



GCSE

French

Session: 2000
Type: Syllabus
Code: 1525



**General Certificate of
Secondary Education
Syllabus**

OCR is a unitary examining body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC.

GENERAL INFORMATION

AVAILABILITY

This syllabus will be examined by OCR in the Summer of the year(s) shown on the cover.

Details of the provision of Autumn examinations are given in the GCSE Syllabus Synopses booklet.

EXCLUSIONS

In any one examination series, candidates entering for this syllabus may not in addition enter for any other OCR GCSE examination with the same certification title.

Details of any other exclusions are given in the syllabus.

ENTRIES

All candidates, including private candidates, must be entered by a Centre registered with OCR.

All candidates must meet the full requirements of this syllabus and must therefore have any coursework/assessed practical work authenticated and assessed by an approved Centre.

RESULTS

Results will be reported on the 8-point scale of grades A*, A, B, C, D, E, F and G.

SPELLING, PUNCTUATION AND GRAMMAR

The assessment of spelling, punctuation and grammar is a requirement of most syllabuses. Where components are affected, details are given in an appendix to the syllabus.

COURSEWORK ASSESSMENT

Where the syllabus includes assessment of coursework, in accordance with the GCSE & A/AS Code of Practice, teachers are required to show how the marks have been awarded in relation to the marking criteria defined in the syllabus.

OTHER PUBLICATIONS

Other publications such as past papers and mark schemes can be purchased from OCR. A copy of the publications order form is available on request.

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This syllabus meets the requirements of the National Curriculum Orders for Key Stage 4 Modern Foreign Languages, the Qualifications and Curriculum Authority Regulations for GCSE syllabuses and the Subject Criteria for Modern Foreign Languages. The content covers the five Areas of Experience of the National Curriculum.

Scheme of Assessment

Grades	Listening AT1	Speaking AT2	Reading AT3	Writing AT4
A*				
A	Section 3	Section 3	Section 3	Section 3
B				
C	Section 2	Section 2	Section 2	Section 2
D				
E				
F	Section 1	Section 1	Section 1	Section 1
G				

Foundation Tier consists of Sections 1 and 2 of each Attainment Target. Higher Tier consists of Sections 2 and 3 of each Attainment Target.

Candidates must be entered for **each** of the four skills. They may enter either for the same tier for all skills or enter for a mix of tiers, but may not enter for both tiers of the same skill.

Syllabus Components

Foundation Tier

Component Name	Duration	Weighting
Paper 1 Listening	40 mins approx	25%
Paper 2 Reading	50 mins	25%
Paper 3 Speaking Internal Assessment	10–12 mins	25%
Paper 4 Speaking External Assessment	10–12 mins	25%
Paper 5 Writing	50 mins	25%
Coursework		25%

Higher Tier

Component Name	Duration	Weighting
Paper 1 Listening	40 mins approx.	25%
Paper 2 Reading	50 mins	25%
Paper 3 Speaking Internal Assessment	12–15 mins	25%
Paper 4 Speaking External Assessment	12–15 mins	25%
Paper 5 Writing	60 mins	25%
Coursework		25%

Candidates must be entered for either Paper 3 (Speaking, Internal Assessment) or Paper 4 (Speaking, External Assessment). Candidates must be entered for either Paper 5 (Writing) or Component 6 (Coursework).

Syllabus Content

The content is defined in terms of the five Areas of Experience of the National Curriculum:

Everyday Activities
Personal and Social Life
The World Around Us
The World of Work
The International World.

Question Paper Requirements

Listening: the candidate is expected to understand and respond to the spoken language using a range of skills and activities requiring understanding of and response to main points and specific details at an appropriate level.

Reading: the candidate is expected to understand and respond to the written language using a range of skills and activities requiring understanding of and response to texts at an appropriate level.

Speaking: the candidate is expected to communicate in the spoken language using a range of skills and activities involving participation in conversation and role play and the presentation of a prepared topic.

Writing: the candidate is expected to communicate in writing using an appropriate range of skills and activities ranging from writing a small number of related phrases or short sentences to writing a more extended text of up to 150 words. This paper may be replaced by coursework.

Coursework Requirements

Candidates will be required to complete three pieces of work. At least one of these tasks must be written under controlled conditions. Each piece must be on a different Area of Experience. OCR will offer guidance to teachers in setting tasks.

FRENCH SYLLABUS CODE 1525

1 INTRODUCTION

The rationale for this syllabus rests on a number of principles and concerns:

- the principle of developing and encouraging effective understanding of and communication in the foreign language set in its cultural context;
- the principle of a broad range of different types of test so that candidates are not disadvantaged by a weakness in performance in any one test-type;
- the principle of target-language testing, with English used in a limited number of test-types where some form of interpreting is required.

The syllabus has been devised in accordance with the requirements of the National Curriculum Orders for Key Stage 4 (KS4) Modern Foreign Languages (MFL) and the Qualifications and Curriculum Authority (QCA) Regulations for GCSE syllabuses and Subject Criteria for MFL. The content covers the five Areas of Experience of the National Curriculum.

This subject will be shown on the GCSE certificate as FRENCH.

A candidate may not enter for more than one of the following: GCSE French (1525), GCSE French (Short Course) (3525), GCSE (Combined Course) French and Business Studies (1535), in any one examination series.

This syllabus has been designed to meet the requirements of the Northern Ireland GCSE Regulations and criteria for Modern Foreign Languages. It also meets the requirements of the Northern Ireland programme of study for Modern Foreign Languages at Key Stage 4. In developing schemes of work for a course based on this syllabus teachers are encouraged to address the statutory objectives of the educational (cross-curricular) themes.

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1.1 General Issues

1.1.1 Rubrics

Throughout the examination, instructions to candidates (ie test rubrics) will normally be in English where the task requires the use of English and in the target language where the task requires the use of the target

language. Tasks requiring the skill of interpreting may have English rubrics and a target-language response (for example, the open role-play in the Speaking component). Non-verbal responses (for example box-ticking) may follow either an English or a target language rubric. A check-list of examples showing a range of the most commonly used rubrics is included as Appendix D of this syllabus.

1.1.2 Defined syllabus and the use of dictionaries

This syllabus includes a section (page 20) specifying topic areas (drawn from the five Areas of Experience of the National Curriculum). These topics are described more fully, together with the tasks relevant to the examination components, in the supplementary Defined Content Booklet for French. This booklet also contains a list of linguistic structures pertaining to the whole examination. For the Foundation Tier (grades G–C) a minimum core vocabulary of up to 1500 words is also provided. Section 1 of the examination components (targeted at grades G–E) will test only items included in the core vocabulary.

Assessment tasks at Foundation Tier above grade E (ie Section 2 of the examination components) will also be based on the minimum core vocabulary list, but candidates should expect to encounter unfamiliar vocabulary necessary for their response. QCA has not defined a maximum percentage of words outside the core vocabulary that may be used in the tests. The minimum core vocabulary is primarily intended as a guide for teachers to assist in the planning of work in relation to the Programme of Study.

Ability to use works of reference is a stated criterion for all levels of performance in the new GCSE examination. Candidates will be expected to have access to dictionaries for all sections of the Reading and Writing components and for the preparation stage of the Speaking component. Dictionaries are not allowed for the Listening component. Electronic dictionaries are not permitted in any terminal examination component. Centres with limited dictionary provision may have dictionaries available at the front of the examination room in cases where candidates do not have an individual one.

1.1.3 Target language test-types

The paper descriptions which follow make reference to a number of examples of target language test-types which may be used in the examination. A check-list of the main target language test-types from which the tests of the examination will be drawn is found in Appendix C to this syllabus. In the tests on Listening and Reading, where the candidate is required to answer in the target language, the marking will apply only to comprehension. Quality of language will not be taken into account in such answers unless quality is so poor as to make the message unclear.

1.1.4 Administration of the components

In the Reading and Writing components, Foundation Tier candidates will sit their examination at the same time as Higher Tier candidates. Each candidate will receive the test booklet appropriate to his/her tier of entry, for example, Foundation Tier Reading (Sections 1 and 2), or Higher Tier Reading (Sections 2 and 3).

In the case of the Listening component, the three sections will be separated by a break of five to ten minutes to allow candidates to enter or leave the examination room at the appropriate point and also to provide a moment of relaxation in the sequence of Listening tests. Test booklets will be collected before the candidates are given this short break.

The Listening test may be given either consecutively to two groups or simultaneously to two or more groups in different rooms. No communication is to be allowed between candidates who have taken the test and those who are waiting to take it.

In the Speaking component, the examining period will be approximately nine weeks from mid-March. This examination period will be available to Centres whether they enter candidates for Paper 3 (internal assessment) or Paper 4 (external assessment). Centres will be able to administer the test at any time during this period. Further information is given in the booklet produced by OCR entitled 'Guidance Booklet for Teachers on the Speaking Components'.

2 SYLLABUS AIMS

The syllabus aims:

- to develop pupils' ability to understand and communicate effectively in the target language;
- to encourage pupils to acquire language learning skills;
- to encourage pupils to develop an understanding of the grammar and syntax of the target language;
- to encourage pupils to understand language in its cultural context;
- to encourage enjoyment and intellectual stimulation and to provide a basis for further study.

3 ASSESSMENT OBJECTIVES

3.1 Assessment Objective 1 Listening

Candidates can understand and respond to the spoken language using an appropriate range of skills and activities as follows:

Section 1 Paper 1 Foundation Tier (targeted grades G, F, E)

- Understand and respond to instructions, messages and dialogues made up of familiar, simple language drawn from the core vocabulary of the defined content, spoken clearly at near normal speed and with natural intonation.
- Listen for main points and for some details.
- Identify and note main points and extract some details.
- Extract some information from longer messages or dialogues.

Section 2 Paper 1 Foundation and Higher Tier (targeted grades D, C)

- Understand and respond to a range of speech drawing on a variety of topics and including familiar language spoken at normal speed. The range of spoken texts includes narratives and may relate to past, present and future events.
- Listen for main points and for specific details.
- Identify and note main points and extract details and points of view.

Section 3 Paper 1 Higher Tier (targeted grades B, A, A*)

- Understand and respond to a variety of types of authentic spoken language in a range of contexts in some of which opinions and different points of view are argued and some of which express issues and concerns.
- Listen for gist, summarise, draw conclusions and recognise attitudes.
- Understand gist, identify main points and detail.
- Recognise points of view, attitudes and emotions from verbal or cultural clues.
- Draw conclusions and identify relationships between ideas.

3.2 Assessment Objective 2 Reading

Candidates can understand and respond to the written language using an appropriate range of skills and activities as set out below:

Section 1 Paper 2 Foundation Tier (targeted grades G, F, E)

- Understand and respond to signs and notices, short factual and non-factual texts, both printed and hand-written, which include sentences containing short clauses; main points and details of written texts from varying contexts including narrative drawn from the vocabulary of the defined content.
- Recognise and identify key vocabulary items; identify main points of text and extract some information; use a bilingual dictionary to find out the meaning of unfamiliar words.

Section 2 Paper 2 Foundation and Higher Tier (targeted grades D, C)

- Understand and respond to main points and details of a range of printed and hand-written texts, authentic and simulated, drawn from a variety of topics. Texts may include complex sentences, some unfamiliar language and views and opinions.
- Recognise and identify reference to past, present and future events; use bilingual dictionaries to understand unfamiliar language.

Section 3 Paper 2 Higher Tier (targeted grades B, A, A*)

- Understand and respond to a range of authentic texts, where some of the subject matter is unfamiliar; a range of factual and non-factual authentic texts and in a variety of registers, including official and formal material, stories, articles and reports.
- Recognise and identify different points of view, attitudes and emotions; show ability to draw conclusions and identify relationships between ideas; select and make appropriate use of reference materials.

3.3 Assessment Objective 3 Speaking

Candidates can communicate in the spoken language using an appropriate range of skills and activities as set out below:

Section 1 Papers 3 and 4 Foundation Tier (targeted grades G, F, E)

- Participate in transactions and conversations.
Take part in simple transactions and conversations; use memorised language but show some ability to substitute words and phrases; use short, set phrases to express feelings, likes and dislikes.
Show some ability to move between topics and express feelings and opinions in simple terms; offer simple explanations in response to the question 'Why?'; speak with intelligible pronunciation; and succeed in communicating the main points of the message despite grammatical inaccuracies.
- Present, explain, describe and narrate a prepared topic.
Give a simple, short presentation or prompted talk on a topic of the candidate's choice drawn from one of the five Areas of Experience. Respond to simple, predictable questions on the main points of the topic.

Section 2 Papers 3 and 4 Foundation and Higher Tier (targeted grades D, C)

- Participate in transactions and conversations.
Undertake transactions and develop conversations on familiar topics and experiences including past, present and future events, express personal opinions and show an ability to deal with some unpredictable elements; although there are some errors, convey a clear message with pronunciation and intonation that are generally accurate.
- Present, explain, describe and narrate a prepared topic.
Give a short presentation or prompted talk on a topic of the candidate's choice drawn from one of the five Areas of Experience. Respond to questions, some of which may contain unpredictable elements, using a time reference appropriate to the subject matter.

Section 3 Papers 3 and 4 Higher Tier (targeted grades B, A, A*)

- Participate in transactions and conversations.
Narrate an account of an experience or event in the past, responding to queries and giving explanations.
Show an ability to initiate and carry through transactions, take part in conversations and narrate events; discuss facts, ideas, experiences and points of view using a range of vocabulary, structure and time references.

Speak confidently with good pronunciation and intonation. The message is clear though there may be some errors, especially when candidates use more complex structures.

- Present, explain, describe and narrate a prepared topic.
Give a short presentation or prompted talk on a topic of the candidate's choice drawn from one of the five Areas of Experience. Respond to questions, both predictable and unpredictable, using appropriate time references and a range of vocabulary and structures. Explain and justify ideas and points of view.
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3.4 Assessment Objective 4 Writing

Candidates can communicate in writing using an appropriate range of skills and activities as follows:

Section 1 Paper 5 Foundation Tier (targeted grades G, F, E)

Write a small number of related words, phrases or short sentences and respond to written texts by substituting words and set phrases; produce simple connected writing such as a postcard (40 words). Although there are mistakes in spelling and grammar, the main points of the message are communicated.

Section 2 Paper 5 Foundation and Higher Tier (targeted grades D, C)

Use simple descriptive language to express personal opinions and write about familiar topics and experiences including, where appropriate, past and future events; perform familiar tasks such as writing simple formal or personal letters (100 words) which require linking of sentences and structuring of ideas. The style is basic, but despite errors the writing conveys a clear message.

Section 3 Paper 5 Higher Tier (targeted grades B, A, A*)

Write a more extended text (150 words), giving factual information, narrating events and expressing and justifying ideas and points of view, produce longer sentences in which spelling and grammar are generally accurate and the style is appropriate to the purpose.

Candidates may also demonstrate these skills and activities through coursework (see pages 17 and 18).

4 SCHEME OF ASSESSMENT

4.1 Tiering

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A*.

Each tier consists of three written papers and a Speaking test. Coursework is available as an option in place of Paper 5 (Writing).

Foundation Tier comprises Paper 1 (Listening, Sections 1 and 2), Paper 2 (Reading, Sections 1 and 2), Paper 3 **or** Paper 4 (Speaking, Sections 1 and 2) and Paper 5 (Writing, Sections 1 and 2) **or** Writing coursework.

Higher Tier comprises Paper 1 (Listening, Sections 2 and 3), Paper 2 (Reading, Sections 2 and 3), Paper 3 **or** Paper 4 (Speaking, Sections 2 and 3) and Paper 5 (Writing, Sections 2 and 3) **or** Writing coursework.

Candidates must be entered for each of the four skills, – Listening, Speaking, Reading and Writing – but not all components need to be offered in the same tier. Entry can vary as appropriate to the candidate's perceived competence in each of the four skills.

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4.2 Question Papers

4.2.1 Paper 1 Listening

Section 1 Foundation Tier (targeted grades G, F, E)

A total of 30 marks will be available for this section.

Exercises are intended to test Listening and will be marked for comprehension of the content only, not for the quality of any target language produced.

Exercise 1 will consist of short recordings, involving one or sometimes two speakers. The task will consist of five questions, with rubrics in English and will be tested mainly by visual material (for example line drawings) and either by non-verbal responses or by short answers in English.

A further three or four exercises will consist of recordings of short dialogues, instructions, messages or announcements. The recordings will contain factual information, such as information about travel, weather, opening times, facilities available and personal information, such as daily routines and social activities. Rubrics will be in the target language. On one task responses are to be recorded in note form or by making entries, for example on a given form, plan, grid or table. Other exercises may require note completion or brief answers in the target language, and there will be a variety of objective question types.

Section 2 **Foundation and Higher Tier (targeted grades D, C)**

A total of 20 marks will be available for this section.

Exercises are intended to test Listening and will be marked for comprehension of the content only, not for the quality of any target language produced.

Exercises 1 and 2 will consist of a recording of conversations or extracts from conversations, discussions between two or more people, simple factual extracts and expressions of points of view. A variety of question types will be set with rubrics in the target language or in English, for example, exercises requiring note-taking, matching (for example of opinions to persons).

Exercise 3 will consist of a short narrative or more extended conversation between two or more people. Objective question types such as matching tasks, true/false may be used, together with questions and responses in the target language.

Section 3 **Higher Tier (targeted grades B, A, A*)**

A total of 30 marks will be available for this section.

Exercises are intended to test Listening and will be marked for comprehension of the content only, not for the quality of any target language produced.

Exercise 1 will consist of announcements, narratives or information using formal or informal register and transmitted, for example, by radio. Rubrics for the tasks will be in the target language and testing will be by objective test format, for example box-ticking, or by questions requiring short responses.

A further two or three exercises will consist of recordings of monologues or of conversations or extracts from conversations, discussions or interviews involving two or more people on a subject of shared interest, for example holiday plans, recalling a shared experience etc. Questions may test comprehension of language expressing agreement or disagreement, apologising or complaining.

Also tested will be the ability to identify attitudes, emotions and ideas in a conversation or interview as well as the ability to understand the gist, to draw conclusions and identify relationships between ideas. One exercise will require the use of English, another may require target language responses to questions in the target language.

4.2.2 Paper 2 Reading

Section 1 Foundation Tier (targeted grades G, F, E)

A total of 30 marks will be available for this section.

Exercises are intended to test Reading and will be marked for comprehension of the content only, not for the quality of any target language produced.

Exercise 1 will consist of short texts – for example, signs, notices, advertisements, brochures, short letters. The tasks will consist of five questions with rubrics in English and will be tested mainly by visual material (for example line drawing) and by non-verbal responses (for example true/false, grid filling).

A further three or four exercises will consist of short texts and will offer a similar range of text-types to those in Exercise 1. Texts may be printed or hand-written. Non-verbal responses and some short target language answers may be required.

Section 2 Foundation and Higher Tier (targeted grades D, C)

A total of 20 marks will be available for this section.

Exercises are intended to test Reading and will be marked for comprehension of the content only, not for the quality of any target language produced.

Exercise 1 will consist of a text or texts, dealing with largely factual information, for example, signs and notices, information brochures, tourist and leisure guides, letters. A variety of objective question types requiring non-verbal responses will be set with rubrics in the target language, for example, matching exercises. Texts may be printed or hand-written.

Exercises 2 and 3 will consist of more extended texts dealing with a similar range of text types to those in Exercise 1 of this Section. One text will be tested in English, and the other will use objective test types or questions and responses in the target language.

**Section 3
Higher Tier**

(targeted grades B, A, A*)

A total of 30 marks will be available for this section.

Exercises are intended to test Reading and will be marked for comprehension of the content only, not for the quality of any target language produced.

Exercise 1 will consist of a longer text tested by objective tests, for example box-ticking, or by questions requiring short responses. Rubrics for the task will be in the target language.

A further two or three exercises will be set. Longer texts will be set, which may be printed or hand-written, and one of them may be imaginative or creative in style. Questions will test not only comprehension of the gist of the texts, but understanding of the writer's use of language to express agreement or disagreement; they will also test the ability to identify attitudes, emotions and ideas, to draw conclusions and identify relationships between ideas. Questions and responses will mostly be in the target language, but one exercise will require the use of English. If three exercises are set in this section, one of them may be of the objective question type.

4.2.3 Paper 3 Speaking

**Sections 1 and 2
Foundation Tier**

(targeted grades G, F, E, D, C)

A total of 50 marks will be available for this test. Settings for role-plays will be in English.

Role-play 1 will consist of five closed role-play tasks in response to a visual stimulus which will also be given in English. Settings will include such areas as shopping, booking in at a hotel, eating out and buying travel tickets.

Role-play 2 will consist of five role-play tasks with a target language or visual stimulus. The stimulus will also be given in English. The settings will be similar to those for role-play 1 but the tasks will be more open-ended. There may, for example, be more than one part to a task, candidates may have to make choices and there will be one task in each role-play where the candidate must respond to an unprepared question from the examiner.

Presentation and Discussion of a Prepared Topic
(See Note, page 16.)

This will consist of the presentation of a topic of the candidate's choice, chosen from one of the topics of the Areas of Experience as prescribed in the syllabus. Candidates should be given an initial exposition time of up to **one minute** to talk about and introduce their topic and should then discuss their material more freely with the examiner. The test is

not intended to be a pre-learned monologue or test of memory. Candidates should rather be encouraged to talk freely on the material of their choice. Cue-cards of up to five **short** headings may be used and brought into the examination room. Candidates may also make use of illustrative materials in their presentation but must **not** read from written notes.

General Conversation (See Note, page 16.)

In this part of the examination the examiner will develop the areas of questioning away from the prepared topic into a more general conversation of the candidate's interests and pastimes and into other areas such as life at home and at school, holidays, friends, opinions etc. Five topics of conversation (ie. one drawn from each Area of Experience) will be set by OCR and will appear in the teacher's instruction booklet. The teacher/examiner will have access to these topic titles in the four working days before the Speaking test and should choose **three** titles bearing in mind the candidate's choice of Presentation topic. Candidate's should **not** be allowed to talk on the same topic in both Presentation and Conversation sections. Candidates should **not** be told the titles of the topics prior to the examination. This section of the test is not intended to be a test of memory and candidates should be encouraged to talk spontaneously at a level appropriate to their ability.

**Sections 2 and 3
Higher Tier**

(targeted grades D, C, B, A, A*)

A total of 50 marks will be available for this test. Settings for the role-plays will be in English.

Role-play 2 will consist of five role-play tasks with a target language or visual stimulus (as described above). The stimulus will also be given in English.

Role-play 3 will consist of a single open-ended task in response to a verbal and visual stimulus. In this part of the examination the candidate will be required to act as a narrator, retelling a story, event or incident that happened at some time in the past. As well as following the outline detailed in the stimulus, candidates will have an opportunity to develop the material in their own way so as to show themselves to their best advantage.

Presentation and Discussion of a Prepared Topic
(See Note, page 16.)

A talk in the target language as described above.

General Conversation (See Note, page 16.)

A conversation on a range of topics as described above.

Note

In the Presentation and General Conversation differentiation will be achieved in several ways. Examiners should, for example, expect the length of these parts of the tests to vary from candidate to candidate. Examiners will adjust the levels of their questioning as appropriate to the candidates and will be sensitive to how much assistance the candidate requires in order to complete the task. The mark scheme will be based on differentiation by outcome, reflecting the amount, complexity, quality and accuracy of the language.

Conduct of the Tests

Fuller details of the conduct of the tests will be found in the 'Guidance Booklet for Teachers on the Speaking Components'. The normal pattern will be for teachers to conduct the examination with their own candidates.

Teachers will record all candidates and may either assess the work themselves, (Paper 3, Speaking, Internal Assessment) or send the recordings to OCR for assessment (Paper 4, Speaking, External Assessment).

Where teachers choose to assess the work themselves they need only send a sample of recordings to OCR for moderation. Once internal standardisation within the Centre has been completed, the sample will be selected in accordance with the method specified in advance by OCR, containing, for example, the work of every teacher in the Centre where possible. The sample tapes will then be sent to the Moderator appointed by OCR.

Note that, where Centres choose to assess their candidates in this way, this is **not** regarded as coursework but as a terminal examination. It does not therefore affect the proportion of coursework available to Centres wishing to offer a coursework option.

4.2.4 Paper 4 Speaking

Sections 1, 2, 3

As for Paper 3, but externally assessed. All recordings must be sent to OCR for marking.

4.2.5 Paper 5 Writing

(Coursework may be offered as an alternative to the terminal examination in Writing.)

Section 1

Foundation Tier

(targeted grades G, F, E)

A total of 30 marks will be available for this section.

Exercises 1 and 2 will consist of two tasks with rubrics in the target language requiring the writing of single words and set phrases, for example, form-filling, writing lists, short messages, diary entries.

Exercise 3 will comprise a short message or postcard requiring up to 40 words in total.

Section 2 **Foundation and Higher Tier (targeted grades D, C)**

A total of 20 marks will be available for this section.

Directed writing of a short text of 100 words, in formal or informal style, such as a letter or short article, and possibly using a text, printed or hand-written, as a stimulus. Two tasks will be set, both requiring the same style of writing but on different topic areas. Candidates will choose to answer **one** of these tasks.

Section 3 **Higher Tier (targeted grades B, A, A*)**

A total of 30 marks will be available for this section.

A composition or letter of 150 words will be set requiring extended types of writing (for example narrative, personal, descriptive, imaginative, reporting). Two tasks will be set allowing candidates to choose between different styles of writing. Candidates will choose to answer **one** of these tasks. Texts, printed or hand-written, may be used as a stimulus.

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4.3 Coursework

Candidates are required to submit three items of coursework. Full details are given in the 'Guidance Booklet for Teachers on the Coursework Component' and in Appendices A and B.

4.3.1 Moderation

All coursework is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which postal moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard for the award of marks in coursework is the same for each Centre, and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is submitted to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Principles for the annotation of coursework are set out in Appendix B.

4.3.2 Minimum Coursework Requirements

If a candidate submits no work for the coursework component, then the candidate should be indicated as being absent from that component on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for the coursework component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

4.3.3 Special Arrangements

For candidates who are unable to complete the full assessment of coursework or whose performance may be adversely affected through no fault of their own, teachers should consult OCR's procedures which can be found in the Handbook for Centres. Applications for special arrangements in such cases should be made as early as possible during the course.

4.3.4 Authentication

As with all coursework, the teacher must be able to verify that the work submitted for assessment is the candidate's own work.

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4.4 Differentiation

Differentiation is achieved by targeting examination tasks at an appropriate range of levels of ability allowing all candidates to demonstrate what they know, understand and can do. In the Speaking test and in coursework, differentiation is by task and by outcome.

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4.5 Awarding of Grades

All components will be equally weighted.

Grades will be awarded using the following points system, which will be common to the majority of all Boards' GCSE linear examinations in Modern Foreign Languages.

There will be a maximum of 8 points available for each skill (Listening, Speaking, Reading and Writing), giving an overall total of 32 points.

There will be a maximum of 5 points available from any Foundation tier paper. There will be between 3 and 8 points available from any Higher tier paper.

Points on each skill will represent performance on that skill as set out below:

0 points	=	ungraded
1 point	=	Grade G
2 points	=	Grade F
3 points	=	Grade E
4 points	=	Grade D
5 points	=	Grade C
6 points	=	Grade B
7 points	=	Grade A
8 points	=	Grade A*

Candidates who narrowly fail to achieve Grade D standard (4 points) on a Higher tier paper will be awarded 3 points. Candidates who do not achieve 3 points will not be awarded any points for that skill.

Where a skill is assessed through coursework, there will be a maximum of 8 points available.

A candidate's points for each of the four skills will be added together to give an overall points score out of 32. The total points will be converted into a grade in accordance with the following table:

0 – 1	=	Grade U
2 – 5	=	Grade G
6 – 9	=	Grade F
10 – 13	=	Grade E
14 – 17	=	Grade D
18 – 21	=	Grade C
22 – 25	=	Grade B
26 – 29	=	Grade A
30 – 32	=	Grade A*

Candidates may enter for a different tier in each skill.

5 SYLLABUS CONTENT

The content of the examination is defined in terms of the five Areas of Experience of the National Curriculum. The Areas of Experience are listed on the following page with the main topic headings included within each Area. In the Defined Content Booklet further guidance is given about the content of topic areas for study. Topics will not necessarily be relevant to all four skills. In some cases, such as classroom language, the emphasis is more likely to be on Speaking. In others, a Listening or Reading test might be more appropriate. It will not necessarily be appropriate to examine topics individually.

Areas of Experience and Examinations Topics

National Curriculum Order		Examination Topics	
Area A	Everyday activities		
	The language of the classroom		A1
	Home life and school	Home life	A2
		School routine	A3
	Food, health and fitness	Eating and drinking	A4
	Health and fitness	A5	
Area B	Personal and social life		
	Self, family and personal relationships	Self, family and friends	B1
		House and home	B2
		Personal relationships	B3
	Free time and social activities	(including leisure and media)	B4
		Eating out (see Topic A4)	
	Holidays and special occasions	Festivals and special occasions	B5
	Holidays; getting around	B6	
	Accommodation	B7	
Area C	The world around us		
	Home town and local area	Home town and geographical surroundings	C1
		Shopping	C2
		Public services	C3
	Natural and made environment	Natural environment	C4
		Weather	C5
		Finding the way	C6
	People, places and customs	Meeting people	C7
		Places and customs	C8
	Travel and transport	C9	
Area D	The world of work		
	Further education and training		D1
	Careers and employment	Future career plans	D2
		Employment and unemployment	D3
	Language and communication in the work place	Communication	D4
	Language at work	D5	
Area E	The international world		
	Tourism at home and abroad	Holiday travel and transport (see Topic C9)	E1
		Geographical surroundings (see Topic C1)	
		Weather (see Topic C5)	
	Life in other countries	Places and customs (see Topic C8)	E2
		Food and drink (see Topic A4)	
	Meeting people (see Topic C7)		
	World events and issues	eg issues according to available resources and individual interests eg environment, poverty, war (see details under this topic heading in the Defined Content Booklet)	E3

6 GRADE DESCRIPTIONS

The following grade descriptions are taken from the QCA Criteria for Modern Foreign Languages.

Candidates should be able, with reference to the range of topics selected from within the five Areas of Experience of the National Curriculum (see page 21), to demonstrate the abilities set out below.

Grade F

Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Candidates take part in simple transactions and conversations showing some ability to substitute words and phrases. Their pronunciation is intelligible, and although there are grammatical inaccuracies, the main points of the message are communicated.

Candidates identify main points and extract some information from short, simple texts both printed and hand-written. They use a bilingual dictionary or glossary to find out the meaning of unfamiliar words.

Candidates write short sentences, and respond to written texts by substituting words and set phrases. Although there will be mistakes in spelling and grammar, the main points of the message are communicated.

Grade C

Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include narratives and further events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.

Candidates undertake transactions and develop conversations which include past, present and future events. They express personal opinions and show an ability to deal with some unpredictable elements. Although there are some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates identify and extract details and points of view from printed and hand-written texts, authentic and simulated, drawn from a variety of topics and which include past, present and future events. They use bilingual dictionaries or glossaries to understand unfamiliar language.

Candidates express personal opinions and write about a variety of topics, including past, present and future events. They write simple formal letters or personal letters. The style is basic but, despite errors, the writing conveys a clear message.

Grade A

Candidates understand gist and identify main points and detail in a variety of types of authentic and spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Candidates initiate and carry through transactions, take part in conversations and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and time references. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They select and make appropriate use of reference materials.

Candidates give factual information, narrate events and express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and time references. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Grid showing relationship between grade descriptions and assessment objectives/examination components

Listening		Speaking	
Grade Description	Assessment Objective	Grade Description	Assessment Objective
<p>F Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.</p>	<p>Paper 1 Section 1</p>	<p>Candidates take part in simple transactions and conversations showing some ability to substitute words and phrases. Their pronunciation is intelligible.</p>	<p>Papers 3 and 4 Section 1</p>
<p>C Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include narratives and further events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.</p>	<p>Paper 1 Section 2</p>	<p>Candidates undertake transactions and develop conversations which include past, present and future events. They express personal opinions and show an ability to deal with some unpredictable elements. Although there are some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.</p>	<p>Papers 3 and 4 Section 2</p>
<p>A Candidates understand gist and identify main points and detail in a variety of types of authentic and spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.</p>	<p>Paper 1 Section 3</p>	<p>Candidates initiate and carry through transactions, take part in conversations and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and time references. They speak confidently with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.</p>	<p>Papers 3 and 4 Section 3</p>

Grid showing relationship between grade descriptions and assessment objectives/examination components

Reading		Writing	
Grade Description	Assessment Objective	Grade Description	Assessment Objective
F Candidates identify main points and extract some information from short, simple texts, both printed and hand-written. They use a bilingual dictionary or glossary to find out the meaning of unfamiliar words.	Paper 2 Section 1	Candidates write short sentences and respond to written texts by substituting words and set phrases. Although there will be mistakes in spelling and grammar the main points of the message are communicated.	Paper 5 Section 1 and Coursework
C Candidates identify and extract details and points of view from printed and hand-written texts, authentic and simulated, drawn from a variety of topics and which include past, present and future events. They use bilingual dictionaries or glossaries to understand unfamiliar language.	Paper 2 Section 2	Candidates express personal opinions and write about a variety of topics, including past, present and future events. They write simple formal letters or personal letters. The style is basic, but despite errors the writing conveys a clear message.	Paper 5 Section 2 and Coursework
A Candidates understand gist and identify main points and detail in a variety of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They select and make appropriate use of reference materials.	Paper 2 Section 3	Candidates give factual information, narrate events and express and justify ideas and points of view. They produce longer sentences using a range of vocabulary, structure and time reference. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.	Paper 5 Section 3 and Coursework

7 FURTHER INFORMATION AND TRAINING FOR TEACHERS

In support of this syllabus, the following materials and services are available to teachers:

- In-Service Training (INSET) meetings
- specimen question papers and marking guidelines
- Defined Content Booklet
- Guidance on the conduct and assessment of Speaking tests in Modern Foreign Languages – booklet and specimen cassette
- coursework guidance materials
- written advice on coursework proposals
- a dedicated subject-specific telephone number
- past question papers and mark schemes after each examination session
- a Report on the Examination, compiled by Principal Examiners and Moderators, after the June examination session
- individual feedback to each Centre on the moderation of coursework
- individual feedback to each Centre on the conduct and, where appropriate, the assessment of the Speaking test.

If you would like further information about this syllabus, please contact OCR. The address is given on the back cover of this syllabus booklet.

NOTES OF GUIDANCE ON COURSEWORK

NB Full details on Coursework are published separately in the 'Guidance Booklet for Teachers on the Coursework Component'.

1 NATURE AND SETTING OF COURSEWORK

1.1 Place in the Examination

Coursework may be submitted in place of the Writing component of the terminal examination, and will represent 25% of the total assessment.

1.2 Assessment Objectives

Coursework will provide candidates with opportunities to address the assessment objectives for Writing in the foreign language, set out on page 10 of the syllabus and summarised in the grade descriptions in the QCA Subject Criteria.

Grade F

Candidates write short sentences and respond to written texts by substituting words and set phrases. Although there will be mistakes in spelling and grammar, the main points of the message are communicated.

Grade C

Candidates express personal opinions and write about a variety of topics, including past, present and future events. They write simple formal letters or personal letters. The style is basic but despite errors the writing conveys a clear message.

Grade A

Candidates give factual information, narrate events and express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and time references. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

1.3 Range of Skills Drawn on

In addition, coursework provides particular opportunities for fulfilling aspects of Part I of the Programme of Study of the National Curriculum as shown on page 28:

Part I: Learning and using the target language

Communicating in the target language:

- produce a variety of types of writing.

Language skills:

- make notes from what is heard or read;
- summarise and report the main points of spoken or written texts;
- vary language to suit context, audience and purpose;
- redraft writing to improve its accuracy and presentation (for example by word-processing).

Language-learning skills and knowledge of language:

- develop independence in language learning and use;
- use dictionaries and reference material;
- understand and apply patterns, rules and exceptions in language forms and structures;
- understand and use formal and informal language.

Cultural awareness:

- work with authentic materials from the countries or communities of the target language;
- consider their own culture and compare it with the cultures of the countries and communities where the target language is spoken.

1.4 Content of Coursework Tasks

The **content** of coursework tasks should be drawn from Part II of the National Curriculum Programme of Study. The Areas of Experience and related topics are set out on page 21 and in the Defined Content Booklet.

1.5 Selection of Coursework Tasks

Examples of tasks appropriate for fulfilling coursework requirements at the different tiers are included as a list below in 2.2 on pages 30 and 31, but this list is only intended to offer suggestions, and teachers may submit their own proposals for coursework tasks, as long as these suggestions:

- allow candidates to fulfil the objectives for Writing in the foreign language summarised in 1.2 above and set out on page 10 of the syllabus;
- draw on a range of different activities reflecting the suggestions for learning and using the target language suggested in the National Curriculum Programme of Study set out in 1.3 above;
- represent a selection from a variety of Areas of Experience.

Teachers, knowing their candidates and their courses, have an opportunity to choose materials and set tasks for coursework which offer appropriate challenges to their candidates' ability and which enable a suitable range of grades to be awarded.

Where the task as described requires stimulus material, teachers themselves will be able to select appropriate material for the task to be carried out effectively by the candidates, or will approve materials chosen by the candidate. A sample or description of this stimulus material must be included, together with a description of the tasks, in the folders submitted for moderation.

2 PRESENTATION OF COURSEWORK

2.1 Administration

Coursework tasks may be completed at any time during the period of preparation for the examination but teachers should note that the criteria of assessment are at all times those prescribed by the GCSE grade descriptions for achievement at the end of KS4.

From their work during the course, candidates may make a selection of coursework tasks for inclusion in a folder. Some of these tasks must have been undertaken under controlled classroom conditions and with teacher supervision.

All tasks must be assessed by the teacher according to the published criteria. OCR relies on the professional integrity of teachers when supervising the drafting and presentation of coursework in order to ensure that there is no infringement of either the rule or the spirit of the exercise. The teacher is allowed to comment on one draft only (not at all when work is done in controlled conditions) and the work is then marked. A piece of work, once marked by the teacher, may not be reworked and resubmitted as part of the coursework folder. In short, teachers should ensure that all the contents of the folder are the authentic work of the candidate. The teacher must complete a cover sheet for each candidate to indicate how the marks have been awarded in relation to the marking criteria defined below.

The marking of coursework should be internally standardised within the Centre. The final mark will be based on the best **three** items of work, each on a different Area of Experience, which must be forwarded to OCR by the published date for submission. The submission must include at least **one** of the tasks completed under controlled conditions. (Details of controlled conditions are given in the 'Guidance Booklet for Teachers on the Coursework Component'.)

2.2 Samples of Task-Types

A list of sample task-types is set out below. Tasks are targeted at the grade ranges described elsewhere in this syllabus – Foundation Tier, grades G–C and Higher Tier grades D–A*.

2.2.1 Foundation Tier

Targeted grades G, F, E (equivalent to Section 1 of the terminal Writing component). Suggested length of written items up to 40 words. Range of writing tasks from single words and set phrases through to diary entries and short postcards or letters.

- Task 1 Complete a booking form for a hotel or gîte or camp-site.
- Task 2 Using a Curriculum Vitae as a model, fill out a personal Curriculum Vitae for submission to a possible employer.
- Task 3 Design a poster for an advertising agency wishing to market a new product. Optional activity – set up the poster on word-processor.
- Task 4 From a plan or map or other tourist material, write a diary of visits and activities during a week on holiday.
- Task 5 From authentic source material, write a postcard or short letter asking for information on a country where the target language is spoken.

2.2.2 Foundation/Higher Tier

Targeted grades D, C (equivalent to Section 2 of the terminal Writing component). Suggested length of written items about 100 words. Range of writing tasks requiring continuous writing of a formal or informal nature and requiring linking of sentences and structuring of ideas.

Tasks included in Section 1 can be set for candidates at this level, as long as teachers ensure that the task is fulfilled at the required length and fulfils the criteria for coursework at this level. It is unlikely, for example, that form-filling or a Curriculum Vitae will achieve the required level, but a longer piece of letter writing could be appropriate. Other possible tasks are as follows:

- Task 6 From a brochure or similar authentic source material, write a short article about your visit to a particular region.
- Task 7 From an advertisement, write a formal letter requesting further information about a possible holiday job.
- Task 8 Listen to an interview or carry out an interview with a visitor and make notes to lead to a short article.

2.2.3 Higher Tier

Targeted grades B, A, A* (equivalent to Section 3 of the terminal Writing component). Suggested length of written items is about 150 words. Range of writing tasks giving factual information, narrating events, expressing and justifying ideas and points of view.

Any of the tasks set in previous sections can be set for candidates at this level, as long as the teacher ensures that the task is fulfilled at the required length and fulfils the criteria for coursework at this level. Other possible tasks are:

- Task 9 After seeing a short film or reading a short story in the target language, narrate the story.
- Task 10 From authentic materials relating to one of the topics and taken from both English and foreign language sources, make notes about the contrasts between the materials, then write an informal letter summarising these differences for a friend.
- Task 11 After reading an article on a theme of current interest, write to a foreign language newspaper expressing your point of view and explaining your position. This letter might be word-processed.
- Task 12 Read an account of a journey or an adventure or an unusual experience and write the diary entries of the person involved.
- Task 13 Produce a piece of expressive writing in the foreign language, either a piece of verse, or a short story, or a short sketch.
- Task 14 Produce a piece of work presenting a portrait of a town or village following an exchange visit.

2.3 Differentiation and Range

It is clear from the list of sample task-types that coursework offers many possibilities both for imaginative work and for candidates to perform at their highest level of achievement. The possibility of differentiation by outcome means that a particular task is not necessarily limited to a particular grade range, but that the length and quality of the performance could lead to assessment in a higher bracket. Coursework will also allow a wider range of activities to be sampled than is possible in a terminal examination, for example field-work undertaken during an exchange visit, word-processing skills, a response to wider reading.

2.4 Marking Criteria for Coursework

Please see the detailed criteria in the 'Guidance Booklet for Teachers on the Coursework Component'.

PRINCIPLES FOR THE ANNOTATION OF COURSEWORK

- 1 Paragraph 79 of the Mandatory Code of Practice (March 1995) states that:

The Examining Group must require teachers to show clearly how the marks have been awarded in relation to the marking criteria defined in the syllabus. The Examining Group must specify how this is to be done.

- 2 Teachers should write summative comments on each item of work submitted on a coursework cover sheet to be provided by OCR. Teachers may also flag any key pieces of evidence – for example accurate complex structures, good idiom etc, by annotation in the margin or text.
- 3 Teachers should use the individual mark sheet provided by OCR to show marks awarded for each criterion. Indications as to how marks have been awarded should:
- a be clear and unambiguous;
 - b be very briefly included in comments on the coursework cover sheet;
 - c facilitate the understanding of marking within the Centre;
 - d enable the Moderator to check easily the application of the assessment criteria to the marking.
- 4 Annotation should:
- a stress positive achievement by identifying the 'high points' of a candidate's performance in meeting the assessment criteria;
 - b use phrases in the assessment criteria (for example 'good use of verbal constructions and very accurate use of tenses');
 - c indicate and provide details of any assistance or prompting given to the candidate.

MODERN FOREIGN LANGUAGES EXAMPLES OF TEST-TYPES

1 ATTAINMENT TARGET 1 LISTENING AND RESPONDING AND ATTAINMENT TARGET 3 READING AND RESPONDING

Objective Question Types

- Multiple choice + visuals (for example line drawings)
Multiple choice + verbal options
- True/false + variations (tick correct box only)
- Grid completion (response via 'objective type' box ticking)
Table completion (response via box ticking) or **very** short (for example one or two words) response in the target language
- Matching (response via ticking correct box or writing appropriate letter)
- Stimuli could include visuals, for example matching drawings/signs to correct person
- Sequencing (rearrangement of jumbled sentences in the light of information in the text)
- Note completion. Where very brief responses (blank completion) are required, this question-type can count as objective, as no subjective interpretation on the part of the candidate or examiner is necessary.
- Reordering pictures in correct sequence
- Visual transfer techniques (for example candidates draw in appropriate symbols on a map or plan)
- Questionnaire completion (box ticking and note completion)

Non-objective question types

- Questions/answers (short answer questions). Answers may be required either in English or in the target language.
- Note completion (with longer responses than above)

2 ATTAINMENT TARGET 2 SPEAKING

Role Plays

- 'Closed' (ie outcome very predictable); stimuli could be visual or verbal.
- 'Open' (outcome less predictable). Some room for candidate's interpretation of the situation based on framework/situation common to all candidates. Verbal/visual stimuli.
- 'Extended' (candidate has more room to elaborate and is expected to describe/narrate events). Verbal/visual stimuli.

Discussion/Conversation

Short talk/presentation

3 ATTAINMENT TARGET 4 WRITING

- Form-filling/Questionnaire/Lists
- Blank filling
- Short messages
- Diary entries
- Letter formal/informal
- Essay/Composition. Controlled (directed) or 'free' (less directed)
- Short article writing

Further illustration of test-types can be found in the specimen materials produced by OCR to accompany this syllabus.

EXAMINATION RUBRICS FOR FRENCH

The following lists are not exhaustive or prescriptive. They serve in conjunction with the specimen question papers to illustrate the instructions and settings likely to be encountered in the examination rubrics. Individual items which will be specific to particular examinations are not included in these lists, which are intended to be generic in nature.

Rubrics will be simple or more complex in proportion to the increasing complexity of language used throughout the question papers. However, the intention at all levels will be to explain the task set to the candidate in the simplest possible terms. OCR's aim is that rubrics in the target language must not disadvantage the candidate in the completion of a task.

The lists begin with a collection of items common to all papers and then go on to list items more likely to be specific to each component.

All papers

D'abord...

First

Maintenant...

Now...

En français

In French

En anglais

In English

En chiffres

In numbers

Vrai

True

Faux

False

Voici un exemple

Here is an example

Les réponses suivantes

The following answers

Quelques questions/phrases etc.

Some questions/sentences etc.

Pour chaque question/personne/client

For each question/person/customer

Il/Elle parle/écrit au sujet de/sur...

He/She is speaking/writing about...

Question words such as: Qu'est-ce-que..? Où..? etc.

Tournez la page

Turn over

Lisez les questions/la liste etc.

Read the questions/the list etc.

Ecrivez la lettre/le numéro...

Write the letter/number...

Ecrivez les réponses...

Write the answers...

Répondez aux questions...

Answer the questions

Complétez la table

Fill in the table

Trouvez les mots/phrases etc.

Find the words/sentences etc.

Faites des notes...

Make notes

Remplissez les blancs

Fill in the blanks

Regardez les notes/les dessins/la grille etc.

Look at the notes/drawings/grid etc.

Faites correspondre...

Match up...

Cochez les cases appropriées

Tick the appropriate boxes

Cochez seulement 5 lettres/cases

Tick only five letters/boxes

Encerclez oui or non

Circle yes or no

Si la phrase/affirmation est vraie, cochez la case **vrai**

*If the sentence/statement is correct, tick the **true** box*

Puis corrigez l'affirmation...

Then correct the statement...

Ecrivez la lettre qui correspond...

Write the letter which corresponds/matches...

Choisissez la description qui correspond le mieux...

Choose the description which best fits...

Vous n'aurez pas besoin de toutes les lettres

You will not need all the letters

Répondez en français ou cochez les cases

Answer in French or tick the boxes

Listening (Paper 1)

Vous écoutez...

You are listening to...

Vous allez entendre...

You are going to hear...

...un message/une conversation/un dialogue/une émission/un reportage à la radio/une interview à la télévision etc.

...a message/conversation/dialogue/programme/report/account on the radio/interview on television etc.

Entre deux personnes...

Between two people...

Elle parle avec...

She is talking to...

Vous allez entendre la conversation deux fois

You are going to hear the conversation twice

Il y aura deux pauses pendant l'annonce/l'extrait

There will be two pauses during the advert/extract

Ecoutez attentivement...

Listen carefully...

Reading (Paper 2)

Voici...

Here is...

...une liste/des informations/une carte postale/une lettre/des annonces/un texte/

... a list/some information/a postcard/a letter/some adverts/a text/

un extrait d'un journal/magazine etc.

an extract from a newspaper/magazine etc.

Lisez attentivement...

Read carefully...

Speaking (Papers 3 and 4)

Donnez ou demandez les détails suivants

Give or ask for the following details

Préparez les tâches suivantes en français

Prepare the following tasks in French

Saluez...

Greet...

Présentez-vous

Introduce yourself

Dites...
Say...
Expliquez...
Explain...
Remerciez...
Thank...
Décidez comment...
Decide how...
Répondez à la question de...
Answer 's question

Writing (Paper 5)

Vous envoyez...
You are sending..

Ecrivez...
Write...
...une liste/une carte postale/une lettre/un article/un reportage/les choses etc.
...a list/a postcard/a letter/an article/a report/the things etc.
Remplissez le formulaire/la fiche
Fill in the form etc.

Décrivez...
Describe...
Dites-lui ce que vous avez...
Tell him/her what you have...
Demandez ce que...
Ask what...

Ecrivez environ... mots
Write about... words
Répondez à toutes les questions
Answer all the questions