessment objectives are listed below: Students must:

- understand and respond, in speech and writing, to spoken language (AO1);
- understand and respond, in speech and writing, to written language (AO2);
- show knowledge of and apply accurately the grammar and syntax prescribed in the specification (AO3).

4.3 Assessment objective weightings

The assessment objective weightings for each assessment unit and the overall AS and A Level qualifications are set out in the table below:

Assessment Objective	Assessment Unit Weightings				Overall Weightings	
	AS 1	AS 2	A2 1	A2 2	AS	A Level
AO1	10 %	7.5 %	7.5%	7.5%	17.5%	32.5%
AO2	5%	15%	5%	17.5%	20%	42.5%
AO3	2.5%	10%	5%	7.5%	12.5%	25%
Total	17.5%	32.5%	17.5%	32.5%	50%	100%

4.4 Quality of written communication

Assessment in AS and A Level French require students to demonstrate their quality of written communication. In particular, students must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of students' written communication in their responses to questions or tasks that require extended writing. The following units assess the quality of a student's written communication:

AS: Translation into English (AO2); and

A2: Questions and Answers in English (AO2).

4.5 Synoptic assessment

The A2 assessment units include an element of synoptic assessment. This allows students to demonstrate expertise in the essential knowledge, understanding and skills of French.

The definition of synoptic assessment in the context of modern languages is as follows:

- Knowledge, understanding and skills in modern languages are closely linked. Synoptic assessment covers both knowledge of the language and the skills in using it that have been developed in different parts of the A Level course. Students will demonstrate understanding and the ability to use advanced level language skills in one or more tasks. Synoptic assessment in modern languages should draw on all A Level assessment objectives.

4.6 Stretch and challenge

Units A2 1 and A2 2 provide opportunities for stretch and challenge. This is achieved by requiring students to respond to open-ended questions that require:

- in-depth study; and
- a capacity for critical thinking and awareness formed through discussion, analysis, evaluation and comparison.

4.7 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit.

AS qualifications are awarded on a five grade scale from A to E with A being the highest. A Level qualifications are awarded on a six grade scale from A* to E with A* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A*, candidates will need to achieve a grade A on their full A Level qualification and an A* on the aggregate of their A2 units. For students who fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions published by the regulatory authorities (see Section 5.4).

4.8 Language of Specification and Assessment Materials

The specification and associated specimen assessment materials are provided in English. Requests for live assessment materials in Irish will be addressed by CCEA if requested by the Department of Education for Northern Ireland.

5 Links

5.1 Support materials

We currently provide the following materials to support this specification:

- specimen papers;
- mark schemes; and
- a resource list.

You can obtain these materials from our Modern Languages microsite at www.ccea.org.uk or by phoning our Distribution Section.

We will expand our range of support materials to include:

- schemes of work;
- practice materials;
- listening and reading comprehension materials; and
- exemplification materials.

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

5.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it offers students opportunities, through the contexts for learning and related areas for development, for the exploration of:

- spiritual issues (Context 4), moral issues (Context 2 and 3), ethical issues (Context 1 and 5), social issues (Contexts 1 and 4), legislative issues (including equality and disability discrimination) (Contexts 3, 4 and 5), economic issues (Contexts 3 and 5) and cultural issues (Contexts 4 and Unit A2);
- sustainable development (Context 4), health and safety considerations (Context 2) and European developments (Context 4); and
- the ‘skills agenda’ and employability (Context 3).

5.3 Key skills

All units of this specification provide opportunities for the development of the following nationally recognised Key Skills at Level 3:

- Improving Own Learning and Performance;
- Information and Communication Technology; and
- Working with Others.

Details of the current standards and guidance for each of these skills can be found on the QCA website, www.qca.org.uk.

5.4 Performance descriptions

You can obtain performance descriptions for the AS and A2 judgemental A/B and E/U boundaries from the QCA website: www.qca.org.uk.

5.5 Examination entries

The following entry codes apply to individual assessment units and the overall AS and A Level cash-ins in French:

AS 1:	AAF11
AS 2:	AAF12
AS cash-in:	S5652
A2 1:	AAF21
A2 2:	AAF22
A Level cash-in:	A5652

You can view details of how to make entries on our website. Alternatively, you can contact our Entries Team using the details provided in Section 5.8.

5.6 Students with particular requirements

We have designed this specification to minimise the need to adjust the assessment of students who have particular requirements. Details of the arrangements you can make for such students are available 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*.

5.7 Disability Discrimination Act (DDA)

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. 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 groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part 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*.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. *This will be kept under review and may be amended in the future.*

A Level French requires assessment of the skills of speaking, listening, reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Speaking - some candidates with a speech impairment;
- Listening - some candidates with a hearing impairment and who cannot lip read; and
- Reading - some candidates with a visual impairment who cannot read Braille.

5.8 Contact details

The following list provides contact details for relevant members of our staff:

- 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, extension 2439, 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: Content for Literature and Society

Literature:

Extended Writing at A2 2 is based on literary texts. Each text will have one set question with an alternative option. Candidates should respond to one question only, either (a) or (b), and write 300-350 words in French.

The literary texts are as follows:

- Camus: *L'Étranger*
- Gide: *La Symphonie pastorale*
- Sartre: *Les Mains sales*

Society:

The discussion element of the A2 speaking test is based on a societal theme. This theme will be studied by the candidate during the course of the A2 year. Candidates will be expected to discuss with a visiting examiner the issues associated with the chosen theme which will last approximately 5 minutes. An outline of the issues to be discussed with the visiting examiner will be submitted to CCEA in advance of the speaking test on a summary sheet with approximately 5 headings.

The societal themes are as follows:

- **Film** – study *Manon des Sources*.

or

- **Region** – study a specific region in a French speaking country.

or

- **Culture** – study a cultural aspect of a French speaking country other than literature eg the arts, music, sport, folklore, festivals and traditions.

or

- **Historical period** – study an historical period from the 20th century in a French speaking country.

Summary of Changes since First Issue

(all document changes are marked in red)

Revision History Number	Date of Change	Page Number
Version 1	N/A	N/A
Version 2	26/06/09	11
Version 2	26/06/09	12
Version 2	26/06/09	13
Version 2	26/06/09	14
Version 2	26/06/09	16
Version 2	26/06/09	22
Version 2	26/06/09	24
Version 2	26/06/09	25
Version 3	21/09/10	5
Version 3	21/09/10	6
Version 3	21/09/10	12
Version 3	21/09/10	15