



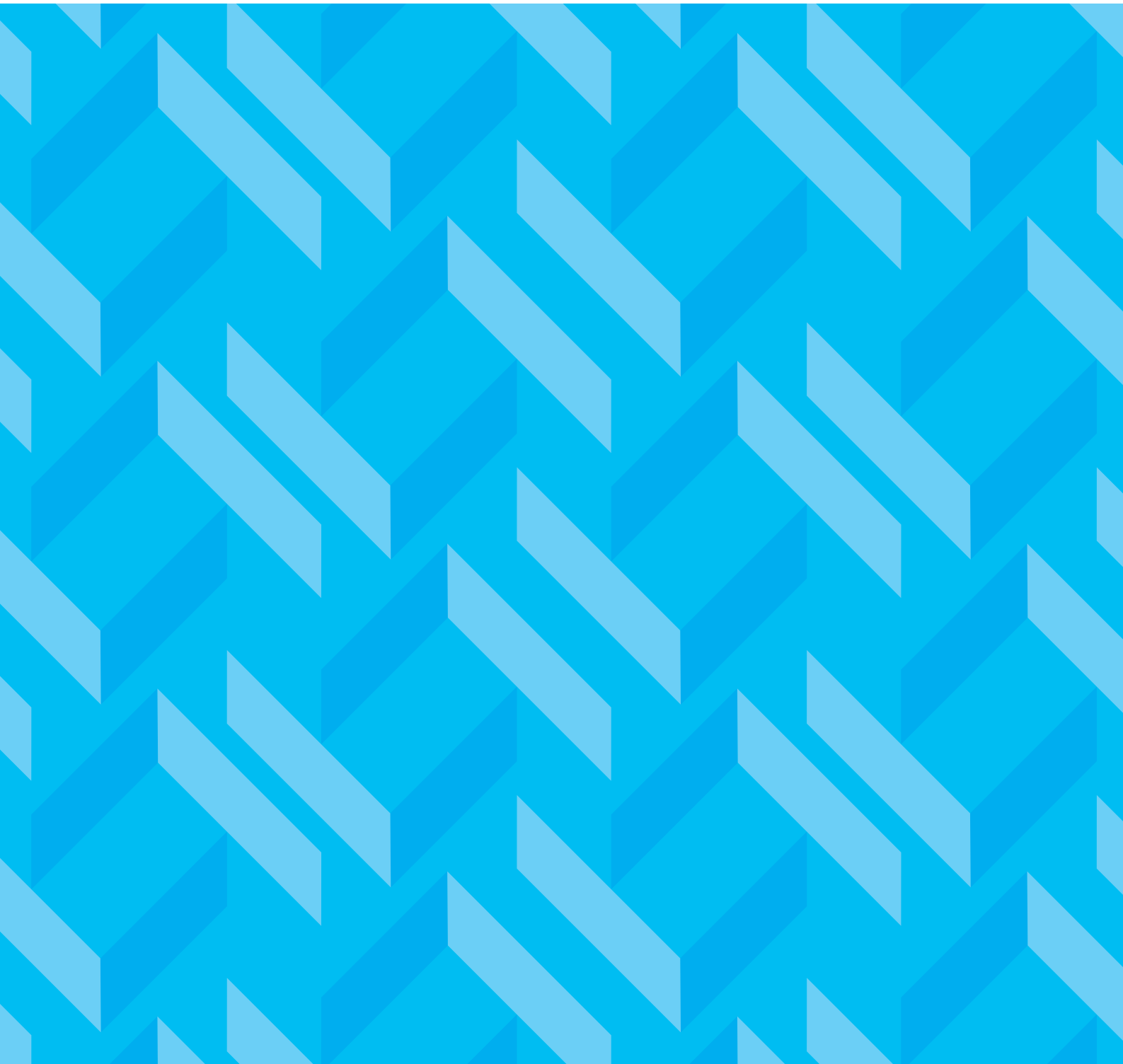
**GCE**

**Examinations from 2009**

First AS Award: Summer 2009

First A Level Award: Summer 2010

French



# Contents

## WJEC AS GCE in French WJEC Advanced GCE in French

First AS Award - Summer 2009  
First A level Award - Summer 2010



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## GCE French

<b>Subject/Option Entry Codes</b>		English medium	Welsh medium
<i>Advanced Subsidiary (AS) "Cash in" entry</i>	<i>2191</i>	01	W1
<i>A Level (A) "Cash in" entry</i>	<i>3191</i>	01	W1
FN1 : Oral in French			
(a) (conducted by visiting examiner)	1191	01	W1
(b) (conducted by centre and sent to examiner)	1191	02	W2
FN2 : Listening, Reading and Writing in French	1192	01	W1
FN3 : Oral in French	1193	01	W1
FN4 : Listening, Reading and Writing in French	1194	01	W1

<b>Availability of Assessment Units</b>				
Unit	January 2009	June 2009	January 2010 & each subsequent year	June 2010 & each subsequent year
FN1		✓		✓
FN2		✓	✓	✓
FN3				✓
FN4				✓

### Qualification Accreditation Numbers

**Advanced Subsidiary: 500/2756/6**

**Advanced: 500/2491/7**

## SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

### AS (2 units)

<b>FN1</b>	20%	12-15 minutes	60 raw marks; 80 UMS marks
<b>Oral</b> Examiner-led discussion of topics General conversation			
<b>FN2</b>	30%	2½ hours	98 raw marks; 120 UMS marks
<b>Listening, Reading and Writing</b> Listening and Responding Reading and Responding Grammar tasks Translation Target Language - English Essay			

### A Level (the above plus a further 2 units)

<b>FN3</b>	20%	15-20 minutes	60 raw marks; 80 UMS marks
<b>Oral</b> Structured Discussion Exposé			
<b>FN4</b>	30%	3 hours	98 raw marks; 120 UMS marks
<b>Listening Reading and Writing</b> Listening and Responding Reading and Responding Translation English – target language Guided Studies Essay			



# FRENCH

## **1** INTRODUCTION

### **1.1** Criteria for AS and Advanced GCE

This specification has been designed to meet the general criteria for GCE AS (AS) and Advanced (A) and the subject criteria for AS/A French as issued by the regulators [September 2006]. The qualifications will comply with the grading, awarding and certification requirements of the Code of Practice for 'general' qualifications (including GCE).

The AS qualification will be reported on a five-grade scale of A, B, C, D, E. The A level qualification will be reported on a six-grade scale of A\*, A, B, C, D, E. The award of A\* at A level will provide recognition of the additional demands presented by the A2 units in term of 'stretch and challenge' and 'synoptic' requirements. Candidates who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a certificate. The level of demand of the AS examination is that expected of candidates half way through a full Advanced course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the Advanced award. AS consists of two assessment units, referred to in this specification as FN1 and FN2. A2 also consists of two units and these are referred to as FN3 and FN 4.

Assessment units may be retaken prior to certification for the AS or Advanced qualifications, in which case the better result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

The specification and assessment materials are available in English and Welsh.

### **1.2** Prior learning

There is no specific requirement for prior learning, although many candidates would have already gained a knowledge and understanding and have developed a range of language skills, through their study of French at GCSE.

- This specification may be followed by all candidates, irrespective of their gender or ethnic, religious or cultural background.
- This specification is not age specific and can be followed by candidates of any age.
- This specification will give the student a firm basis for future life-long learning.

### **1.3 Progression**

The four part structure of this specification (2 units for AS, and an additional 2 for the full Advanced) allows for both staged and end-of-course assessment and thus allows candidates to defer decisions about progression from AS to the full Advanced qualification.

This specification provides a suitable foundation for the study of French or a related area through a range of higher education courses; progression to the next level of vocational qualifications; or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

### **1.4 Rationale**

One of the aims of the AS is to provide an opportunity for A level students to broaden their studies by postponing a decision to specialise. It is intended to provide an opportunity for all candidates to maintain breadth and width within their studies, while also providing a sufficiently rigorous, self-contained baseline for candidates wishing to continue with the full A level course.

The AS examination has been devised to be an appropriate assessment of the knowledge, understanding and skills expected from students who have completed the first part of the full A level.

The full A level course includes AS as part one and A2 as part two. The A2 examination has been devised to be an appropriate assessment of the knowledge, understanding and skills which comprise A2.

Opportunities will also be provided for candidates to develop their Key Skills.

### **1.5 The Wider Curriculum**

The French specification will naturally enhance the European awareness of candidates. Similarly opportunities will arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied and contribute to candidates' environmental education including sustainable development. Health and safety considerations will also be raised through the topic areas.

### **1.6 Prohibited combinations and overlap**

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will only have one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 5650.

This specification does not overlap significantly with any other. There are no prohibited combinations.

## 1.7 Equality and Fair Assessment

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.

GCE *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
- Reading – some candidates with a visual impairment who cannot read Braille

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 *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

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 future.

## 2

### AIMS

- 2.1 This specification for AS and A level French is designed to encourage students to:
- develop an interest in, and enthusiasm for, language learning
  - develop 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 the language is spoken
  - consider their study of the language in a broader context.
- 2.2 This specification is designed to encourage students to:
- derive enjoyment and benefit from language learning
  - acquire knowledge, skills and understanding for practical use, further study and/or employment
  - communicate with speakers of the language
  - take their place in a multilingual global society.
- 2.3 This specification is also designed to:
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.
- 2.4 In addition, the A level specification is designed to:
- provide a sufficient basis for the further study of languages at degree level or equivalent.

### 3 ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification:

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

#### Weightings

Assessment objective weightings are shown below as % of the full A level, with AS weightings in brackets.

Unit Weighting	%	AO1%	AO2%	AO3%
FN1	20	16.7 (33.3)		3.3 (6.6)
FN2	30	2.4 (4.9)	18.4 (36.7)	9.2 (18.4)
FN3	20	10	6.7	3.3
FN4	30	4.9	15.9	9.2
<b>Total</b>	<b>100</b>	<b>34</b>	<b>41</b>	<b>25</b>

## 4 SPECIFICATION CONTENT

AS candidates will be required to :

- listen and respond to a variety of spoken sources, including authentic sources
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt their spoken and written language appropriately for different situations and purposes
- use the language accurately to express facts and ideas, and to present explanations, opinions and information in both speech and writing
- understand and apply the grammatical system and a range of structures as detailed in the AS specification (See Appendix 1)
- transfer meaning from foreign language into English/Welsh.

In addition, A level candidates will be required to:

- use the language to present viewpoints, develop arguments, analyse and evaluate, in speech and writing
- understand and apply the grammatical system and a range of structures as detailed in the A level specification (See Appendix 1)
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied
- transfer meaning from English/Welsh into the foreign language.

### 4.1 Topics

The following topics will be studied with reference to target language countries as well as in a wider, global context as appropriate.

#### AS

- (a) **Leisure and Lifestyles**, including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy living – health and nutrition, diet and exercise; unhealthy living - drugs, aids, smoking, alcohol, etc
- (b) **The Individual and Society**, including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc.), education, vocational training and future careers.

#### Advanced

- (c) **Environmental Issues**, including technology, pollution, global warming, transport, energy, nuclear energy, renewable energies, conservation, recycling, sustainability.
- (d) **Social and Political Issues**, including the role of the media, racism, immigration social exclusion and integration, terrorism, world of work (employment, commerce, globalization, etc.),

**NB: Candidates must be aware that no dictionaries will be allowed in any part of the AS/A examinations**

**Detailed specifications of the examinations are as follows:**

## AS

### UNIT FN1 – Oral 15 minutes 60 marks

#### (1) Topic-based conversation

Candidates will be given 2 cards A and B, one from each of the AS topic areas. The cards will contain a verbal or visual stimulus or a mixture of both and some starter questions.

Candidates will be allowed 15 minutes preparation time during which they will be able to make brief notes to be handed to the examiner at the end of the examination.

The conversation will be led by the examiner. Candidates should be able to organise facts and ideas, and present explanations and information, focusing appropriately on the topics being discussed. (8 minutes)

In addition to the marks awarded for communication, candidates will be awarded marks, in both parts of the examination, for accuracy, range and idiom and pronunciation and intonation.

The aim is to provide candidates with a realistic opportunity to demonstrate their competence in oral communication outside the familiar classroom setting. Candidates will be encouraged to present their own point of view which may contradict that of the examiner. The FN1 test will **either** be conducted by the teacher, recorded and marked by WJEC **or** a visiting examiner will conduct and assess the test.

Visiting examiners will make every effort to meet all candidates in a group, before the individual tests, in order to put them at their ease. They will introduce themselves, speak a little in French to familiarise candidates with their voices, talk to them informally and answer any preliminary questions that might arise.

Detailed mark schemes are provided in the 'Guidelines for Teachers' booklet.

#### (2) General conversation

A general conversation where candidates will be expected to discuss their personal interests, their studies and any plans and/or aspirations for the future. When talking about themselves, candidates should be able to organise facts and ideas, and present explanations and information. (7 minutes)

### UNIT FN2 – Listening, Reading and Writing 2½ hours 98 marks

Candidates will be issued with individual cassettes/CDs which they will listen to on personal cassette/CD players. Within the overall time limit for this paper, they are at liberty to stop, rewind and listen to the recording as often as they like.

The recordings will be based on authentic material. The items will be of varying length, reflecting a range of everyday situations and including formal and informal registers such as brief conversations, interviews and reports. As is the case in any authentic situation, it will not be assumed that the texts need to be understood in every detail for this part of the examination to be completed successfully.

The tasks set will require both verbal and non-verbal responses aimed at establishing the candidates' level of comprehension of spoken everyday French, and their level of competence in responding in French.

The Reading part of the examination will be based on items of varying length, taken from newspapers, magazines and advertisements.

A range of tasks based on these extracts will require verbal and non-verbal responses aimed at establishing the candidates' level of comprehension of everyday French texts and their level of competence in responding to these texts in written French.

The examination will also include a task involving transfer of meaning from French into English/Welsh.

The Writing task will be one essay from a choice of 4 based on the topic areas (2 per topic)

- Q.1 Listening and responding - 1 or 2 items with comprehension tasks (8 marks)
- Q.2 Discrete grammar task based on the listening items (5 marks)
- Q.3 Reading and responding – 2 or 3 passages with comprehension tasks (24 marks)
- Q.4 Discrete grammar task based on the reading passages (10 marks)
- Q.5 Transfer of meaning task from target language into English/Welsh (16 marks)
- Q.6 One essay in French (200-250 words). Two essays will be set on each of the 2 topic areas (a) and (b) (35 marks)

## **A Level**

### **UNIT FN3 – Oral (20 minutes) 60 marks**

#### **(1) Structured Discussion**

Structured discussion based on a short written stimulus (150-200 words), linked to one of the topics.

Candidates will be allowed a preparation period (15-20 minutes) during which time they can make brief notes on paper (no dictionaries are allowed). They will not be allowed to read from an extensive script. All notes must be handed to the examiner at the end of the examination.

Candidates will be asked a few questions on the subject matter and then proceed to state their own views and exchange views with the examiner during the ensuing discussion. (6 minutes)

**(2) Oral Exposé**

Candidates will give an oral exposé on **one** of the areas in the Guided Studies option (see page 14) i.e. **one** film from the “World of Cinema” option **or one** book from the “World of Literature” option **or one** area from the “Regions of France” option. Candidates may choose to base their **oral exposé** on the prescribed list of books, films and regions (see Appendices) **or** on a book, film or region of their choice (i.e. any French film or any French work of literature or any region in a country where French is spoken).

Candidates are allowed to refer to brief notes consisting of 5 to 10 headings or sub-headings during the exposé, but they should not expect to read from a complete script. The notes should be handed to the examiner at the conclusion of the test.

The exposé will last a maximum of 4 minutes. This will be followed by a discussion (maximum 10 minutes) with the examiner on the topic of the exposé and related issues.

The tests will be conducted by a visiting examiner.

Visiting examiners will make every effort to meet all candidates in a group, before the individual tests, in order to put them at their ease. They will introduce themselves, speak a little in French to familiarise candidates with their voices, talk to them informally and answer any preliminary questions that might arise.

In centres where candidates take both FN1 and FN3, normally all the FN1 tests should be taken first and candidates should then return later for the FN3 tests.

Detailed mark schemes are provided in the Guidelines for Teachers booklet.

**UNIT FN4 –Listening, Reading and Writing (3 hours) 98 marks**

Candidates will be issued with individual cassettes/CDs to which they will listen on personal cassette/CD players. Within the overall time limit for this paper (3 hours), they are at liberty to stop, rewind and listen to the recording as often as they like.

The recordings will be based on authentic material. The items may include informal dialogue, news items and interviews, talks or discussions of a more formal nature.

Assessment will be based on comprehension tasks in English/Welsh to be answered in English/Welsh.

The reading and responding part of the examination will be based on authentic texts which may be in the form of a narrative, interview, informative or argumentative articles.

Questions may be specific or call for gist understanding and /or summarising. The exercises will aim at establishing the candidates' level of comprehension of written French.

There will be a translation exercise of approximately 100 words from English/Welsh into French.

There will be an essay of 400 words based on one area of the Guided Studies option.

- Q.1 Listening and responding – 1 or 2 items with comprehension tasks answered in English/Welsh (6 marks)
- Q.2 Reading and responding – 1 or 2 passages in French related to one or more of the topic areas with comprehension tasks some of which will be answered in English/Welsh (22 marks)
- Q.3 A short translation (approx. 100 words) from English/Welsh into French based on one of the topic areas (25 marks)
- Q.4 One essay from the Guided Studies option (max. of 400 words) which will be on a **different** book, film or region from that presented in the oral exposé. (45 marks)

### The Guided Studies Options

Part of the A2 course of study will involve choosing **one or two** of the following options:

- Either: A** The World of Cinema  
**Or: B** The World of Literature  
**Or: C** The Regions of France

Candidates must undertake 2 studies:

- Either:** both from the same option (e.g. 2 books; 2 films; 2 regions)  
**Or:** one from each of 2 options (e.g. 1 book plus 1 film or 1 film plus 1 region or 1 book plus 1 region)

The **essay** will be based on the prescribed list of books, films and regions (see Appendices).

Candidates may choose to base their **oral exposé** (Unit 3) on the prescribed list of books, films and regions (see Appendices) **or** on a book, film or region of their choice (i.e. any French film or any French work of literature or any region in a country where French is spoken).

During their preparation time for the Guided Studies, candidates will be expected to study and respond to spoken and written sources, regardless of option choice, e.g. studying written materials about the films; listening to news items about the regions or viewing filmed versions of the books.

#### **A The World of Cinema**

Candidates will study 1 or 2 films depending on their choice of option(s). They will be required to deal with questions related to development and plot, relationships, the personalities of main characters, individual viewpoints and beliefs, motivation for personal actions etc., and to cinematographic devices in as far as they relate to any of those aspects (colour, flashback, slow motion etc.). They will **not** be expected to have detailed knowledge of cinematographic technologies, production methods, etc.

**B The World of Literature**

Candidates will study 1 or 2 books depending on their choice of option(s). They will be required to deal with questions related to events, relationships, the personalities of main characters, individual viewpoints and beliefs, motivation for personal actions, etc. they will **not** be expected to answer questions on literary theory or the wider philosophical background.

**C The Regions of France**

Candidates will study 1 or 2 regions depending on their choice of option(s). They will be required to deal with questions related to the geography, economy, recent history, society, culture, traditions and lifestyle characteristic of the region. They will also be expected to have a broad view of the region's place within France as a whole.

## 5 SCHEME OF ASSESSMENT

Dictionaries are not allowed in any assessment.

AS and Advanced qualifications are available to candidates following this specification.

### AS

The AS is the first half of an Advanced course. It will contribute 50% of the total Advanced marks. Candidates must complete the following **two units** in order to gain an AS qualification.

		Weighting Within AS	Weighting Within Advanced
<b>FN1</b>	Oral	40%	20%
<b>FN2</b>	Listening, Reading and Writing	60%	30%

#### FN1: Oral 15 minutes 60 marks

	AO1	AO2	AO3
<b>FN1</b>	50		10

#### FN2: Listening, Reading and Writing 3 hours 98 marks

	AO1	AO2	AO3
<b>FN2</b>	8	60	30

### Advanced

The Advanced specification consists of two parts: Part 1 (AS) and Part 2 (A2).

Part 1 (AS) may be taken separately and added to A2 at a further examination sitting to achieve an Advanced qualification, or alternatively, both the AS and A2 may be taken at the same sitting.

Candidates must complete the AS units outlined above plus a further two units to complete A level French. The A2 units will contribute 50% of the total Advanced marks.

		Weighting within A2	Weighting within Advanced
<b>FN3*</b>	Oral	40%	20%
<b>FN4*</b>	Listening, reading and writing	60%	30%

\*Includes synoptic assessment

**FN3: Oral 15-20 minutes 60 marks**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>FN3</b>	30	20	10

**FN4: Listening, Reading and Writing 3 hours 98 marks**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>FN4</b>	16	52	30

**Distribution of AOs per paper****FN1 Oral**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	
	50		10	60

**FN2 Listening, Reading and Writing**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	
Listening and Responding	8		5	13
Reading and Responding		24	10	34
Translation		16		16
Essay		20	15	35

**FN3 Oral**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	
	30	20	10	60

**FN4 Listening, Reading and Writing**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	
Listening and Responding	6			6
Reading and Responding		22		22
Translation		15	10	25
Guided Studies Essay	10	15	20	45

### Synoptic Assessment

Synoptic assessment, testing candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject, is a requirement of all A level specifications.

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

### Awarding, Reporting and Re-sitting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale from A to E. The overall grades for the GCE A level qualification will be recorded on a grade scale from A\* to E. Results not attaining the minimum standard for the award of a grade will be reported as U (Unclassified). Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications (see table below). The grade equivalence will be reported as a lower case letter ((a) to (e)) on results slips, but not on certificates:

	Max. UMS	A	B	C	D	E
Units 1 and 3 (weighting 20%)	80	64	56	48	40	32
Units 2 and 4 (weighting 30 %)	120	96	84	72	60	48
AS Qualification	200	160	140	120	100	80
A Qualification	400	320	280	240	200	160

At A level, Grade A\* will be awarded to candidates who have achieved a Grade A in the overall A level qualification and 90% of the total uniform marks for the A2 units.

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification.

# 6

## KEY SKILLS

Key Skills are integral to the study of AS/Advanced French and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3:

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

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for French' available on the WJEC website.

## **7** PERFORMANCE DESCRIPTIONS

### **Introduction**

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	Understand and respond, in speech and writing, to spoken language. <sup>1</sup>	Understand and respond, in speech and writing, to written language. <sup>2</sup>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	<sup>1</sup> Understand and respond in <b>speech to spoken</b> language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	<sup>2</sup> Understand and respond in <b>speech to written</b> language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.	
A/B boundary performance descriptions	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of spoken language</li> <li>b) understand the main points and details, including points of view</li> <li>c) are able to infer meaning with only a few omissions</li> <li>d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>e) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>f) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>g) are able to deal with unpredictable elements (<i>speaking</i>)</li> <li>h) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>i) offer relevant information which addresses the requirements of the task (<i>writing</i>).</li> </ul>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of a range of written texts</li> <li>b) understand the main points and details, including points of view.</li> <li>c) are able to infer meaning with only a few omissions</li> <li>d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>e) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>f) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>g) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>h) offer relevant information which addresses the requirements of the task (<i>writing</i>).</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make effective use of a range of vocabulary and structures appropriate to the task.</li> <li>b) The deployment of grammar, syntax and morphology is generally accurate.</li> <li>c) are able to manipulate language appropriately when required.</li> </ul>

<p>E/U boundary performance descriptions</p>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of basic, often concrete, spoken language, while experiencing difficulties with more complex and abstract language</li> <li>b) understand some of the main points and details, including basic points of view</li> <li>c) have a limited ability to infer meaning where appropriate to the task</li> <li>d) are able to convey some basic information when transferring meaning</li> <li>e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>)</li> <li>f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>)</li> <li>g) show some ability to structure and organise their response where appropriate.</li> </ul>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language</li> <li>b) understand some of the main points and details, including limited points of view</li> <li>c) have a limited ability to infer meaning where appropriate to the task</li> <li>d) are able to convey some basic information when transferring meaning</li> <li>e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance maybe influenced by their first language (<i>speaking</i>)</li> <li>f) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>)</li> <li>g) show some ability to structure and organise their response where appropriate.</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) use a restricted range of vocabulary and structures</li> <li>b) have language characterised by frequent errors in grammar, syntax and morphology</li> <li>c) may be influenced by the first language.</li> <li>d) demonstrate a very limited ability to manipulate language where required.</li> </ul>
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## A2 performance descriptions for modern foreign languages

	Assessment objective 1	Assessment objective 2	Assessment objective 3
Assessment objectives	understand and respond, in speech and writing, to spoken language. <sup>1</sup>	Understand and respond, in speech and writing to written language. <sup>2</sup>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
	<sup>1</sup> Understand and respond in <b>speech to spoken</b> language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	<sup>2</sup> Understand and respond in <b>speech to written</b> language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities	
A/B boundary performance descriptions	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of spoken language</li> <li>b) understand the main points and details, including points of view</li> <li>c) demonstrate an ability to infer meaning</li> <li>d) are able to transfer meaning with only minor omissions</li> <li>e) are able to develop their ideas, and express and justify points of view effectively</li> <li>f) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>g) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>h) are able to deal appropriately with unpredictable elements (<i>speaking</i>)</li> <li>i) show the ability to organise and structure their response coherently (<i>writing</i>)</li> <li>j) offer relevant information which addresses the requirements of the task (<i>writing</i>).</li> </ul>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of a range of written texts</li> <li>b) understand the main points and details, including points of view, and are able to infer meaning</li> <li>c) demonstrate an ability to infer meaning</li> <li>d) are able to transfer meaning with only minor omissions</li> <li>e) are able to develop their ideas, and express and justify points of view effectively</li> <li>f) respond readily and fluently and take the initiative (<i>speaking</i>)</li> <li>g) have generally accurate pronunciation and intonation (<i>speaking</i>)</li> <li>h) are able to deal appropriately with unpredictable elements (<i>speaking</i>)</li> <li>i) show the ability to organise and structure their response coherently (<i>writing</i>).</li> </ul>	<p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make effective use of a wide range of vocabulary and a variety of complex structures as appropriate.</li> <li>b) predominantly use grammar, syntax and morphology in an accurate way</li> <li>c) are able to manipulate language accurately and appropriately where required.</li> </ul>

<p>E/U boundary performance descriptions</p>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of spoken usually concrete language, but may experience difficulty with more complex and abstract language</li> <li>b) understand some of the main points and details, including basic points of view</li> <li>c) demonstrate a limited ability to infer meaning, where appropriate, to the task</li> <li>d) are able to convey the basic information when transferring meaning</li> <li>e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>)</li> <li>f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately (<i>writing</i>)</li> <li>g) show some ability of structure and organise their response, where appropriate.</li> </ul>	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language</li> <li>b) understand some of the main points and details, including basic points of view</li> <li>c) demonstrate a limited ability to infer meaning, where appropriate, to the task</li> <li>d) are able to convey the basic information when transferring meaning</li> <li>e) may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>)</li> <li>f) may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately</li> <li>g) show some ability of structure and organise their response, where appropriate.</li> </ul>	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language.</li> <li>b) demonstrate a very limited ability to manipulate language correctly when required.</li> </ul>
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<b>APPENDIX 1</b>	<b>GRAMMAR AND SYNTAX</b>
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AS and A level candidates will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into AS and A level. The examples in italics are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

**French: AS level****Nouns:** gender

singular and plural forms

**Articles:** definite, indefinite and partitive**Adjectives:** agreement

position

comparative and superlative

demonstrative (*ce, cet, cette, ces*)indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)**Adverbs:** comparative and superlativeinterrogative (*comment, quand*)**Quantifiers/****intensifiers** (*très, assez, beaucoup*)**Pronouns:** personal: subject, object: direct and indirect

position and order

reflexive

relative (*qui, que*)relative: *lequel, auquel, dont* (R)

object: direct and indirect

disjunctive/emphatic

demonstrative (*celui*) (R)indefinite (*quelqu'un*)possessive (*le mien*) (R)interrogative (*qui, que*)interrogative (*quoi*) (R)use of *y, en*

**Verbs:** regular and irregular verbs, including reflexive verbs  
modes of address (*tu, vous*)  
impersonal verbs  
verbs followed by an infinitive (with or without a preposition)  
dependent infinitives (*faire réparer*) (R)  
perfect infinitive  
negative forms  
interrogative forms  
tenses: present  
perfect (including agreement of past participle)  
imperfect  
future  
conditional  
future perfect (R)  
conditional perfect (R)  
pluperfect  
past historic (R)  
passive voice: present tense  
other tenses (R)  
imperative  
present participle  
subjunctive mood: present (common uses, eg after expressions of possibility, necessity, obligation and after conjunctions such as *bien que*)  
**Indirect speech**  
**Inversion after speech** (R)  
**Prepositions**  
**Conjunctions**  
**Number, quantity and time** (including use of *depuis, venir de*)

**French: A level**

All grammar and structures listed for AS level, plus:

**Pronouns:** relative: *lequel, auquel, dont*  
possessive (*le mien*)  
demonstrative (*celui*)  
interrogative (*quoi*)  
**Verbs:** dependent infinitives (*faire réparer*)  
future perfect tense  
conditional perfect tense  
passive voice: all tenses  
subjunctive mood: present  
perfect  
imperfect (R)  
**Inversion after adverbs**  
**Inversion after speech**

## APPENDIX 2

### A. The World of Cinema

*Le Boucher*: Claude Chabrol  
*Au revoir les enfants*: Louis Malle  
*Le dernier métro*: François Truffaut  
*La Haine*: Mathieu Kassovitz  
*Amélie*: Jean-Pierre Jeunet  
*Le grand voyage*: Ismael Farroukhi  
*Les choristes*: Christophe Barratier  
*Merci pour le chocolat*: Claude Chabrol

### B. The World of Literature

*l'Étranger*: Camus  
*Les Mains Sales*: Sartre  
*Manon des Sources*: Pagnol  
*La Place*: Ernaux  
*le Silence de la Mer*: Vercors  
*le Blé en herbe*: Colette  
*325.000 francs*: Vailland  
*Boule de Suif et autres contes de guerre*: Maupassant  
(selected stories)

### C. Regions of France and Francophone Countries

La Provence/Côte d'Azur  
Rhône – Alpes  
La Bretagne  
L'Alsace  
L'Île de France  
Pays de la Loire  
Le Québec  
Un Dom/Tom  
971 Guadeloupe  
972 Martinique  
973 Guyane  
974 La Réunion

## APPENDIX 3

### Film:

#### 1. **Le Boucher (1970) Claude Chabrol**

**Le Boucher** has many remarkable qualities, several of which stem from the exquisite atmosphere created by Claude Chabrol. Set in the Perigord region of France, the natural settings (particularly the nearby limestone caves) are stunning. With the mist gently rising over the river and the fairy-tale unease of the forest, these locations provide an intense regional flavour. An associated feature is that the small town behaves realistically, with chickens scratching in the road and inhabitants going about their daily business. A lot happens in the background of **Le Boucher**, not all of which is insignificant

#### 2. **Le Grand voyage, (2004) Ismael Farroukhi**

Reda, summoned to accompany his father on a pilgrimage to Mecca, complies reluctantly - as he is preparing for his baccalaureat and, even more important, has a secret love relationship. The trip across Europe in a broken-down car is also the departure of his father: upon arrival in Mecca, both Reda and his father are not the characters they were at the start of the movie. Avoiding the hackneyed theme of the return to the homeland, the film uses the departure to renew a connection between two generations.

#### 3. **Au revoir les enfants (1988) Louis Malle**

The film is based on an event in the childhood of the director, Louis Malle, who at age 12, was attending a Carmelite boarding school near Fontainebleau. The story features a young boy named Julien Quentin, who attends a Catholic boarding school in Vichy France during World War II. In the winter of 1944 in occupied France, Julien, the son of a middle-class family in the north of France, is boarding at the Sainte-Croix College. Julien returns from Christmas break sad to be returning to the doldrums of school. Resuming class seems uneventful until Father Jean, the head master of this Catholic school presents three new pupils. One of them, Jean Bonnet, is in the same grade and dormitory neighbour of Julien. Julien is intrigued by Bonnet who is a mysterious boy rejected by the whole of the class. After a while, they bond and a friendship is created between them. One night Julien wakes up and discovers that Bonnet is wearing a kippa and is speaking in a language he cannot understand (Hebrew) ...

#### 4. **La Haine (1995) Mathieu Kassovitz**

Shot in black and white, **La Haine** shows a single day in the lives of the three friends. Following a major riot in which a local teenager, Abdel, is critically wounded by the police, Vinz, the most volatile of the group, vows that if Abdel dies he will kill a cop to get even. Hubert wants to restrain him, and Said doesn't seem to care either way, as long as he can get his money from a drug dealer named Snoopy. When Vinz finds a Smith & Wesson 44 lost by the police during the riots, the spiral of violence escalates and builds toward a memorable conclusion.

5. **Les Choristes (2004) Christophe Barratier**

The movie begins in the present. Pierre Morhange an aged, world-famous French conductor who now resides in the US, receives a call from France informing him of his mother's death. Morhange returns to France for the funeral. While at his French home, a middle-aged man appears at his door. Morhange has no idea who the man is, but the stranger eventually reveals himself to be Pépinot one of Morhange's old classmates at the correctional school Fond de L'Etang they attended back in 1949. Pépinot shows Morhange the journal of Clément Mathieu, their supervisor and unofficial choir conductor. Morhange proceeds to read the rest of the journal, and the real story begins....

6. **Le Dernier métro, (1980) François Truffaut**

Paris, 1942. Lucas Steiner is a Jew and was compelled to leave the country. His wife Marion, an actress, directs the theatre for him. She tries to keep the theatre alive with a new play, and hires Bernard Granger for the leading role. But Lucas is actually hiding in the basement... A film about art and life.

7. **Le Fabuleux destin d'Amélie Poulain, (2001) Jean-Pierre Jeunet**

Amélie is looking for love, and perhaps for the meaning of life in general. We see her grow up in an original if slightly dysfunctional family. Now a waitress in central Paris, she interacts curiously with her neighbours and customers, as well as a mysterious Photomaton-image collector and one of his even more mysterious photo subjects. Little by little, Amélie realizes that the way to happiness (and yet more subtle humour) requires her to take her own initiative and reach out to others.

8. **Merci pour le chocolat (2000) Claude Chabrol**

After the death of his second wife, concert pianist André Polonski remarries his first wife, Swiss chocolate-company heiress Mika Muller. Soon a young piano student, Jeanne Polet, gets the idea that she may be André's daughter. She visits his house in Lausanne, gets to know André's son Guillaume who was born on the same day as she, and starts taking piano lessons from André. Mika Muller keeps serving them her famous hot chocolate, but with some help from a boyfriend conveniently working in a lab owned by Jeanne's mother, it soon becomes obvious to Jeanne that the chocolate doesn't come straight from the family company's production line....

Films are available from [www.play.com](http://www.play.com) (postage free), [www.fnac.com](http://www.fnac.com) [www.amazon.com](http://www.amazon.com)

## Bibliography

**The following works are suggestions. The A Level guidelines will contain details of specific and relevant support material for the films**

Jacques Lourcelles : Dictionnaire du cinéma - Les films, ed. Robert Laffont, coll. Bouquins, 1992

Gilles Deleuze : L'Image-mouvement et l'Image-temps, ed. de Minuit, 1983 et 1985.

Alain Bergala : L'hypothèse cinéma, ed. Cahiers du cinéma, 2002

Anne Gillain : François Truffaut, le secret perdu, ed. Hatier, 1991

François Truffaut : Les films de ma vie, ed. Flammarion, 1975

Jean-Michel Frodon : L'âge moderne du cinéma français, ed. Flammarion, 1995

Ouvrages cités, consultés, utilisés...

Le cinéma français depuis 1941	René Prédal	Nathan 1991, 450 p
L'âge moderne du cinéma français	Jean-Michel Frodon	1991, 900p
Les cahiers, Histoire d'une revue	Antoine de Baecque	Cahiers du cinéma 1991

Ouvrages critiques

Ciné-Journal 1981-86	Serge Daney	Cahiers du Cinéma 1986
La rampe - Cahier critique 1970-1982	Serge Daney	Cahiers du Cinéma 1983
Critique et cinéphilie	collectif	Cahiers du cinéma 2001
Pendant les travaux, le cinéma reste ouvert	Thierry Jousse	Cahiers du cinéma 2003
Le retour du cinéma	de Baecque, Jousse	Hachette 1996

Revue de cinéma :

Les Cahiers du Cinéma

Éclipses- revue de cinéma

Positif

Télérama.

Zeuxis ,magazine du film sur l'art

Web links:

**www.allociné.com** for more detailed revues from the French-speaking press.

## GCE FRENCH A LEVEL - LITERARY TEXTS FOR 2010:

TITLE:	PRICE
<b>1. L'Etranger Albert Camus</b>	
Folioplus Classiques paperback, ISBN:207030602X	£3.95
<b>2. Les Mains Sales Jean-Paul Sartre</b>	
Folio, paperback, ISBN:2070368068	£4.90
<b>3. Le Silence de la Mer Vercors</b>	
Livre de Poche, paperback, ISBN:2253003107	£3.80
<b>4. Manon des Sources Marcel Pagnol</b>	
Fortunio, paperback, ISBN:287706512X	£6.35
De Fallois Eds *	5,51 €*
<b>5. Le Blé en herbe Colette</b>	
Garnier Flammarion, paperback, ISBN:2080702181	£4.15
J'ai Lu, paperback, ISBN:2290307149	£2.80
<b>6. La Place Annie Ernaux</b>	
Folio, paperback, ISBN: 2070400107	£2.40
<b>7. 325.000 Francs Roger Vailland *</b>	
Livre de Poche	3,33 € *
<b>8. Boule de Suif et autres contes de guerre (selected stories) Guy de Maupassant</b>	
Carrés Classiques paperback (annotated), ISBN:2091872083	£4.90

These are suggested editions: all available from Grant and Cutler. Any existing editions can be used as long as they are "*textes intégraux*"

\* **Available from [www.fnac.com](http://www.fnac.com)**

Details of further reading and support material will appear in the new GCE Guidelines.