



<b>Specification</b>	AQA French 8658
<b>Website for specification</b>	<a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>
<b>Themes</b>	Students study all of the following themes, on which the assessments are based: <ul style="list-style-type: none"> <li>• <b>YEAR 9:</b> <b>Theme 1: Identity and culture</b></li> <li>• <b>YEAR 10:</b> <b>Theme 2: Local, national, international and global areas of interest</b></li> <li>• <b>YEAR 11:</b> <b>Theme 3: Current and future study and employment</b></li> </ul>
<b>Tiered entry?</b>	Yes. Foundation Tier (grades 1–5) / Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

### SCHEMES OF ASSESSMENT

<b>Paper 1: Listening</b> <i>25% of GCSE</i>	<p><b>What's assessed:</b> Understanding and responding to different types of spoken language.</p> <p><b>How it's assessed</b> Written exam: Foundation Tier - 35 minutes 40 marks Higher Tier - 45 minutes 50 marks (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> <p><b>Questions</b> <b>Foundation Tier and Higher Tier</b> Section A – questions in English, to be answered in English or non-verbally. Section B – questions in French, to be answered in French or non-verbally.</p>
<b>Paper 2: Speaking</b> <i>25% of GCSE</i>	<p><b>What's assessed:</b> Communicating and interacting effectively in speech for a variety of purposes</p> <p><b>How it's assessed</b> Foundation Tier: 7–9 minutes + preparation time Higher Tier: 10–12 minutes + preparation time 60 marks (for each of Foundation Tier and Higher Tier)</p> <p><b>Questions</b> <b>Foundation Tier and Higher Tier</b> The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <p>Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p>



<p><b>Paper 3:</b> <b>Reading</b> 25% of GCSE</p>	<p><b>What's assessed:</b> Understanding and responding to different types of written language</p> <p><b>How it's assessed</b> Written exam: Foundation tier - 45 minutes Higher Tier - 1 hour 60 marks (for each of Foundation Tier and Higher Tier)</p> <p><b>Questions</b> <b>Foundation Tier and Higher Tier</b> Section A – questions in English, to be answered in English or non-verbally Section B – questions in French, to be answered in French or non-verbally Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</p>
<p><b>Paper 4:</b> <b>Writing</b> 25% of GCSE</p>	<p><b>What's assessed:</b> Communicating effectively in writing for a variety of purposes</p> <p><b>How it's assessed</b> Written exam: Foundation Tier - 1 hour Higher Tier - 1 hour 15 minutes 50 marks at Foundation Tier and 60 marks at Higher Tier</p> <p><b>Foundation Tier</b> Question 1 – message (student produces four sentences in response to a photo) – 8 marks Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks Question 3 – translation from English into French (minimum 35 words) – 10 marks Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</p> <p><b>Higher Tier</b> Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16marks Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks Question 3 – translation from English into French (minimum 50 words) – 12 marks</p>
<p><b>Website for question papers, mark schemes and examiners reports:</b></p>	<p><a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658/assessment-resources">http://www.aqa.org.uk/subjects/languages/gcse/french-8658/assessment-resources</a></p>
<p><b>Key Dates</b></p>	<p>MFL GCSE Speaking PPEs to take place on the following dates: <b>9<sup>th</sup> – 12<sup>th</sup> December.</b></p> <p>MFL GCSE formal Speaking Exams to take place on the following dates: <b>Monday 27<sup>th</sup> April – Friday 1<sup>st</sup> May, (inclusive)</b></p>



<p><b>MFL GCSE Homework Policy</b></p>	<p>At GCSE, pupils will be set 2 homeworks each week.</p> <p>Homework is given to reinforce, practise or extend what has been learned, in the lesson, as well as, to inform the MFL teacher of the pupils' understanding.</p> <p>The tasks set for homework will be a combination of the following:</p> <ul style="list-style-type: none"> <li>• Written exercises in the foreign language – based on current work and intended to help pupils consolidate and extend their knowledge.</li> <li>• Reading for comprehension – using a text book or task sheet.</li> <li>• Speaking practice – in preparation for a presentation or test / assessment / GCSE speaking PPE / GCSE speaking exam.</li> <li>• Research of the vocabulary and cultural aspects of the foreign language.</li> <li>• Revision / learning of vocabulary from memory to be tested verbally or in writing at least once over the 2 week period.</li> <li>• Use of Kerboodle to complete listening, reading, speaking and writing activities, as set by the MFL teacher.</li> <li>• Extensive use of past paper questions, speaking preparation, speaking examination revision and internet study support sites such as SAM Learning, GCSE Bitesize, Kerboodle and Linguascope. Pupils aiming for the highest grades will be expected to work through past exam papers regularly.</li> </ul>
<p><b>Suggested revision techniques</b></p>	<p>Please see the attached revision techniques booklet.</p>
<p><b>Website(s) for revision</b></p>	<p><a href="https://www.kerboodle.com">https://www.kerboodle.com</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a>  <a href="http://www.zut.org.uk/intermediate/year10.html">http://www.zut.org.uk/intermediate/year10.html</a> <i>(free to use after 4pm and at weekends)</i>  <a href="http://www.education.vic.gov.au/languagesonline/french/french.htm">http://www.education.vic.gov.au/languagesonline/french/french.htm</a>  <a href="http://www.s-cool.co.uk/gcse/french.html">http://www.s-cool.co.uk/gcse/french.html</a></p>
<p><b>Recommended revision guide</b></p>	<p><b>CGP:</b></p> <ul style="list-style-type: none"> <li>• New GCSE French AQA Complete Revision &amp; Practice (with CD &amp; Online Edition) - Grade 9-1 Course</li> <li>• New GCSE French Complete Revision &amp; Practice (with CD &amp; Online Edition) - Grade 9-1 Course</li> <li>• New GCSE French AQA Exam Practice Workbook - for the Grade 9-1 Course (includes Answers)</li> <li>• New GCSE French AQA Grammar Handbook – for KS3 &amp; Grade 9-1 GCSE</li> </ul>



<p><b>Key mistake(s) made on exam</b></p>	<p><b>Unit 1 – Listening / Unit 3 – Reading:</b></p> <ul style="list-style-type: none"> <li>• Not reading questions carefully;</li> <li>• Lack of knowledge of core vocabulary;</li> <li>• <b>Unit 1</b> - Homing in on individual words rather than listening to the whole phrase, paragraph;</li> <li>• <b>Unit 3</b> - Homing in on individual words rather than reading the whole phrase, paragraph;</li> <li>• Failing to identify cognates and familiar words in unfamiliar contexts;</li> <li>• Failing to recognise the use of negation;</li> <li>• Lack of attention to detail;</li> <li>• Failing to understand the meaning of key ‘little’ words, e.g. definite and indefinite articles / possessive adjectives etc. i.e. the words for <b>the / a, (an) / my</b>;</li> <li>• Failing: to apply logic; to answer questions in the correct language; to write answers clearly.</li> </ul> <p><b>Unit 2 – Speaking:</b></p> <ul style="list-style-type: none"> <li>• Failing to speak for the minimum requirements;</li> <li>• Errors in pronunciation, particularly with verb tenses, e.g. Failure to observe the silent “e” or “ent” in the Present Tense, e.g. <b>je joue, il aime, elles regardent</b>; failing to sound the acute accent on past participles, i.e. <b>j’ai regarde</b> ☒ instead of <b>j’ai regardé</b> ☑;</li> <li>• Pronouncing the final silent consonant on nouns, e.g. <b>trucs, trop, cours, sport, heures, je sors</b>;</li> <li>• Mispronunciation of words such as: <b>natation, installation, récréation, émission</b>;</li> <li>• Difficulty with the nasal sounds in words, e.g. <b>examen, jardin, vin, ans</b>;</li> <li>• Little or no effort to pronounce the French [r]</li> <li>• Mispronunciation of school subjects, especially <b>le français, la chimie, la biologie, l’histoire</b>;</li> <li>• No distinction between the pronunciation of <b>un</b> and <b>une</b>.</li> <li>• Students failing to use the correct intonation which makes them sound like they are reading pre-learned paragraphs off a page, rather than having a spontaneous conversation.</li> </ul> <p><b>Unit 4 – Writing:</b></p> <ul style="list-style-type: none"> <li>• Failing to spell words correctly;</li> <li>• Errors in grammar: e.g. failing to form verb tenses correctly, in particular the past tense with <b>-er</b> verbs where students forget the acute accent, i.e. <b>j’ai regarde</b> ☒ instead of <b>j’ai regardé</b> ☑; with more able candidates confusion between the conditional and future tenses.</li> <li>• For weaker and higher level candidates, failing to write opinions and negatives correctly;</li> <li>• For higher level candidates, failing to use more complex and varied linguistic structures and vocabulary with success;</li> <li>• Students failing to link their work, both between and within paragraphs;</li> <li>• Failing to punctuate their work accordingly;</li> <li>• Failing to check their work, once having completed their written exam, to ensure its coherence and accuracy.</li> </ul>
<p><b>Who to contact</b></p>	<p>In the event of any issues please contact:</p> <p><b><i>Joanne Silvester, (Miss)</i></b> <b><u>Head of Department, Modern Foreign Languages</u></b></p>

