

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

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 will make the first full award based on this specification in summer 2011.

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

The first assessment for the following units will be available in summer 2010:

- Unit 1: Speaking; and
- Unit 2: Writing.

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.

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1 Introduction

This specification sets out the content and assessment details for our GCSE French course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. 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 England and 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 submit controlled assessment tasks for Unit 1 and/or Unit 2 in the first year of teaching.
- 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.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of the GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Speaking (AO2)	<p>Controlled assessment</p> <p>Students prepare and complete two tasks under supervision.</p> <p>Teachers can either:</p> <ul style="list-style-type: none"> • 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. <p>Teachers mark the assessments and we moderate them.</p>	30%	Every Summer (beginning in 2010)
Unit 2: Writing (AO4)	<p>Controlled assessment</p> <p>Students prepare and complete two tasks under supervision.</p> <p>Teachers can either:</p> <ul style="list-style-type: none"> • 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. <p>We mark the assessments.</p>	30%	Every Summer (beginning in 2010)
Unit 3: Listening (AO1)	<p>One externally assessed written paper</p> <p>Two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (35 minutes); and • Higher (45 minutes) <p>Stimulus material in French, recorded by native speakers</p> <p>Responses include selection, gap filling and answering some questions in English</p>	20%	Summer Terminal

Content	Assessment	Weighting	Availability
Unit 4: Reading (AO3)	<p>One externally assessed written paper</p> <p>Two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (40 minutes); and • Higher (50 minutes) <p>Stimulus material of various lengths on a range of topics in French</p> <p>Responses include selection, gap filling and short answers in French, and some answers in English</p>	20%	<p>Summer</p> <p>Terminal</p>

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
<p>Students' lives, families, homes and interests, and those of others in French-speaking countries and communities</p>	<p>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:</p> <ul style="list-style-type: none"> • Relationships: families and friends; • Local environment: advantages and disadvantages; • Activities: daily routine and leisure activities; and • Health and lifestyle: diet, exercise and illness. <p>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.</p>

3.2 Context 2: Citizenship

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

Content	Learning Outcomes
<p>Lifestyles, attitudes and customs in students' own countries and communities, and in French-speaking countries and communities</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>

3.3 Context 3: Employability

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

Content	Learning Outcomes
<p>Education and employment in students' own countries and communities, and in French-speaking countries and communities</p>	<p>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:</p> <ul style="list-style-type: none"> • School life; • Part-time jobs: advantages and disadvantages; and • Future plans: choices and expectations. <p>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.</p>

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

A01 (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.

A02 (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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Grade	Description
C	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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; and
- submit tasks on different topics for speaking and 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	<p>Candidates must complete their work under informal supervision. This may involve working in pairs or in small groups with other candidates.</p> <p>Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.</p>
Feedback	<p>Teachers must give guidance and feedback on how candidates should reference their sources so as to avoid plagiarism.</p> <p>Teachers must not correct any of the candidates' preparation work. They should, however, give guidance and feedback on the following:</p> <ul style="list-style-type: none"> • how the work meets the requirements of the specification; and • how the work will be assessed according to the marking criteria. <p>Candidates should reach their own conclusions.</p>
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	<p>Candidates may have access to a dictionary and other resource materials such as textbooks, books, magazines or newspapers in the target language.</p> <p>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.</p> <p>Candidates must reference any resources that they use, including those accessed via the internet.</p>

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	<p>Candidates must complete their work under informal supervision.</p> <p>Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.</p>
Feedback	<p>Teachers must give guidance and feedback on how candidates should reference their sources so as to avoid plagiarism.</p> <p>Teachers must not correct any of the candidates' preparation work. They should, however, give guidance and feedback on the following:</p> <ul style="list-style-type: none"> • how the work meets the requirements of the specification; and • how the work will be assessed according to the marking criteria. <p>Candidates should reach their own conclusions.</p>
Time Limit	<p>Candidates have 5–6 hours to prepare for the task.</p>
Collaboration	<p>Candidates must complete all their work individually.</p>
Resources	<p>Candidates may have access to a dictionary and other resource materials such as textbooks, books, magazines or newspapers in the target language.</p> <p>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.</p> <p>Candidates must reference any resources that they use, including those accessed via the internet.</p> <p>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.</p>

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) during the preparation stage. 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 an adequate sample of tasks 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 by the 1st of 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; and
- controlled assessment tasks.

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;
- exemplary performances;
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials;
- student guides;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates; and
- exemplification of standards.

You can find our Annual Support Programme 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, England 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 QCA website at www.qca.org.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: Catriona Skelton
(telephone: (028) 9026 1200, extension 2292, email: cskelton@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 2010-2011

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 tests 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:

- timing of tasks; and
- topics of tasks (candidates cannot submit two speaking tasks from the same context).

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

Context: The Individual

Topic: Relationships

Format: The candidate engages in a conversation based on the topic of relationships.

Purpose: To display the ability to inform and respond to questions on the topic.

Timing: **4–6 minutes**

Topic: Relationships (Guidance for candidates)

You will be asked questions on the following:

- what relationships are important to you and why;
- your best friend;
- how people would describe you;
- things that annoy you about your friends/family; and
- problems/pressures in relationships.

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

Task B: Presentation and discussion

Context: Citizenship

Topic: Travel and tourism

Format: The candidate gives a presentation of **1–2 minutes** describing the tourist facilities in their area, followed by a discussion.

Purpose: To display the ability to present information and engage in a discussion about the topic.

Timing: **4–6 minutes**

Topic: Travel and tourism (Guidance for candidates)

You should prepare a presentation of **1–2 minutes** describing the tourist facilities in your area. In a follow-up discussion you will be asked questions on the following:

- how tourists can travel to your area;
- what facilities there are for tourists in your area; and
- why tourists should come to your area.

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

Task C: Interview

Context: Employability

Topic: Part-time jobs

Format: The candidate takes part in an interview for a job working as a waiter/waitress in a hotel.

Purpose: To display the ability to prepare for and take part in a job interview.

Timing: **4–6 minutes**

Topic: Part-time jobs (Guidance for candidates)

You are going to take part in a job interview to work as a waiter/waitress in a hotel. You will be asked questions on the following:

- why you applied for the job;
- what experience you have;
- what you think you will enjoy about the job;
- why you think you would be good at the job; and
- why you should get the job rather than other applicants.

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

Unit 2: Writing (AO4)

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

Task D: Informative writing

Context: Citizenship

Topic: Festivals and customs

Format: The candidate writes an article for a magazine about a celebration 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)

A magazine editor has asked you to write an article about a celebration in a country/community where the target language is spoken. Your work may include information on some or all of the following:

- the background to the celebration;
- where and when it is celebrated;
- how it is celebrated;
- who celebrates it; and
- your opinion.

Task E: Comparative writing

Context: The Individual

Topic: Health and lifestyle

Format: The candidate writes a report for a school magazine in the target language comparing people's lifestyle now with people's lifestyle in the past.

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 decided to write an article for a school magazine comparing people's lifestyle now with people's lifestyle in the past. Your work may include information on some or all of the following:

- an outline of people's lifestyle in the past and of people's lifestyle now;
- the advantages and disadvantages of life in the past;
- the advantages and disadvantages of life now;
- what life may be like in the future; and
- your opinion.

Task F: Persuasive writing

Context: Citizenship

Topic: Environmental issues

Format: The candidate produces a leaflet for a local newspaper to persuade people that they should be more environmentally aware.

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 produce a leaflet for a local newspaper to persuade people that they should be more environmentally aware. Your work may include information on some or all of the following:

- why people should protect the environment;
- the dangers if people don't protect the environment;
- what families can do to protect the environment;
- what schools can do to protect the environment; and
- your opinion.

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 task is 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 be clear.

Candidates must not submit tasks on the same topic for their speaking tasks – for example ‘school life’ – as for their writing 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 (A02)

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	apéritif	avion
d'abord	à peu près	avis
abricot	appareil(-photo)	avoir
absent	appartement	bagages
absolument	s'appeler	baguette
accident	appétit	se baigner
accompagner	apporter	bain
d'accord	apprendre	balcon
accès aux quais	s'approcher (de)	ballon
acheter	après	banane
acteur/actrice	après-demain	banc
addition	après-midi	bande (dessinée)
adorer	arbre	banlieue
adresse	argent	banque
adresser à	armoire	bar
adulte	arrêter	barbe
aéroport	arriver	barrière
affaires	artiste	(en) bas
affectueusement	ascenseur	bateau
affiche	aspirateur	bâtiment
affreux	aspirine	(se) battre
âge	s'asseoir	bavarder
agence (de voyages)	assez	beau
agent (de police)	assiette	beaucoup
agiter	assister à	bébé
agneau	athlétisme	besoin
agréable	attaquer	bête
agriculteur	attendre	beurre
aider	attention!	bibliothèque
aimable	attraper	bidet
aimer (mieux, bien)	au feu!	bien (sûr, entendu)
ainé	au revoir	bientôt
air	au secours!	bienvenue
alcool	auberge (de jeunesse)	bière
alimentation	aucun	bifteck
aller	aujourd'hui	billet
allô	aussi	biscuit
allumette	autant	bise
alors	auto(bus, car, stop)	blanc
ambulance	automne	(se) blesser
ami	autoroute	bleu
amitiés	autour de	bloc sanitaire
amour	autre	blond
amusant	avance	boeuf
s'amuser	avantage	boire
an/année	avant	bois
ananas	avec	boisson
ancien	avenir	boîte (aux lettres)
anniversaire	aventure	bol
(petites) annonces	avenue	bon

bonbon	carafe	chocolat
bonheur	caravane	choisir
bonhomme (de neige)	carnet	chomage
bonjour	carotte	chose
bonsoir	carrefour	chou
bord	carte (de crédit, d'identité, postale)	chou-fleur
bouche	(se) casser	chouette!
boucherie	catholique	cidre
boulangerie	carton	ciel
boule	causer	cinéma
boulevard	cave	circulation
boum	célèbre	cirque
bout	centime	citron (pressé)
bouteille	centimètre	clair
boutique	centre (-ville, commercial)	classe
branche	cependant	clavier
bravo	cerise	clé/clef
bricolage	certain	client
briller	certificat	climat
brochure	cesser	club
(se) bronzer	c'est-à-dire	cocher
se brosser	chaîne stéréo	code (de la route, postal)
bruit	chaise	coeur
(se) brûler	chambre (de famille)	coiffeur/coiffeuse
brun	champ	coin
bûche de Noël	champignon	collectionner
buffet	chance	collège
bulletin	changer	coller
bureau	chanter	collier
bus	chapeau	chaîne
ça (alors, dépend, fait, va)	chaque	combien
cabine (d'essayage, téléphonique)	charcuterie	comédie
cabinet	chariot	commander
(se) cacher	charmant	comme
cadeau	château	commencer
cadet	chaud	comment
café(-crème)	chauffage (central)	commerçant
cafetière	chauffeur	commerce
cahier	chef	commissariat
caisse	chemin (de fer)	commissions
calme	cheminée	commun
camarade	chèque (de voyage)	communication
camion	cher	comparer
campagne	chercher	compartiment
camping	cheveux	compléter
canne (à pêche)	cheveux mêchés	compliment(s)
cantine	chez	composter
capitale	chic	comprendre
car	chips	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 d'artifice	gentil
erreur	feuille	gîte
escalier	feuilleton	glace
espace	fiancé	glisser
espérer	fiche	gomme
essayer	fier	goûter
essence	fierté	gramme
est	fièvre	grand
et	figure	gras
étage	fil	gratuit
état	film	grave
été	fils	grille
étoile	finalemnt	grippe
étranger	finir	gris
être	fleur	gros
étudier	fois	groupe
euro	foncé	guichet
évident	fond	guide
exact	football	gymnastique
examen		s'habiller

habiter	jambon	librairie
d'habitude	jardin (public, potager, d'agrément, zoologique)	libre
s'habituer à	jaune	(au) lieu (de)
haricot	jeter	(en) ligne
hâte	jeu (électronique)	limonade
haut	jeunesse	lire
herbe	jogging	liste
hésiter	joie	lit
heure	joli	litre
heureux	jouer	littérature
hier	jouet	livre
historique	jour (de l'an, férié)	location
hiver	journal	loger
homme	journée	loin (de)
hôpital	joyeux, Joyeux Noël	loisir
horaire	juif	long
horloge	jumeau	longtemps
horreur	jus	lorsque
hors d'oeuvre	jusque	louer
hôtel (de ville)	juste	lourd
hôtesse de l'air	képi	lumière
huile	kilo	lune
humide	kilomètre	lunettes
hypermarché	kiosque (à journaux)	luxe
ici	là	machine (à laver)
idée	labo/laboratoire	madame
identité	lac	magasin
île	laid	magazine
image	laine	magnifique
immeuble	laisser	maillot (jaune, de bain)
impatient	lait	maintenant
impoli	laitue	mairie
important	lampe	mais
impossible	lancer	maison
impression	langue	maître
indiquer	large	mal
industrie	lavabo	maladie
infirmier	(se) laver	malheureux
informations	lave-lessive	maman
ingénieur	lave-vaisselle	manche
un i-Pod	lecteur MP3	manger
insecte	lecture	manquer
instant	léger	marché, bon marché
internet	légume	marcher
instituteur	lent	marée (basse, haute)
intelligent	lettre (par avion, recommandée)	mari
interdit	(se) lever	mariage
intéressant	liberté	marin
inutile		marque
inviter		marron
jamais		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	pardonnez
monde, tout le monde	objet (de valeur), objets	parent
monnaie	trouvés	paresseux
monsieur	obliger	parfait
montagne	obtenir	parfois
monter	occupé	parfumerie

parking	(à) pied	pot
parler	piercing	poterie
partager	piéton	poubelle
particulier	pilote	poudre
(à) partir (de)	pique-nique	poupée
partout	piscine	pour
pas	piste	pourboire
passage (à niveau, clouté, protégé)	pittoresque	pourquoi
passager	place	pourtant
passant	plage	pousser
passeport	plaire	poussière
(se) passer	plaisir	pouvoir
passé-temps	plan	pré
passionnant	planche à voile	précieux
pastille	plastique	préférer
pâté (dentifrice)	plat (du jour)	premier
pâté	plateau	prendre
patiner	plein	prénom
pâtisserie	pleurer	préparer
patron	plonger	près (de)
pauvre	plupart	(se) présenter
payer	plus	presque
pays	plusieurs	presser
pêcher	plutôt	prêt
pédalo	poche	prêter
peintre	poids (lourd)	prier
pelouse	(à) point	principal
pendule	pointure	prix
pénible	poire	problème
penser	pois	prochain
(demi-)pension, pension complète	poisson (rouge)	prof/professeur
(se) perdre	poivre	profond
père	poli	programme
permanent	policier	progrès
permettre	politesse	projet
permis (de conduire)	pollution	se promener
personne	pomme (de terre)	prononcer
perte	(sapeur-)pompiers	proposer
peser	pont	propre
petit (déjeuner), petit- fils, petite-fille	porc	propriétaire
peu	port	protection
peur	(téléphone) portable	protéger
peut-être	porte	protestant
pharmacie	portefeuille	en provenance de
photo/photographie	porte-monnaie	provision
physique	porter	prune
piano	portière	pub/publicité
pièce	poser	public
	positif	puis
	possible	quai
	poster	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	salon
quelquefois	(se) reposer	salut!
question	représentant	sang
queue	réserver	sans
qui	respirer	santé
quiche	responsable	satisfait
quinzaine	restaurant	sauce
quinze jours	rester (coucher la nuit chez)	saucisse
quitter	résultat	sauf
quoi	(en) retard	saumon
raconter	retourner	sauter
radiateur	retrouver	(se) sauver
radio	réunion	savoir
raisin	réussir	savon
raison	rêver	scolaire
ramasser	(se) réveiller	séance
ranger	(au) revoir	sécher
se rappeler	revue	secondaire
rapide	rez-de-chaussée	secrétaire
rapporter	rhume	section
rare	riche	séjour
ravi	rideau	sel
rayon	ridicule	semaine
récent	rien	sembler
réception	rire	sens (interdit, unique)
recevoir	risque	(se) sentir
récompense	rivière	séparer
récréation	riz	sérieux
reçu	robinet	serviette
recycler, recyclé	rôle	(se) servir
réduction	roman	seul
réduit	rond	seulement
refuser	rose	sévère
regarder	rosé	shampooing
région	rôti	si
règle	roue (de secours)	siffler
regretter	rouge	signature
religieux	rouler	signer
remarquer	route	silence
rembourser	roux	simple
remède	ruban	sirop
remercier	rue	
remplir	sable	
(se) rencontrer		

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 l'heure, de suite, le monde, près, seul)
sommet	tarif	(en) train (de)
sommeil	tarte	tranche
son	tas	tranquille
sondage	tasse	transistor
sonner	taxi	travailler
sortie (de secours)	technique	travaux (manuels, pratiques)
sortir	technologie	traverser
soudain	tel	trembler
souffrir	télocarte	tremblement (de terre)
souhaiter	télécharger (de la musique)	très
souligner	téléphoner	tricot
soupe	télévision	trimestre
sourire	tellement	triste
sous(-sol)	temps	trop
(se) souvenir (de)	tenir	trottoir
souvent	tennis	trou
sparadrap	tente	(se) trouver
spécialité	terminer	truite
sport (d'hiver)	en terminale	tube
stade	terrain	TVA
station (service, de métro)	terrasse	type
stationner	(à, par) terre	typique
(faire du) stop	terrible	un/une
stylo	texte	uni
succès	texto	uniforme
sucré	TGV	unique
suffire	thé	unité
suivant	théâtre	université
super	thon	urgence
supérieur	ticket	user
supermarché	timbre	usine
supplémentaire	timide	
supporter	tirer	

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

Appendix 6

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	<p>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</p>
External assessment	<p>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</p>
Formal supervision (High level of control)	<p>The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.</p>
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	<p>Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.</p>

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

