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ENTRY LEVEL CERTIFICATE

FRENCH

For Examination from 2009

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**NATIONAL AWARDS RECOGNISING ACHIEVEMENT
TOWARDS GCSE**

This qualification has been approved following consideration by Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru/Qualifications, Curriculum and Assessment Authority for Wales (ACCAC). The specification meets criteria as approved by Ministers as a National Entry Level award. The award is broadly aligned to Level 3 (or the equivalent) and below in the National Curriculum, but is designed to be appropriate to students at age 16 and beyond. The award is intended to encourage progression to higher level qualifications.

SUMMARY OF ASSESSMENT										
10 units of school-based assessments of WJEC set tasks										
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Weighting	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Assessment Type	<p>Each unit, marked out of 40, tests the candidates on their Listening, Speaking, Reading and Writing skills. There is compulsory moderation of Unit 1.</p> <p>Sample recordings must be made of speaking tests for Units 1 and 6. Teachers assess pupils' work continuously by conducting the published tests.</p>									

FRENCH

1 TARGET GROUP

With the implementation of the National Curriculum, it is felt that the provision of this special specification will provide a framework for achievement at levels not catered for by GCSE. It is broadly targeted at those who have not reached level 3 of the National Curriculum at the end of their study of a modern foreign language at Key Stage 3. Teachers may thus continue language learning with their pupils in the knowledge that accreditation is available.

This specification is designed for those pupils in the 14+ age group who would not at the outset of the course be expected to attain a grade G at GCSE.

Such pupils might in the past have been denied the opportunity of language study. The Entry Level Certificate will provide for this by:

- setting suitable tasks;
- organising work in short spans of time;
- assessing pupils continuously.

The general principles of the National Curriculum apply, with use of the Target Language throughout and the provision of opportunities for pupils to develop and apply capabilities in Information Technology.

In Wales, teachers must ensure that when opportunities arise pupils develop and apply their knowledge and understanding of Welsh culture, economy, environment, history and language background.

Progression

The Entry Level Certificate provides a pathway to GCSE, since the aims incorporate the National Curriculum Programme of Study.

2 EDUCATIONAL AIMS

The Entry Level Certificate aims primarily to allow pupils to continue their study from Key Stage 3, and allows schools to follow an accredited course that meets the requirements of the National Curriculum.

Assessment is provided for a range of ability that leads to success at Entry 1, 2, and 3 where Entry 3 is the highest outcome.

MODERN LANGUAGE SPECIFIC OBJECTIVES

Communicative

To provide pupils with opportunities to:

- develop the ability to use the target language with fellow pupils and the teacher, for real purposes as well as practice;
- provide a range of activities to practise the four skills in appropriate combinations, structured in rôle plays, surveys, and creatively as in sketches.
- engage in spontaneous classroom use of target language;
- listen and respond to various types of spoken language;
- discuss and compare their own experience and ideas with those of others;
- stimulate personal interest in listening, reading or writing, as well as gathering information;
- read variously produced writing, hand-written and printed, as well as produce a variety of writing;
- use resources such as telephone, fax, electronic mail (if available)

Linguistic

To enable provision for pupils to be taught to:

- listen for gist and detail, following instructions and directions;
- ask and answer questions;
- give and get: information, directions, assistance, repetition and explanation;
- start and continue conversation, expressing feelings, opinions, agreement and disagreement;
- describe and discuss present, past and future events;
- obtain information from texts, including databases, by skimming and scanning;
- copy words, phrases and sentences, making notes from what is seen or heard;
- redraft writing, including by word-processor, to improve accuracy and presentation;
- vary language to suit context, audience and purpose.

BROADER EDUCATIONAL AIMS

Intellectual

To provide a framework to allow pupils to:

- commit familiar items to memory, learning some items by heart;
- develop independence in learning, making use of reference materials;
- develop means to deal with the unpredictable;
- understand and use formal and informal language;
- interpret meaning through context, applying patterns, rules and exceptions;
- use knowledge to experiment with language.

To develop foreign language skills established during Key Stage 3.

- communicating with each other in pairs, groups and with teacher;
- using language for real purposes, as well as practising skills

To set challenging and manageable language tasks.

Cultural

To provide a framework to:

- recognise cultural attitudes in forms of address and formality / informality of speech;
- identify with experiences, feelings and ideas of target language community users;
- work with authentic materials;
- compare their own culture with that of target language users
- prepare to meet native speakers, at home and abroad.

To promote a positive attitude to other cultures.

To foster understanding of target language cultures.

Moral

Through helping candidates formulate and express opinions in French about issues of right and wrong.

Personal and social

To enhance pupils' self esteem through positive assessment.

To develop awareness of varying social situations and their language demands.

Vocational

To prepare for target language use in the world of work.

To encourage use of IT and reference materials.

Environmental Issues & Health & Safety Considerations

The study of French will help to inculcate in candidates an appreciation of environmental issues and contribute to candidates' environmental education. The topics in Units 5 and 6 are appropriate for discussing these issues.

The European Dimension

The study of French is naturally an integral part of the European dimension, equipping the workforce of the future with skills appropriate to the global economy. The study of French widens candidates' horizons and increases awareness of the similarities and differences in the two cultures. Units 7, 8 and 10 are particularly relevant to this issue.

Citizenship

The study of French will help to develop in candidates a full understanding of their roles and responsibilities as citizens in a modern democracy within a European context.

3 ASSESSMENT OBJECTIVES

These provide for a range of ability broadly equivalent to Levels 1, 2 and 3 in the National Curriculum, but contextualised for the age group concerned.

It is intended to enable learners to display achievement in the four Attainment Targets:

- | | | | |
|----|---------------------------|----|-----------|
| 1. | Listening and Responding. | 2. | Speaking. |
| 3. | Reading and Responding. | 4. | Writing. |

Testing is conducted over 4 discrete Attainment Targets, but during the learning and teaching process, full advantage should be taken of opportunities to present pupils with mixed skill activities and to enhance IT skills.

Pupils will be examined on their ability to:

- show understanding of what they have heard;
- speak understandably in response to spoken, visual and written cues;
- show understanding of what they have read in hand-writing and printing;
- write understandably in response to written and visual cues.

4 SCHEME OF ASSESSMENT

4.1 Testing

The scheme allows schools to fulfil the requirements of the Key Stage 4 Programme of Study. For convenience, the work is divided into 10 units.

There is no summative examination. Examination of pupils' achievement in the Attainment Targets is made under controlled conditions by discrete, continuous testing of set tasks during each of 10 units of work. This is carried out on a half-termly basis between the Autumn Term of Year 10 and the Summer Term of Year 11.

Unit 1 forms the compulsory moderation core, to be set and moderated during the Autumn Term of Year 10.

Of the remaining 9 units, WJEC recommends that Centres teach the units in the order in which they appear in the specification.

The tests generate marks that provide evidence of pupils' attainment.

Although centres may award completion certificates (supplied by the Board) for the successful completion of individual units, the final grade will be certificated as Entry 1, 2 or 3.

4.2 Timing of Tasks

Reading and listening tasks are designed to be taken during a period of 30 minutes. Speaking tasks should take no longer than 10 minutes, including preparation time. Writing tasks must be completed in controlled conditions, with the allocation of time appropriate to conditions and candidates.

4.3 Grade descriptions

At the end of each unit, the continuous assessment results for each attainment target will be added together. This provides an end-of-unit result, which will be carried forward to the end of the course for aggregation. This will provide an overall indication of the candidate's performance. Awarding will be conducted according to the Entry Level code of Practice.

Candidates awarded particular grades are likely to have achieved the standards described below.

Entry 1

Candidates show understanding of simple language when they hear short statements spoken clearly.

Candidates respond by speaking in single words or short phrases to what they see and hear. Pronunciation may be approximate.

Candidates show understanding when they read single words, clearly hand-written or printed.

Candidates write or word-process single words. When writing from memory, spelling will be approximate.

Entry 2

Candidates show understanding when they hear a range of short statements and questions.

Candidates give short, simple spoken responses to what they see and hear.

Candidates show understanding when they read short, familiar written phrases.

Candidates write or word-process short phrases. When writing from memory, spelling will be understandable.

Entry 3

Candidates show understanding when they hear short passages clearly spoken, identifying some main points.

Candidates respond by speaking in short phrases to what they see and hear. Pronunciation is generally accurate, and the meaning clear.

Candidates show understanding when they read short texts, identifying some main points.

Candidates write in short sentences. When writing from memory, their spelling will be readily understandable.

4.4 Non-assessed work

Preparatory work, any additional school-devised work, or completed WJEC practice material is not subject to formal assessment. It is, however, an important source of information that schools can also use to record pupils' progress during the course.

4.5 Use of Reference Materials

Candidates are allowed to refer to dictionaries or the vocabulary list booklet provided.

In listening tasks:

candidates are encouraged to restrict use of reference materials to before and after listening to the cassette;

using reference material while the cassette is playing is allowed, but candidates must be warned that this practice may prevent them from grasping certain details.

In speaking tasks:

candidates are encouraged to restrict use of reference materials to a preparation period of five minutes before the conversation begins;

using reference material during the conversation is allowed, but candidates must be warned that if this impedes the natural flow of the conversation with pauses that the teacher considers unreasonable, marks may be lost.

In reading and writing tasks:

candidates may make unrestricted use of reference materials.

5

SUBJECT CONTENT

Students must experience, understand and respond to language related to the following contexts which are the same as those studied at GCSE.

5.1 Contexts

EVERYDAY ACTIVITIES
PERSONAL AND SOCIAL LIFE
THE WORLD AROUND US
THE WORLD OF WORK
THE INTERNATIONAL WORLD

5.2 Units of Study

The above areas will be arranged for study into the following units.

- | | | | |
|-----|-------------------|---|--------------------------|
| 1. | Myself and others | - | Moi et les autres |
| 2. | Leisure | - | Mes loisirs |
| 3. | Home and School | - | A la maison et à l'école |
| 4. | Town and region | - | Ville et région |
| 5. | The environment | - | L'environnement |
| 6. | Food and Health | - | Nourriture et santé |
| 7. | Tourism | - | Tourisme |
| 8. | Living abroad | - | Vivre à l'étranger |
| 9. | Work and Training | - | Travail et formation |
| 10. | The world today | - | Le monde d'aujourd'hui |

5.3 Items that provide specific contexts for learning and using the target language

As well as being able actively to engage in language use on these topics, candidates should also be able to show understanding and respond.

UNIT ONE: MYSELF AND OTHERS

- stating name, age, date and place of birth
- stating address, telephone number and nationality
- stating members of their family
- describing themselves and other people
- stating whether they have any pets and describing them

UNIT TWO: LEISURE

- stating their leisure pursuits and interests
- asking how other people spend their leisure time
- inviting someone out and replying to invitations
- enquiring about and making bookings, e.g. for cinema, sporting event
- understanding radio and television schedules

UNIT THREE: HOME AND SCHOOL

- stating where they live
- describing their home and garden
- describing daily routines and household tasks
- asking and stating where things are in a house
- stating the name, type, size and times of school
- describing their school buildings and facilities
- stating the means of travel to and from school
- listing and commenting on subjects

UNIT FOUR: TOWN AND REGION

- giving location and describing town
- describing facilities and tourist attractions
- commenting on aspects of local interest (e.g. history, or geography)
- understanding signs seen in town
- assisting a tourist who is lost

UNIT FIVE: THE ENVIRONMENT

- describing region and climate
- commenting on matters of local environmental interest
- discussing family / community responsibilities
- commenting on wider environmental issues

UNIT SIX: FOOD AND HEALTH

- obtaining food and drink
- stating likes / dislikes
- understanding menu, wine list and bill
- commenting on food and service
- understanding instructions / information about health
- describing symptoms
- obtaining advice / medicines / treatment from doctor / dentist / chemist

UNIT SEVEN: TOURISM

- describing how holidays are spent
- finding out about public transport and buying tickets
- obtaining services at a garage or filling station
- obtaining accommodation and hire equipment
- finding out about closing / opening times and prices
- obtaining other services and tourist information

UNIT EIGHT: LIVING ABROAD

- understanding signs and notices (e.g. safety regulations)
- obtaining and offering assistance
- engaging in social conversation and making dates
- obtaining emergency and breakdown services
- reporting loss or theft
- buying souvenirs and other goods

UNIT NINE: WORK AND TRAINING

- stating occupations of members of the family
- commenting on pocket money and any part time job
- describing their work experience
- stating future plans
- making use of the language they are studying in a workplace situation

UNIT TEN: THE WORLD TODAY

- understanding details of international events (e.g. sporting, cultural)
- giving opinions on international competitions
- commenting on topical international events
- understanding and giving details about famous people
- understanding details about French-speaking countries

6

MARKING

- (a) In order to cater for pupils working at the three attainment levels, each unit will include tests at different levels. There will be a spread of differentiated tests across attainment targets. Section 11 (unit mark schemes) indicates which test is at which level.

Each unit will contain one test at level one, two at level two, and one at level three.

Total marks for each unit will be:

$$5 + 10 + 10 + 15 = 40 \text{ marks.}$$

Final Total for the whole course will be:

$$10 \times 40 = 400 \text{ marks.}$$

For each attainment target, one test will be set. Each test will require a response to five items.

For tests at level 1, the weighting for each correct response or item produced will be 1 mark;

For tests at level 2, the weighting for each correct response or item produced will be 2 marks;

For tests at level 3, the weighting for each correct response or item produced will be 3 marks.

- (b) In Speaking and Writing, it is possible that there may be outcomes at a higher level than those at which the tests are set. Teachers may wish to note this for their own purposes, but in order to allow tracking of lower level achievement, the maximum mark to be recorded for a task set at level one is 1 mark the maximum mark to be recorded for a task set at level two is 2 marks, and the maximum mark to be awarded for a level three test is 3 marks.

(c) **Levels of correctness**

(i) **Listening and Reading**

In Listening and Reading tests the required outcome will normally allow for a 'correct' or 'incorrect' response, and the notion of 'partial correctness' will not usually apply.

Examples have been provided for those which do not come into this category - see individual unit mark schemes.

All questions should be marked; those not attempted should be awarded 0 Marks.

The use of figures in reading tests is allowed.
(for example: 14 ans/19.5.82).

(ii) **Speaking and Writing**

In Speaking and Writing tests the professional judgement of the teacher will determine the degree of 'partial correctness' with the following criteria as guidance:

Level 1 tasks

1 Mark - the candidate communicates virtually all of the information required.

0 Marks - the candidate communicates nothing relevant.

Level 2 tasks

2 Marks - the candidate communicates virtually all of the information required.

1 Mark - the candidate communicates part of the information required.

0 Marks - the candidate communicates nothing relevant.

Level 3 tasks

3 Marks - the candidate communicates virtually all of the information required.

2 Marks - the candidate communicates about half or more of the information required.

1 Mark - the candidate communicates less than half of the information required.

0 Marks - the candidate communicates nothing relevant.

See individual unit mark schemes for further guidance.

(d) **Conduct of Speaking tests**

Teachers must record Units 1 and 6 for moderation.

- Pupils are allowed five minutes' preparation time before the test when they will be able to make notes.
- Any use of reference material should not significantly impede the flow of dialogue.
- Responses may be single word or may extend to a short phrase, when a sentence is needed.
- 0 marks are awarded if reference material takes so long that the conversation is no longer natural.
- In all tests conversation **must** take place, with the teacher playing the part required.
- Pupils must have their booklets in front of them, including access to vocabulary.
- All other unit Speaking tests must be marked in the candidate's answer book.

(e) **Guidance for Writing tests**

- Spelling must be intelligible.
- Single words **or** short sentences are acceptable.
- 0 marks will be awarded if responses are incorrect, irrelevant or illegible.
- See guidance criteria (ii) above for awarding of 1, 2 or 3 marks according to level and performance.
- Answers for writing tests may be done on separate paper and attached securely to the booklet.

Aggregation of Marks

Candidates who show evidence of consistent success while working at level one, but who did not consistently show evidence at level two will be expected to be awarded Entry 1.

Candidates who show evidence of consistent success while working at level two will be expected to be awarded Entry 2.

Candidates who show evidence of consistent success while working at level three will be expected to be awarded Entry 3.

Teachers are not required to write comments on pupils' work, but regular opportunities should be taken to provide pupils with feedback on progress and to encourage them.

Marking should be in red.

Marks must be entered on the unit mark sheet. The total for each unit should then be transferred to the composite mark sheet.

7 ADMINISTRATION

In the Summer Term preceding Year Ten, teachers will make initial entries to the WJEC. The WJEC will then forward to schools the materials needed to start the course in September.

These will comprise:

- Specification.
- Cassette for Listening tests.
- Answer booklets for pupils.
- Vocabulary booklet.

Additional copies of practice materials will be available for purchase from the WJEC Bookshop. (Tel: 029 2026 5112).

Teachers will operate the Scheme according to the Specification. Teachers will assess pupils' work continuously by conducting the published tests.

Sample recordings will be made of Speaking Tests for **Units 1 and 6**.

8 MODERATION

(i) Unit 1 Moderation

- 8.1 A sample of four pupils' work from each group entered will be selected by the teacher, and a photocopy of this work, including the speaking test pages will be sent to the moderator. In addition, a standard audio cassette, with a recording of the **four** chosen **candidates only** must be sent to the moderator, along with a photocopy of the unit mark sheet for the whole group. Teachers should mark in red all work submitted for moderation.

Centres should ensure that coursework samples represent the full range of ability i.e. the candidate with the highest mark, the candidate with the lowest mark and two from the middle range.

- 8.2 Initially, the sample will be for Unit One, and must reach the appointed moderator by 31 October during the Autumn Term of Year 10. (The WJEC will circulate schools with name and address of the moderator prior to this date.)
- 8.3 A written report will be sent to each school by the WJEC. Teachers should proceed with the course, making any adjustments that the moderator requires.

- 8.4 In certain cases, teachers may be asked to submit further samples. In addition, an officer of the WJEC may visit any centre whose procedures or administration of the course give cause for concern.
- 8.5 Whilst pupils are doing Unit 6, a recording should be made of the sample candidates' speaking test, in preparation for the final submission.
- (ii) Final Moderation
- 8.6 By **early May** of the final year, all teachers must collate unit and coursework (F1) mark sheets, and a sample of all written work together with an additional recording of Unit Six to add to the recording of Unit One.
- The sample will be the work of four pupils per group. (Ideally these will be the same pupils selected in Year 10. Any circumstances necessitating a change in the sample group must be explained in writing.
- 8.7 **All** centres will be required to send in to the moderator (by **early May** in the final year of the course) their sample, **together with all unit and composite (F1) mark sheets**. This should be candidates' original work booklets, **not a photocopy**, and should include the sample recording of Unit 6.
- 8.8 Results will be published during the Summer Term of Year 11.

9

SPECIAL ARRANGEMENTS

The only special arrangements for Entry Level examinations which centres will be required to apply for will be with respect to visually impaired candidates i.e. requiring enlarged papers, modifications etc. Application forms for these arrangements may be obtained on request.

All other arrangements will be at the discretion of the head of centre. These arrangements will include:

- extra time (unlimited)
- use of reader/communicator
- use of amanuensis/scribe
- timed breaks
- use of word processors, etc.
- use of practical assistants.

10 ENQUIRES AND APPEALS

If a centre has a concern about a candidate's result, the Head of the centre should contact the Board stating the nature of the concern. All enquiries should be submitted within 14 days of the publication of results.

11 UNIT MARK SCHEMES

Note that when a response requires writing in the target language, "correct" means that the item is readily understandable to a tolerant native speaker; minor errors may be present, but these will not impede comprehension. Partially correct answers on both level 2 and 3 should be awarded any marks available according to the criteria in Section 6, 'Marking'.

11.1 Moi et les autres

Écoute !

INFORMATION:

Bonjour! Je m'appelle Valérie. J'ai quinze ans et je viens de Nice. Dans ma famille il y a quatre personnes, papa, maman, mon frère Christophe et moi. Christophe a douze ans. Il est petit, il a les yeux verts et les cheveux bruns clairs. Il est très sympa. Nous avons aussi deux poissons rouges et un lapin. C'est tout.

RESPONSES : marked at Level Two, with 2 marks for each correct response; 0 for each incorrect response

1. a.
2. b.
3. a.
4. b.
5. b.

Parle !

INFORMATION:

Le prof pose ces questions:

1. *Comment t'appelles-tu ?* - verb needed for 2 marks
2. *Tu es français(e)?* - J'ai anglais = 1 mark; angleterre = 0 marks
3. *Quel âge as-tu ?* - number only = 1 mark
4. *Vous êtes combien dans la famille ?* - number only = 1 mark
5. *As-tu des animaux à la maison ?* - oui/non = 1 mark

RESPONSES: marked at Level Two, with 2 marks for each virtually correct response, and 1 mark for each partially correct response.

0 marks if candidate communicates nothing relevant.

Lis !

INFORMATION:

(See I.D. file in pupil's booklet.)

RESPONSES: marked at Level One, with 1 mark for each correct response.

1. Surname.
2. Forename(s)
3. Age. - use of English = 0; use of figures allowed e.g. 15 = 1 mark
4. Date of birth. - use of English = 0; use of figures allowed e.g. 21.4.85 = 1 mark; d.o.b. must include year.
5. Address. - the address must include **town**, not just the street name.

Écris !

INFORMATION:

(See prompts in pupil's booklet.)

RESPONSES: marked at Level Three.

- 3 Marks** - correct verb in context (one mistake in spelling is permitted)
- 2 Marks** - partially correct verb in context
- 1 Mark** - simple use of noun without verb
- 0 Marks** - unintelligible answer

While letter layout is encouraged, credit will only be given to replies required.

11.2 Mes loisirs

Écoute !

INFORMATION:

Eh bien, aujourd'hui à 14H30 "Jeunes docteurs", feuilleton australien.

À 16H00, flash de nouveau, suivi de "Récré A2" à 16H05. Et pour finir l'après-midi sur Antenne 2, nous avons "Magnum" à 17H00 après le flash.

Et pour le reste de la semaine, notez bien le film américain de Steven Spielberg, "Les aventuriers de l'Arche perdue". Jeudi soir, à 23H00 nous pourrons voir le Championnat européen de basket.

RESPONSES : marked at Level Two, with 2 marks for each correct response; 0 mark for each incorrect response.

1. b.
2. a.
3. b.
4. a.
5. c.

Parle !

INFORMATION:

The teacher asks the pupil the following questions (suggested pupil responses are included as guidance):

- | | | |
|----|-------------------|---|
| 1. | LE SPORT | Tu joues au sport?
Oui, je joue au tennis et au foot. |
| 2. | LA TÉLÉ | Tu regardes souvent la télé?
Oui, je la regarde lundi et mardi/
deux fois par semaine. |
| 3. | LE CINÉMA | Un billet pour le cinéma, c'est } combien?
ça coûte }
c'est } 20 Euros.
Ça coûte } |
| 4. | LA MUSIQUE | Tu as un groupe préféré?
Mon groupe préféré est .../
Non je n'ai pas de groupe préféré. |
| 5. | AUTRES PASSETEMPS | Tu as d'autres passetemps?
Oui, j'aime la lecture etc.
Je vais à la disco (j'aime la disco) |

RESPONSES: marked at Level Three.

- | | | |
|----------------|---|--|
| 3 Marks | - | for sentence with correct use of verb + nouns |
| 2 Marks | - | for sentence with partially correct use of verb + nouns |
| 1 Mark | - | for use of noun(s) with no verb; <i>oui/non</i> as sole response where applicable. |
| 0 Marks | - | for use of English or unintelligible response |

Lis !

INFORMATION:

(See leaflet extract on pupil's test sheet)

RESPONSES: marked at Level Two, with 2 marks for each correct response;
0 marks for incorrect response.

1. a.
2. a.
3. b.
4. c.
5. b.

Écris !

INFORMATION: *(See details on pupil's test sheet.)*

RESPONSES: marked at Level One, with 1 mark for each correct response;
0 marks - use of English/or e.g. 7.00 pm, but à 19.00 h = 1 mark

While good art work is encouraged, credit will only be given to replies required. Computer use is suggested. NOTE THAT ANSWERS FOR WRITING TESTS MAY BE DONE ELSEWHERE OTHER THAN ON THE SHEET SUPPLIED AND SHOULD BE ATTACHED SECURELY TO BOOKLET.

11.3 À la maison et à l'école

Écoute !

INFORMATION:

Moi, j'habite dans une petite ville près de Nice. On habite dans une vieille ferme.

Le matin, je me lève tôt à six heures et demie et je me lave. Puis, je m'habille et je descends dans la cuisine. J'aide mon père à préparer le petit déjeuner. Puis, je quitte la maison à huit heures moins le quart.

RESPONSES : marked at Level Two, with 2 marks for each correct response; 0 marks for each incorrect response.

1. a.
2. b.
3. b.
4. b.
5. c.

Parle !

INFORMATION:

The pupil answers the 5 questions below:

1. *Tu habites dans une ferme?*
2. *Il y a combien de pièces chez toi?*
3. *Qu'est-ce qu'il y a dans ta chambre?*
4. *Qu'est-ce que tu apprends à l'école?*
5. *Tu passes combien de temps à regarder la télé?*

RESPONSES: marked at Level Three.

3 Marks - for use of verb and noun (i.e. simple sentence)

2 Marks - for extended phrase
(e.g. non une maison, cinq pièces, heures
2 items/subjects (i.e. no verb))

1 Mark - for simple response to question
e.g. oui/non; cinq; one item/subject

0 Marks - for unintelligible response

Lis !

INFORMATION:

(See timetable on pupil's test sheet)

RESPONSES: marked at Level One, with 1 mark for each correct response.
0 marks for incorrect response.

1. a.
2. a.
3. a.
4. b.
5. b.

Écris !

INFORMATION:

Pupils design a new school uniform, and label 5 items with a noun and adjective

RESPONSES: marked at Level Two

2 Marks - noun and adjective in correct order e.g. le chapeau blanc, la jupe longue.

1 Mark - use of correct noun **or** adjective e.g. (le) chapeau; blanc(he); or incorrect order e.g. le blanc chapeau

0 Marks - design only; incorrect label.

N.B. (i) Please note that if a pupil supplies a correct noun but incorrect adjective, they should be awarded 1 mark.

(ii) While good art work is encouraged, credit will only be given for written items.

11.4 Ville et région

Écoute !

INFORMATION:

A. *Le marché? Alors, vous allez tout droit, puis vous tournez à droite juste après l'hôtel.*

B. *Le château? Eh bien, vous montez cette route jusqu'aux feux rouges, et puis vous tournez à gauche. Ce n'est pas très loin.*

RESPONSES : marked at Level Two, with 2 marks for each correct response. 0 marks for incorrect response.

- | | | |
|----|----|----|
| A. | 1. | a. |
| | 2. | b. |
| | 3. | a. |
| B. | 1. | b. |
| | 2. | c. |

Parle !

INFORMATION:

Teacher asks pupil 5 questions asking the way to the 5 places on the map.

RESPONSES : marked at Level Three.

3 Marks - for detailed and accurate response to question

2 Marks - basic response to question

1 Mark - partially correct response to question

0 Marks - for use of English or unintelligible response

N.B. Pupils should be encouraged to use the full range of vocabulary for directions.

Lis !

INFORMATION:

(See brochure extract on pupil's test sheet)

RESPONSES: marked at Level One

1 Mark - for correct adjective used

0 Marks - incorrect adjective used

1. pittoresque
2. belle
3. grand
4. magnifiques
5. petits

Écris !

INFORMATION:

Pupils design a map of their ideal town; they should include 5 phrases to explain where various places are situated.

RESPONSES: marked at Level Two, with 2 marks for each correct phrase; 1 mark for a partially correct phrase, 0 marks for use of English.

While art work is encouraged, credit will only be given for required items.

11.5 L'environnement

Écoute !

INFORMATION:

Bonjour. Moi, j'habite dans le sud de la France, dans le département de l'Hérault. C'est un très beau pays. Il y a beaucoup de vignes et de riz. Les plages sont fantastiques. En été, il fait très chaud, et beaucoup de touristes descendent sur la côte.

RESPONSES : marked at Level One, with 1 mark for each correct response; 0 marks for incorrect response.

1. sud
2. beau
3. vignes
4. fantastiques
5. chaud

Parle !

INFORMATION:

Pupils answer five questions about weather based on the map.

RESPONSES : marked at Level Two.

- | | | |
|----------------|---|--|
| 2 marks | - | for sentence with a correct verb |
| 1 Mark | - | for partial communication of detail e.g. soleil; il fait neige |
| 0 Marks | - | for English usage or unintelligible phrase |

Lis !

INFORMATION:

(See article on pupil's test sheet)

RESPONSES: marked at Level Two, with 2 marks for each correct response;
0 marks for incorrect response

1. a.
2. b.
3. a.
4. b.
5. c.

Écris !

INFORMATION:

Pupils write a weekly weather forecast; including pictures (optional)

RESPONSES: marked at Level Three.

- 3 Marks** - for a sentence with the correct use of a verb
- 2 Marks** - for a sentence with the partially correct use of a verb
- 1 Mark** - for use of nouns/adjectives without a verb
- 0 Marks** - for use of English, unintelligible response or picture only

N.B. Whilst the future tense would be most appropriate here, the use of the present tense is acceptable in this instance.

11.6 Nourriture et santé

Écoute !

INFORMATION:

Eh bien, si vous voulez prendre quelque chose de froid, nous avons des sandwiches au jambon et au fromage. Un sandwich au jambon coûte €3,50, et le sandwich au fromage coûte €2,20.

Mais si vous préférez quelque chose de chaud, je recommande un croque-monsieur. Ça coûte €2,50. Je regrette, mais il n'y a pas de hotdogs aujourd'hui. Oh, il y a aussi des oeufs durs. Un oeuf dur coûte €3,00.

RESPONSES : marked at Level Three, with 3 marks for each correct response; 0 marks for incorrect response.

1. b.
2. b.
3. c.
4. b.
5. c.

Parle !

INFORMATION:

Teacher asks pupils 5 questions, to elicit 5 one-word or phrase responses. Pupils have written cues on test sheet, and responses must be in line with background information provided.

Bracketed items are optional.

- | | |
|--|---|
| 1. <i>Qu'est-ce que vous avez?</i> | (Mal) au ventre. |
| 2. <i>Depuis combien de jours?</i> | Trois (jours.) |
| 3. <i>Avez-vous mal au dos aussi?</i> | Non. |
| 4. <i>Qu'est-ce que vous avez mangé?</i> | Du poisson. |
| 5. <i>Ce n'est pas grave. Restez au lit un jour.</i> | Merci, au revoir. (Both needed for one mark) |

RESPONSES : marked at Level One, with 1 mark for each required response as detailed above.

0 marks for incorrect response.

Lis !

INFORMATION:

(See menu on pupil's test sheet)

RESPONSES: marked at Level Two, with 2 marks for each correct response; 0 marks for incorrect response or use of English. **Do not award 1 mark.**

1. €4,50
2. concombre
3. thon
4. €8,50
5. €1,60

N.B. Pupils need to write prices in one of the following ways:-

8,50€, 8€50, €8,50, 8,50, or 8.50.

Écris !

INFORMATION:

(Pupils write a menu, see test sheet.)

RESPONSES: marked at Level Two.

2 Marks - for food item and price in euros.

1 Mark - for food item **or** price in euros

0 Marks - for use of English, including English currency, or picture alone

NB Marks will not be awarded for drinks.

(Teachers are advised that pupils are expected to include full meals/'plats' in their menus – marks will not be awarded for side dishes, e.g. pois, frites.)

In addition, pupils should be taught the value of the Euro and realistic prices should be encouraged.

11.7 Tourisme

Écoute !

INFORMATION:

- A. *On peut visiter Le Château de Versailles du premier avril jusqu'à la fin d'octobre. Ouvert tous les jours sauf mardi de 10h à 17h. Entrée: adultes €8,00 et enfants €4,00.*
- B. *On peut visiter le musée de la vie rurale, près de Plöermel, sur la Route Nationale 24. Fermé le mardi. Entrée: adultes €6,00, enfants €4,00.*

RESPONSES : marked at Level Two, with 2 marks for each correct response; 0 marks for incorrect response.

- A. 1. a.
2. c.
3. c.
- B. 1. a.
2. c.

Parle !

INFORMATION:

Pupil speaks 5 times to teacher, according to prompts on test sheet.

RESPONSES : marked at Level Two.

Teacher questions:

1. Bonjour monsieur/madame.
2. Vous avez réservé?
3. Pour combien de nuits?
4. Combien de personnes?
5. Vous avez une pièce d'identité?

Pupil responses:

- chambre (1 mark) douche (1 mark)
- oui (1 mark) non (0 marks)
Full response (2 marks)
- deux (1 mark) deux nuits (2 marks)
- trois (1 mark); deux adultes, un enfant (2 marks)
- passport (1 mark)
full response (2 marks)

Lis !

INFORMATION:

(See timetable extract on pupil test sheet.)

RESPONSES: marked at Level One, with 1 mark for each correct response;
0 marks for incorrect response.

1. Part Two/Macon → Lyon
2. 16.30
3. 2
4. Paris → Macon/Part One
5. 12.35

Écris !

INFORMATION:

(Pupils write a postcard, giving 5 details, according to prompts on test sheet.)

Please refer pupils to Units 2, 5 and 6 for useful vocabulary.

RESPONSES: marked at Level Three.

- | | | |
|----------------|---|---|
| 3 Marks | - | for a sentence with the correct use of a verb. |
| 2 Marks | - | for a sentence with the partially correct use of a verb |
| 1 Mark | - | for use of nouns/adjectives without a verb |
| 0 Marks | - | for use of English or unintelligible response |

11.8 Vivre à l'étranger

Écoute !

INFORMATION:

- A. *Bonjour monsieur.
Bonjour mademoiselle . . . Vous désirez?
Je voudrais un de ces porte-clés s'il vous plaît.
J'ai un petit ou un grand.
Je voudrais le grand porte-clé s'il vous plaît.
Bon, c'est 3 euros s'il vous plaît.
Voilà.
Merci.*
- B. *Bonjour, je voudrais un T shirt s'il vous plaît.
Oui madame, quelle taille?
Taille 40 s'il vous plaît.
De quelle couleur . . . Bleu ou rouge?
Le rouge s'il vous plaît c'est combien?
Ça fait €7,40.
Voilà.
Merci . . . Au revoir.*

RESPONSES : marked at Level Two, with 2 marks for each correct response; 0 marks for incorrect response. (Do not award 1 mark)

- A. 1. a
2. c
- B. 1. b
2. a
3. c

Parle !

INFORMATION:

Pupil makes conversation with partner or teacher. Pupils have written prompts on test sheets.

RESPONSES : marked at Level Three.

- | | |
|---|---|
| 1. Qu'est-ce que vous avez perdu? | correct use of verb = 3 marks
partially correct verb = 2 marks
item only = 1 mark |
| 2. Où et quand? | location, day and time = 3 marks for all 3 details
2 marks for 2 details
1 mark for 1 detail |
| 3. C'est comment? | small, black and leather = 3 marks for all three
2 marks for two
1 mark for one |
| 4. Qu'est-ce qu'il y a dans le sac? | keys, money and passport
3 marks for all three items
2 marks for two items
1 mark for one item |
| 5. Le nom et l'adresse de votre hôtel s'il vous plaît?
Le numéro de chambre? | name and address of hotel plus room number = 3 marks for all 3 pieces of information
2 marks for two
1 mark for one |

Lis !

INFORMATION:

(See directory extract and related sentences on pupil test sheet.)

RESPONSES: marked at Level One, with 1 mark for each correct response; 0 marks for incorrect response. (N.B. for question 5, two possible answers; - only one is required).

1. 46.41.13.62
2. 46.51.36.36
3. 56.96.40.80
4. 46.79.65.34
5. 46.42.28.30 / 46.51.36.36

Écris !

INFORMATION:

(Pupils write 5 details about a lost bag.)

RESPONSES: marked at Level Two.

Pupils must state:

1. where lost - au stade = 2 marks; stade = 1 mark
2. when lost - date and time = 2 marks; date or time = 1 mark
3. what it's like - 2 details/adjectives = 2 marks; 1 detail/adj = 1 mark
4. contents - 2 items = 2 marks; 1 item = 1 mark
5. value - number and Euro = 2 marks; number alone = 1 mark

11.9 Travail et formation

Écoute !

INFORMATION:

Bonjour, Celine. Parle-moi un peu de ton argent de poche et de travail. Tu reçois combien d'argent de poche?

Je reçois €20,00 par semaine.

Où est-ce que tu travailles?

Je travaille dans un restaurant en ville. Je suis serveuse.

Que fais-tu avec ton argent?

Je vais au cinéma.

Ta mère travaille?

Oui, ma mère est secrétaire et elle travaille dans un bureau en ville.

RESPONSES : marked at Level Three, with 3 marks for each correct response; 0 marks for incorrect response.

1. b.
2. a.
3. b.
4. c.
5. a.

Parle !

INFORMATION:

Teacher asks 5 questions to elicit 5 responses. Pupils have written questions on test sheet.

RESPONSES : marked at Level Two.

2 marks - for sentence with a **correct** verb e.g. je reçois

1 mark - for partial communication of detail e.g. trois livres

0 marks for use of English or unintelligible phrase.

Lis !

INFORMATION:

(See letter extract on pupil test sheet.)

RESPONSES: marked at Level One, with 1 mark for each correct response;
0 marks for incorrect response.

1. b.
2. c.
3. b.
4. b.
5. b.

Écris !

INFORMATION:

(Pupils complete 5 sentences for a Work Experience diary.)

RESPONSES: marked at Level Two.

- 2 Marks** - for a **totally** correct addition to the verb provided to complete the sentence e.g. je suis allé(e) au supermarché
- 1 Mark** - for a **partially** correct addition to the verb provided to complete the sentence e.g. je suis allé(e) supermarché
- 0 Marks** - for use of English (except for use of names in statement 4)

Pupils must state:

1. where they went
2. what time they started
3. how long it lasted
4. who they worked with
5. how did they find it

11.10 Le monde d'aujourd'hui

Écoute !

INFORMATION:

Aujourd'hui je parle avec David Ginola.

Bonjour David, ça va?

Ça va bien merci.

David, quel âge avez-vous?

J'ai 40 ans.

Vous êtes de quelle nationalité.

Je suis français.

Avez-vous des enfants?

Oui, j'ai deux enfants, un garçon et une fille.

Vous avez les yeux de quelle couleur?

J'ai les yeux verts et les cheveux bruns.

Quels sont vos passetemps préférés?

J'aime jouer au tennis et j'aime faire de la natation.

RESPONSES : marked at Level Two, with 2 marks for each correct response; 0 marks for incorrect response.

1. b.
2. a.
3. c.
4. a.
5. b.

Parle !

INFORMATION:

Pupils talk about a famous personality. Teacher listens for 5 appropriate responses.

RESPONSES : marked at Level Two.

1. Comment s'appelle-t-il/elle? verb needed for 2 marks.
any correct answer without verb = 1 mark
2. Quel âge a-t-il/elle? verb needed for 2 marks.
age only given = 1 mark e.g 20 ans.
3. Décris cette personne. 2 details for 2 marks.
1 detail for 1 mark.
4. Que fait-il/elle dans la vie? verb needed for 2 marks.
any correct answer without verb = 1 mark
5. Quel est ton opinion de? verb needed for 2 marks.
any correct answer without verb = 1 mark

Lis !

INFORMATION:

Pupils fill in blanks to complete the text with words from box provided.

RESPONSES: marked at Level Three, with 1 mark for each correct response and not the usual 3 marks; 0 marks for incorrect response.

- | | |
|------------------|------------------|
| 1. (i) Marseille | 4. (i) île |
| (ii) capitale | (ii) Caraïbes |
| (iii) le vin | (iii) bananes |
| 2. (i) près | 5. (i) l'Afrique |
| (ii) chaud | (ii) terre |
| (iii) plages | (iii) minéraux |
| 3. (i) Canada | |
| (ii) froid | |
| (iii) ski | |

Écris !

INFORMATION:

(Pupils design a poster about a sporting or cultural event. 5 details are required.)

RESPONSES: marked at Level One, with 1 mark for each correct response, 0 marks for use of English except where no French equivalent is available.

Pupils must state:

1. name of event
2. place where it is held
3. date and time
4. price and where tickets can be bought
5. activities going on there.

ENTRY LEVEL CERTIFICATE



FRENCH

ENTER BELOW THE MARKS OF ALL CANDIDATES AND ASTERISK THOSE WHOSE COURSEWORK IS TO BE SUBMITTED TO THE MODERATOR.

Name of Centre _____ Centre Number _____

Candidate Number	Candidate's Full Name BLOCK CAPITALS <i>Please list candidates in rank order</i>	AREA 1	AREA 2	AREA 3	AREA 4	AREA 5	AREA 6	AREA 7	AREA 8	AREA 9	AREA 10	TOTAL	Moderator's Use Only
		(40)	(40)	(40)	(40)	(40)	(40)	(40)	(40)	(40)	(40)	(40)	(400)

Headteacher	Subject Teacher	Moderator
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