BGCSE FRENCH SYLLABUS (8031)

1st SITTING 1999

IMPORTANT: ASTERISK (*) DENOTES CHANGES TO BE INTRODUCED IN 2001.
THIS REVISED EDITION INCLUDES DELETIONS AND ADDITIONS
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FRENCH
SYLLABUS CODE 8031

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INTRODUCTION

As societies become more diverse on the threshold of a new millennium, the study of Modern Foreign Languages has a more important role to play in the Bahamas.

The following observations emphasize the impact foreign language programmes should have on education for the 21st Century:

• According to recent statistics, 20% of the three million tourists welcomed to The Bahamas yearly are Latin American or European.

• The Bahamas is an ideal setting for international tourism and banking.

• As a commercial centre, The Bahamas has links with many Latin American and European countries.

• Regional and international sporting events and conferences often have Spanish and French-speaking participants.

• There is an actual demand for many professionals requiring the use of another language. Among these are bilingual secretaries, hotel and bank employees, translators and Modern Foreign Language teachers.

• Other individuals, interacting with the general public, such as Law enforcement officers, Customs and Immigration officials and Public Health officials may be required to use another language.

However, apart from studying other languages for personal fulfillment and scholarship, Bahamian students should be exposed to the cultures of the peoples whose languages they are learning. Indeed, a better understanding of foreign cultures results in a different perspective of one’s own culture. Aspects of culture of Francophone and Hispanic countries will be included in testing materials.

The emphasis in the BGCSE examination is on practical skills - the ability to communicate in speech and writing and the skills of listening and reading comprehension. The tasks set will be those which candidates might have to perform in real life contact with Spanish or French-speaking people. Therefore, AUTHENTICITY (i.e. details one would see or hear in Francophone/Hispanic countries such as signs, menus, advertisements, timetables, letters/faxes from French/Spanish persons, news items, public announcements etc.) in questions is of utmost importance. By setting realistic and attainable tasks, it is expected that students will develop a more positive attitude to language learning and achieve better success.
The revised syllabus (1999) still comprises the four domains (SPEAKING, LISTENING, READING, WRITING) of the 1996 document. However, the scheme of assessment, question paper format and question types (2001) have been changed:

**SCHEME OF ASSESSMENT**

• C will be the highest grade available at Core Level.
• 50 marks will be available for each paper.

**QUESTION PAPER FORMAT**

• Core Level will no longer be compulsory.
• Candidates will choose between CORE and EXTENDED Level for each component.
• The last section of CORE Level will be identical to the first section of EXTENDED Level.

**QUESTION TYPES**

1999 - For the SPEAKING COMPONENT, one of the CORE Level role plays and both of the EXTENDED Level role plays will include open-ended tasks. This will discourage candidates from carrying out the tasks without attempting to understand what the examiner has said.

2001 - The principle of a broad range of different types of test will be adhered to so that candidates are not disadvantaged by a weakness in performance in any one test type. This should provide a broadening of opportunity for candidates to show what they KNOW, UNDERSTAND and CAN DO.
Scheme of Assessment

<table>
<thead>
<tr>
<th>Grades</th>
<th>Speaking AT1</th>
<th>Listening AT2</th>
<th>Reading AT3</th>
<th>Writing AT4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Section 3</td>
<td>Section 3</td>
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<td>Section 3</td>
</tr>
<tr>
<td>B</td>
<td></td>
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</tr>
<tr>
<td>C</td>
<td>Section 2</td>
<td>Section 2</td>
<td>Section 2</td>
<td>Section 2</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Section 1</td>
<td>Section 1</td>
<td>Section 1</td>
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<tr>
<td>F</td>
<td></td>
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<tr>
<td>G</td>
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<td></td>
</tr>
</tbody>
</table>

Core Level consists of Sections 1 and 2 of each Attainment Target. Extended Level 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 level for all skills or enter for a mix of levels, but may not enter for both levels of the same skill.

Syllabus Components

Core Level

<table>
<thead>
<tr>
<th>Component Name</th>
<th>Duration</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1 Speaking</td>
<td>15 mins</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2 Listening</td>
<td>approx. 40 mins</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3 Reading</td>
<td>60 mins.</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 4 Writing</td>
<td>60 mins.</td>
<td>25%</td>
</tr>
</tbody>
</table>
Extended Level

<table>
<thead>
<tr>
<th>Component Name</th>
<th>Duration</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 5 Speaking</td>
<td>15 mins.</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 6 Listening</td>
<td>40 mins. approx.</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 7 Reading</td>
<td>60 mins.</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 8 Writing</td>
<td>60 mins.</td>
<td>25%</td>
</tr>
</tbody>
</table>

Syllabus Content

Apart from grammar and structures, the content is defined in terms of five areas:

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

Question Paper Requirements

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. *The presentation of a prepared topic will be introduced in 2001.*

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.

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.
1 GENERAL ISSUES

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: matching) may follow either an English or a target language rubric.** A check-list of examples showing a range of commonly used rubrics in the target language is included as Appendix B of this syllabus.

1.2 *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 may be drawn is found in Appendix B to this syllabus. In the tests on Listening and Reading, where the candidate may be 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.

1.3 Administration of the components

In the Reading and Writing components, Core Level candidates will sit their examination at the same time as Extended Level candidates. Each candidate will receive the test booklet appropriate to his/her level of entry, for example, Core Level Reading Paper 3 (Sections 1 and 2), or Extended Level Reading Paper 7 (Sections 2 and 3).

In the case of the Listening component, the three sections will be separated by a break of about five minutes to allow candidates to enter or leave the examination room at the appropriate point. Extended Level candidates will enter the examination room at the beginning of Section 2. They must be supervised while Core Level candidates do Section 1 of the examination.
In the Speaking component, the examining period will be approximately one week, usually beginning the first week of May. Once the test has started it should not be stopped until all candidates have been tested. A QUIET environment must be provided by the school for the duration of this examination.

2 SYLLABUS AIMS

The syllabus aims:

- to develop students' ability to understand and communicate effectively in the target language;
- to encourage students to acquire language learning skills;
- to encourage students to develop an understanding of the grammar and syntax of the target language;
- to encourage students 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 SPEAKING

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

Section 1  Paper 1  Core Level
(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 prescribed topics. Respond to simple, predictable questions on the main points of the topic.

Section 2 Papers 1/5 Core and Extended Level (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 prescribed topics. Respond to questions, some of which may contain unpredictable elements, using a time reference appropriate to the subject matter.

Section 3 Paper 5 Extended Level (targeted grades B, A,)

- Participate in transactions and conversations.
  Show an ability to initiate and carry through transactions, and deal with unpredictable elements, take part in conversations and narrate events; discuss facts, ideas, experiences and points of view using a range of vocabulary, structure and time references.

Narrate an account of an experience or event in the past, responding to queries and giving explanations.
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 prescribed areas. 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.

3.2 ASSESSMENT OBJECTIVE 2 LISTENING

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

Section 1 Paper 2 Core Level
(targeted grades G, F, E)

- Understand and respond to instructions, messages and dialogues made up of familiar, simple language, 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 Papers 2/6 Core and Extended Level
(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 6  Extended Level
(targeted grades B, 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.

3.3 ASSESSMENT OBJECTIVE 3  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 3  Core Level
(targeted grades G, F, E)

- Understand and respond to signs and notices, short factual and non-factual texts, printed or hand-written, which include sentences containing short clauses; identify main points and details of written texts from varying contexts.

- Recognise and identify key vocabulary items; identify main points of text and extract some information.
Section 2  Papers 3/7  Core and Extended Level
(targeted grades D, C)

- Understand and respond to main points and details of a range of printed or 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.

Section 3  Paper 7  Extended Level
(targeted grades B, 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.

3.4 ASSESSMENT OBJECTIVE 4 WRITING

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

Section 1  Paper 4  Core Level
(targeted grades G, F, E)

Write a small number of related words, phrases or short sentences for lists, form-filling, diary entries etc.* (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  Papers 4/8  Core and Extended Level
(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 a short article or simple formal or personal letter (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 8  Extended Level
(targeted grades B, 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.

4 SCHEME OF ASSESSMENT

4.1 Levels

The scheme of assessment consists of two levels: Core and Extended. Core Level assesses grades G to C and Extended Level assesses grades D to A.

Each level consists of three written papers and a Speaking test. Core Level comprises Paper 1 (Speaking, Sections 1 and 2), Paper 2 (Listening, Sections 1 and 2), Paper 3 (Reading, Sections 1 and 2) and Paper 4 (Writing, Sections 1 and 2).

Extended Level comprises Paper 5 (Speaking, Sections 2 and 3), Paper 6 (Listening, Sections 2 and 3), Paper 7 (Reading, Sections 2 and 3) and Paper 8 (Writing, Sections 2 and 3).

Candidates must be entered for each of the four skills, - Speaking, Listening, Reading and Writing - but not all components need to be offered in the same level. Entry can vary as appropriate to the candidates' perceived competence in each of the four skills.
4.2 Question Papers

4.2.1 SPEAKING

Paper 1 Sections 1 and 2
Core Level (targeted grades C, F, E, D, C)

A total of 50 marks will be available for this test, 10 marks for each role play and 30 marks for 15 general conversation questions. Settings for role-plays will be in English.

Role-play 1 will consist of five closed role-play tasks in response to a verbal stimulus. 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 verbal stimulus. 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.

General Conversation

In this part of the examination the examiner will develop the areas of questioning 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. Three topics of conversation (ie. one drawn from each Area prescribed) will be set and will appear in the teacher’s instruction booklet. The teacher/examiner will have access to questions/topics in the three working days before the Speaking test.

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.
Presentation and Discussion of a Prepared Topic

This will consist of the presentation of a topic of the candidate's choice, chosen from one of the topics prescribed in the syllabus. The topics do not have to be interpreted in the wider sense. Candidates may choose to be particular and describe one past tense only. E.g. B4 (Freetime and social activities). The topic "myself" should not be chosen. Candidates should decide on their topic choice four teaching days before the date of the examination. (Teachers should choose different topic areas for the general conversation.) 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. For 2001, the presentation will be worth 10 marks, the conversation 20 marks and the role plays 10 marks each.

Paper 5
Sections 2 and 3

Extended Level (targeted grades D, C, B, A)

A total of 50 marks will be available for this test, 10 marks for each role play and 30 marks for the conversation. Settings for the role-plays will be in English.

Role-plays 2 and 3 will consist of five role-play tasks with a verbal stimulus (as described above), but for Role-play 3 the candidate must respond to two unprepared questions from the examiner.

*In 2001, Role-play 3 will consist of a single open-ended task in response to a verbal and visual stimuli. 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*

A talk in the target language as described above, but the candidates must be prepared to respond to unpredictable questions on the material.

**Conversation**

A sustained conversation in response to more open-ended questions about 3 topics relating to a wider range of clearly defined situations within the experience of the candidates.

* In 2001, FIVE topic titles of conversation will be indicated which cover a wide range of topics (for both CORE and EXTENDED levels). The teacher/examiner should choose THREE titles bearing in mind the candidate's choice of presentation topic. Candidates should not be allowed to talk on the same topic in the Presentation and Conversation sections.

**NOTE** In the *Presentation and 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. (e.g. Extended Level candidates should not have access to three topics which may limit their use of time references.) 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 provided. The normal pattern will be for teachers to conduct the examination with their own candidates in the presence of another invigilator.

Teachers will record all candidates, assess the work themselves, and send the recordings to the Testing & Evaluation Unit for moderation.
4.2.2 LISTENING

Paper 2 Section 1
Core Level (targeted grades G, F, E)

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

Exercises are intended to test Listening. If questions are worded in the target language they will be marked for comprehension of the content only, not for the quality of language produced.

Exercise 1 will consist of short recordings, involving one or more speakers. The tasks will consist of up to ten questions, with rubrics in English or *the target language* using visual or non-visual stimuli and requiring either non-verbal responses or short answers in English.

A further two or three 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 may be *in the target language* or in English. *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 English or *in the target language, and there will be a variety of objective question types.*

PAPERS 2/6 Section 2
Core and Extended Level (targeted grades D, C)

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

Exercises are intended to test Listening. If questions are worded in the target language they will be marked for comprehension of the content only, not for the quality of 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) or questions requiring short responses.*
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 or English.*

**PAPER 6 Section 3 Extended Level** (targeted grades B, A)

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

Exercises are intended to test Listening. If questions are worded in the target language they will be marked for comprehension of the content only, not for the quality of 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* or in English and testing will be by objective test format, for example box ticking, or 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. At least one exercise will require the use of English.*Another may require some non-verbal responses or target language responses to questions in the target language.*

4.2.3 **READING**

**Paper 3 Section 1 Core Level** (targeted grades G, F, E)

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

Exercises are intended to test Reading. If questions are worded in the target language they will be marked for comprehension of the content only, not for the quality of language produced.
Exercise 1 will consist of short texts - for example, signs, notices, advertisements, brochures, short letters. The tasks will consist of up to ten questions with rubrics in English and will be tested by questions requiring short responses, *by visual material [for example, line drawing], and by non-verbal responses [for example multiple choice, 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.

PAPERS 3/7 Section 2
Core and Extended Level (targeted grades D, C)

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

Exercise 1 will consist of texts, dealing with largely factual information, for example, signs and notices, information brochures, tourist and leisure guides, magazine & newspaper articles, letters. Texts will be tested by questions requiring short responses in English. *In addition, a variety of objective question types requiring non-verbal responses may be set with rubrics in the target language or english(e.g.matching exercises.)

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. Texts may be tested in English, *or through other objective test types or questions and responses in the target language.

PAPER 7 Section 3
Extended Level (targeted grades B, A)

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

Exercises are intended to test Reading. If questions are worded in the target language they will be marked for comprehension of the content only, not for the quality of language produced.

Exercise 1 will consist of a longer text tested by questions requiring short responses or/and by objective tests, for example box ticking. Rubrics for the task may be in English or *the target language.
A further two or three exercises will be set. Longer texts will be set, 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 be in English *or in the target language. However, apart from requiring short responses, some of the questions may require non-verbal responses.

4.2.4 WRITING

Paper 4 Section 1
Core Level (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 English or *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.

PAPERS 4/8 Section 2
Core and Extended Level (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, short article, *or response to an advertisement and possibly using a text, printed or hand-written, as a stimulus. Two tasks will be set, both requiring the same styles of writing but on different topic areas. Candidates will choose to answer one of these tasks.

Paper 8 Section 3
Extended Level (targeted grades B, A)

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

A composition 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.
4.3 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, differentiation is by task and by outcome.

4.4 Awarding of Grades

All components will be equally weighted. Grades will be awarded using the points system given below.

There will be a maximum of 7 points available for each skill (Listening, Speaking, Reading and Writing), giving an overall total of 28 points.

There will be a maximum of 5 points available from any Core Level Paper. There will be between 3 and 7 points available from any Extended Level Paper.

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>ungraded</td>
</tr>
<tr>
<td>1</td>
<td>Grade G</td>
</tr>
<tr>
<td>2</td>
<td>Grade F</td>
</tr>
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<td>Grade C</td>
</tr>
<tr>
<td>6</td>
<td>Grade B</td>
</tr>
<tr>
<td>7</td>
<td>Grade A</td>
</tr>
</tbody>
</table>

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

A candidate’s points for each of the four skills will be added together to give an overall points score out of 28. The total points will be converted into a grade in accordance with the following table:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1</td>
<td>Grade U</td>
</tr>
<tr>
<td>2 - 5</td>
<td>Grade G</td>
</tr>
<tr>
<td>6 - 9</td>
<td>Grade F</td>
</tr>
<tr>
<td>10 - 13</td>
<td>Grade E</td>
</tr>
<tr>
<td>14 - 17</td>
<td>Grade D</td>
</tr>
<tr>
<td>18 - 21</td>
<td>Grade C</td>
</tr>
<tr>
<td>22 - 25</td>
<td>Grade B</td>
</tr>
<tr>
<td>26 - 28</td>
<td>Grade A</td>
</tr>
</tbody>
</table>

Candidates may enter for a different level in each skill.
**Illustrative figures for the point system**

The actual mark, out of 50, which is required to achieve a specific number of points, has to be set by assessing quality of work and taking account of the difficulty of papers. **ILLUSTRATIVE** figures might be:

**CORE LEVEL**

<table>
<thead>
<tr>
<th>MARKS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 14</td>
<td>0</td>
</tr>
<tr>
<td>15 - 21</td>
<td>1</td>
</tr>
<tr>
<td>22 - 28</td>
<td>2</td>
</tr>
<tr>
<td>29 - 35</td>
<td>3</td>
</tr>
<tr>
<td>36 - 42</td>
<td>4</td>
</tr>
<tr>
<td>43 - 50</td>
<td>5</td>
</tr>
</tbody>
</table>

**EXTENDED LEVEL**

<table>
<thead>
<tr>
<th>MARKS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 17</td>
<td>0</td>
</tr>
<tr>
<td>18 - 20</td>
<td>3</td>
</tr>
<tr>
<td>21 - 26</td>
<td>4</td>
</tr>
<tr>
<td>27 - 32</td>
<td>5</td>
</tr>
<tr>
<td>33 - 38</td>
<td>6</td>
</tr>
<tr>
<td>39 - --&gt;</td>
<td>7</td>
</tr>
</tbody>
</table>

**EXAMPLE 1**

A candidate may take all FOUR components at CORE LEVEL. (S)he receives the following points:

<table>
<thead>
<tr>
<th>MARKS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKING (PAPER 1)</td>
<td>5</td>
</tr>
<tr>
<td>LISTENING (PAPER 2)</td>
<td>5</td>
</tr>
<tr>
<td>READING (PAPER 3)</td>
<td>4</td>
</tr>
<tr>
<td>WRITING (PAPER 4)</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL POINTS = 19**

**GRADE = C**
EXAMPLE 2
A candidate may take 2 components at CORE LEVEL and 2 components at EXTENDED LEVEL. (S)he receives the following points:

<table>
<thead>
<tr>
<th>MARKS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKING (PAPER 5)</td>
<td>6</td>
</tr>
<tr>
<td>LISTENING (PAPER 2)</td>
<td>5</td>
</tr>
<tr>
<td>READING (PAPER 7)</td>
<td>6</td>
</tr>
<tr>
<td>WRITING (PAPER 4)</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL POINTS = 22
GRADE = B

EXAMPLE 3
A candidate may take all components at EXTENDED LEVEL. If such a candidate narrowly fails to achieve GRADE D standard (4 points) at this level, (s)he will be awarded 3 points for that skill. A candidate who does not achieve 3 points will not be awarded any points for that skill.

<table>
<thead>
<tr>
<th>MARKS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKING (PAPER 5)</td>
<td>4</td>
</tr>
<tr>
<td>LISTENING (PAPER 6)</td>
<td>3</td>
</tr>
<tr>
<td>READING (PAPER 7)</td>
<td>3</td>
</tr>
<tr>
<td>WRITING (PAPER 8)</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL POINTS = 13
GRADE = E
5 GRADING DESCRIPTIONS

Candidates should be able, with reference to the range of topics selected from within the
five presented topic areas 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
which are printed or hand-written.

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 or hand-written
texts, authentic and simulated, drawn from a variety of topics and which include past,
present and future events.

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.

24
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.

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

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th>LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Description</td>
<td>Assessment Objective</td>
</tr>
<tr>
<td>Candidates take part in simple transactions and conversations showing some ability to substitute words and phrases. Their pronunciation is intelligible.</td>
<td>Paper 1</td>
</tr>
<tr>
<td></td>
<td>Section 1</td>
</tr>
<tr>
<td>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.</td>
<td>Papers 1/5</td>
</tr>
<tr>
<td></td>
<td>Section 2</td>
</tr>
<tr>
<td>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.</td>
<td>Paper 5</td>
</tr>
<tr>
<td></td>
<td>Section 3</td>
</tr>
</tbody>
</table>
Grid showing relationship between grade descriptions and assessment objectives/examination components

<table>
<thead>
<tr>
<th>READING</th>
<th></th>
<th>WRITING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Description</td>
<td>Assessment Objective</td>
<td>Grade Description</td>
<td>Assessment Objective</td>
</tr>
<tr>
<td>F</td>
<td>Candidates identify main points and extract some information from short, simple texts, both printed and hand-written.</td>
<td>Paper 3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Candidates identify and extract details and points of view from printed OR hand-written texts, authentic and simulated, drawn from a variety of topics and which include past, present and future events.</td>
<td>Papers 3/7</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 2</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>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.</td>
<td>Paper 7</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 3</td>
<td></td>
</tr>
</tbody>
</table>
6 SYLLABUS CONTENT

GRAMMAR and STRUCTURES

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive, and able pupils should be encouraged to progress beyond the list at the highest level, although this knowledge will not be tested.

The list is divided into three parts, each corresponding to one of the three sections of the examination papers.

All structures required for Section 1 are expected of Section 2 candidates, and all Section 2 structures are expected for Section 3 also.

TOPICS

The content of the examination is defined in terms of five prescribed Areas. 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.
SECTION 1

7 venir de + infinitive
active use: present tense

8 être + past participle:
active use: 'c'est' + past participle
e.g. c'est terminé?
receptive use: present tense
passive
e.g. les passagers sont priés de monter en voiture

active use: 'je voudrais'
receptive use

receptive use: the present participle including use with 'en'
e.g. il est sorti en courant

Note: Easily recognised forms and very common irregular forms of the present subjunctive are likely to occur in Reading and Listening material but it is not intended that time should have to be spent on teaching the subjunctive.

SECTION 2

7 venir de + infinitive
active use: present tense
receptive use: imperfect

8 passive voice: receptive use
present tense

B - CONDITIONAL
receptive use: all verbs present and perfect tenses

C - IMPERATIVE
active use

D - PRESENT PARTICIPLE
active use: the present participle including use with 'en'
e.g. il est sorti en courant

SECTION 3

8 passive voice:
receptive use: imperfect
e.g. il était aimé de tous
receptive use: perfect
e.g. il a été blessé

9 future perfect:
receptive use
The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list at the highest level, although this knowledge would not be tested.

The list is divided into three parts, each corresponding to one of the three sections of the examination papers. All structures required for Section 1 are expected of Section 2 candidates, and all Section 2 structures are expected for Section 3 also.

<table>
<thead>
<tr>
<th>SECTION 1</th>
<th>SECTION 2</th>
<th>SECTION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I - VERBS</strong></td>
<td><strong>I - VERBS</strong></td>
<td><strong>I - VERBS</strong></td>
</tr>
<tr>
<td>1 present</td>
<td>2 imperfect: active use</td>
<td>5 pluperfect: receptive use + active use</td>
</tr>
<tr>
<td>2 imperfect: active use</td>
<td>3 perfect: agreement of past participle of verbs taking 'être' is expected; agreement with proceeding direct object is not expected.</td>
<td>6 past historic: receptive use</td>
</tr>
<tr>
<td>3 perfect: active use of 'avoir', 'être' and reflexive verbs, receptive use of the agreement of past participle with subject or object (no penalty if candidates fail to make these agreements)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 future: active use</td>
<td>4 future: active use</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 1

receptive use: verbs governing the
infinitive with or without a preposition
e.g. il demande à vous voir
il veut partir

active use: verbs + infinitive
those which are clearly needed in
order to perform tasks specified in
the syllabus
e.g. use of ‘aimer’ + infinitive

active use:
ne...pas
ne...rien
receptive use:
ne...jamais
ne...personne
ne...plus
ne...aucun
ne...que
ne...ni...ni

Any correct form is acceptable.
Questions words are listed in
INTERROGATIVES.

SECTION 2

E - INFINITIVE

receptive use: perfect infinitive
e.g. après avoir demandé
après être descendu

active use: verbs + infinitive
those which are clearly needed in
order to perform tasks specified in
the syllabus

F - NEGATIVES

active use:
ne...jamais
ne...personne
ne...plus
ne...ni...ni
ne...que
ne...aucun

SECTION 3

active use: perfect infinitive
e.g. après avoir demandé
après être descendu
SECTION 1

adjectives

SECTION 2

II - NOUNS

A - GENDER

B - SINGULAR AND PLURAL,
   INCLUDING COMMON
   IRREGULARS

III - ADJECTIVES AND ADVERBS

A - FORMATION AND POSITION
   OF ADJECTIVES AND ADVERBS

1

section

a second form of the
masculine singular
used before a noun
or another adjective
beginning with a
vowel or a mute h:
e.g. beau, bel; nouveau,
nouvel; vieux, vieil

b non-agreement of
compound adjectives of
colour
e.g. une robe vert foncé

a agreement in number and
genre

b common irregular adjectives
SECTION 1

1 regular comparative forms:
   aussi
   plus (+ que)
   moins

2 receptive use:
   meilleur
   pire
   mieux

active use:
   le/la plus + adjective
   le/la moins + adjective

receptive use:
   le meilleur, la meilleure, etc.
   le mieux
   le pire, la pire, etc.

active use:
   assez
   beaucoup plus/moins
   peu
   un peu
   très
   trop

receptive use:
   tout à fait
   si
   que/comme (in exclamations)
   tellement

SECTION 2

B - COMPARISON OF ADJECTIVES
AND ADVERBS

1 regular comparative forms:
   ne ... pas si + adj/adv

2 active use:
   meilleur
   pire
   mieux

C - SUPERLATIVES

active use:
   le meilleur, la meilleure, etc.
   le mieux
   le pire, la pire, etc.

receptive use:
   la moindre

D - QUANTIFIERS

active use:
   si
   tout à fait
   que/comme (in exclamations)

receptive use:
   fort
   tout
   bien
<table>
<thead>
<tr>
<th>SECTION 1</th>
<th>SECTION 2</th>
<th>SECTION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>c variation in meaning</td>
<td>formation of adverbs ending in -AMMENT, -EMMENT (receptive use)</td>
<td>f active use of 'y'</td>
</tr>
<tr>
<td>e.g. même, grand, cher, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d irregular adjectives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 adverbs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a adverbs formed by addition</td>
<td>a formation of adverbs ending in -AMMENT, -EMMENT (receptive use)</td>
<td></td>
</tr>
<tr>
<td>of-MENT to the feminine form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of the adjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b common irregular adverbs</td>
<td>b irregular adverbs (receptive use)</td>
<td></td>
</tr>
<tr>
<td>c adverbial expressions of time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. hier, tard, ici, tout de</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suite, là-bas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d position of adverbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e use and position of 'y'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(receptive use)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 1

1. definite
   (including use of au, aux, du, des)

2. indefinite

3. partitive

a. distinction between:
   - il y a du fromage
   - il y a peu de fromage
   - il y a beaucoup de fromage
   - il n'y a pas de fromage

b. the use of de before an adjective preceding a noun in
   the plural is encouraged but the use of des will be accepted

SECTION 2

IV - ARTICLES

SECTION 3

V - INTERROGATIVES

1. active use:
   - combien
   - comment
   - où
   - pourquoi
   - quand

2. active use:
   - qui
   - que
   - quel
   - quoi

receptive use:
   - qui
   - qu'est-ce qui/que
   - lequel, etc.

1. active use:
   - depuis quand

2. active use:
   - qui est-ce que
   - qu'est-ce qui/que

receptive use:
   - qui est-ce qui
### Section 1

**VI - Demonstratives**

<table>
<thead>
<tr>
<th></th>
<th>Active Use:</th>
<th>Receptive Use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>active use: ce, cet, cette, ces</td>
<td>receptive use: -ci, -là</td>
</tr>
<tr>
<td>2</td>
<td>active use: ça, ce</td>
<td>receptive use: cela</td>
</tr>
</tbody>
</table>

### Section 2

<table>
<thead>
<tr>
<th></th>
<th>Active Use:</th>
<th>Receptive Use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>active use: -ci, -là</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>active use: cela, ceci, celui/celle-ci, celui/celle-là, etc.</td>
<td>receptive use: ce/celui/celle etc., use with de dont qui/que</td>
</tr>
</tbody>
</table>
VII - POSSESSIVES

1. mon, ma, mes, etc.

a. agreement in number and
gender with the noun
possessed

b. mon, ton, son, etc. used
before a feminine singular
noun or adjective beginning
with a vowel or a mute h
  e.g. mon amie Véronique
       mon ancienne école

c. repetition and agreement
before each noun:
  e.g. mon frère et ma sœur

d. receptive use: the emphatic
   form
  e.g. son livre à lui

d. active use: the emphatic
   form

d. receptive use:
  le mien, la mienne, les
  mien(ne)s, etc.
SECTION 1

1 active use:
   autre
   même
   tout
   chaque

receptive use:
   quelque(s)
   plusieurs

2 active use:
   quelque chose
   quelqu’un

All, including on.

active use:
   me, te, le/la/l’, nous, vous, les
   me, te, lui, nous, vous, leur, se
   in affirmative sentences

receptive use of these pronouns +
   moi/toi, with imperatives and
   negatives

SECTION 3

VIII - INDEFINITES

1 active use:
   pareil
   tel
   plusieurs
   quelque(s)

receptive use:
   n’importe quel

2 active use:
   chacun
   certain

receptive use:
   n’importe qui
   pas grand-chose

IX - PRONOUNS

A - SUBJECT PERSONAL
   PRONOUNS

B - DIRECT AND INDIRECT
   OBJECT PERSONAL PRONOUNS,
   REFLEXIVE PRONOUNS

active use: all listed under
SECTION 1 + SECTION 2

receptive use: use of pronouns
before a verb

  e.g. il me l’a dit
SECTION 1

active use: instead of de + noun and referring to a number or quantity
  e.g. Tu as beaucoup de disques?
       Oui, j'en ai beaucoup

SECTION 2

C - USE OF EN

active use: meaning 'some'
  e.g. Il en mange

referring to a place
  e.g. Tu es allé au bureau?
       J'en reviens

D - DISJUNCTIVE PRONOUNS

active use:
  moi, je ...
  c'est moi etc.
  c'est à moi etc.

receptive use:
  moi-même etc.

use after a preposition
  e.g. pour lui

E - RELATIVE PRONOUNS

active use:
  qui

receptive use:
  que/qu'

quoi (following preposition)

active use:
  que/qu'

quoi

receptive use:
  lequel/laquelle etc. (after preposition)

auquel/duquel etc.

dont
SECTION 2

X - NUMBER, QUANTITY AND TIME

A - NUMBERS

all ordinal and cardinal numbers

ordinal numbers:
  active use of 'premier' up to 'sixième';
  receptive use of 'septième' onwards

active use:
  beaucoup, assez, peu, un
  peu, trop, demi, quart

receptive use:
  tant
tellement
moitié

B - EXPRESSIONS OF QUANTITY
SECTION 1
active use:
day and month
le 12 septembre
time of day

receptive use:
years e.g. 1998
24-hour clock
du matin, du soir

SECTION 2
c - dates and time
active use:
years
1985: mil neuf cent or
dix-neuf cent quatre-vingt-cinq
1985 accepted in written examination
24-hour clock, du matin etc.

SECTION 3
D - use of depuis
active use in the present tense
e.g. j'apprends le français depuis cinq ans

receptive use in the imperfect tense
e.g. j'habitais ici depuis 2 ans quand...

XI - prepositions & prepositional phrases
active use:
common usage: (e.g. à, dans, avec, sans, contre, sur, après, avant, vers, près (de), loins (de))

XII - conjunctions
active use:
common usage (e.g. ou, et, mais, quand, parce que, pendant que)

active use:
aussi que, puisque, dès que, après que

receptive use:
conjunctions requiring the subjunctive e.g. bien que, avant que, pour que
TOPICS

Topic headings are not always clearly defined and delimited, and there are therefore areas of overlap and duplication. For example, a Topic such as 'Home Life' occurs under Area of Experience A and overlaps with 'House and Home' in Area of Experience B. In the same way, B6 'Holidays' is closely linked to E1 'Tourism at Home and Abroad'. It is important to maintain all headings, even where there is some repetition, otherwise a key element might be omitted. Cross references are given in such cases.

The examination papers will sample Topics and tasks from the range set out in the following list. It will not necessarily be appropriate to examine Topics individually.

Tasks listed for Section 1 of the Core Level (targeted grades G, F, E) assume situations where requirements and responses are reasonably predictable.

Under each topic, tasks have been listed in three columns, following the pattern of three sections in the examination. The left hand column shows tasks appropriate to Section 1 of the examination (targeted grades G, F, E). The centre column contains tasks targeted at Section 2, i.e. grades D, C. These tasks therefore represent the top end of the Core Level. The right hand column contains tasks targeted to Section 3 of the examination (targeted grades B, A).

Candidates entered for Section 3 are expected to have covered tasks defined for all sections of the examination. In addition, candidates aiming at the higher grades (B, A) will be expected to handle a wider range of vocabulary and structures and to demonstrate some or all of the following:

* cope with a greater degree of unpredictability;
* understand and give fuller accounts which make use of more complex range of language (for example structures, tense, range of vocabulary);
* give and understand opinions and draw conclusions where necessary;
* see the relationship between ideas.
## TOPICS

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<td>Language and communication in the work place</td>
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<td>Places and customs (see Topic C8)</td>
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<td>Food and drink (see Topic A4)</td>
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<td>Meeting people (see Topic C7)</td>
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<td>World events and issues</td>
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<td>eg issues according to available resources and individual interests</td>
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<td>eg environment, poverty, war</td>
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AREA A  EVERYDAY ACTIVITIES

TOPIC A1  The Language of the Classroom

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• say what subjects they study at school
• understand classroom instructions
• make routine classroom requests
• ask for repetition
• ask someone to spell words
• ask someone if they speak the language they are learning
• ask what something is called in the target language
• ask what a word or expression means
• say that they do not know/understand

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• say how long they have been learning these subjects
• ask for explanations of words and expressions
• ask for items to be pronounced or spelled
• use everyday language of classroom interaction

Targeted Grades B, A,
Language Tasks

No extra tasks but more extensive treatment of these tasks is required as explained in the introduction to this section

TOPIC A2 Home Life (see also Topic B2)

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• state address
• give information about type of dwelling
• say how many rooms in house/apartment and name them
• give details about routine daily activities at home
• give information or ask about taking a bath or shower
• give information or ask about washing/eating/household routines
• say what jobs they do around the house
• give a simple description of rooms and activities corresponding to each room

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• give more specific details about daily routine at home
• say how their own room is furnished
• give details of services, amenities and equipment at home
• give more detailed description of rooms and activities corresponding to each room

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• describe division of household tasks and express opinions on this division
TOPIC A3  School Routine (see also some overlap with D1)

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• state the type, size and location of their school and describe the buildings
• give details of a typical school day, timetable, time of lessons, amount of homework, games, sort of clothes they wear
• say how they travel to and from school
• say which subjects they like or dislike

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• say which club they belong to and what kind of activities they do
• describe the special events in the school year, such as plays, parents’ evenings, sports day, visits
• talk about their examinations
• talk and write about their school
• discuss their future plans at school and after

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• describe the special events in the school year and give a full description
• discuss their future plans at school and after and justify their choices

TOPIC A4  Eating and Drinking

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• express simple opinions about food likes and dislikes
• accept/decline offers of food and drink
• ask for a table for x people
• ask for food and items on the table
• attract the attention of the waiter or waitress
• initiate and conclude exchange with waiter using appropriate polite expressions
• ask for the menu
• choose and order items of food and drink on the menu
• request items missing from table
• request the bill and ask whether the service is included
• deal with payment
• settle the bill (asking if service is included)

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• ask for a table for x people
• order a meal (need to change menu because of unavailability)
• ask for clarification about the nature and availability of services and items on the menu
• deal with the orders of others
• show understanding of recipes, orders
• request addition of items missing from the table
• make simple complaints

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• give reasons for order and understand more complex language to explain changes
• make complaints giving more details and reasons
<table>
<thead>
<tr>
<th>Targeted Grades G, F, E</th>
<th>Targeted Grades D, C</th>
<th>Targeted Grades B, A,</th>
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<td>Language Tasks</td>
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<td>Candidates should be able to:</td>
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<td>• say how well/unwell they are</td>
<td>• describe minor ailments e.g. headaches, temperature, nausea, toothache and say how long they have had them</td>
<td>• discuss aspects of healthy lifestyle e.g. diet and exercise</td>
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<tr>
<td>• explain where they have a pain</td>
<td>• ask for specific remedies or general medicinal products at a pharmacy</td>
<td>• express personal reactions to feeling unwell</td>
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<tr>
<td>• call for help</td>
<td>• make arrangements for a visit to doctor, dentist</td>
<td>• act as interpreter or intermediary for someone who feels unwell explaining circumstances and giving reasons</td>
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<tr>
<td>• make simple requests for items at a pharmacy</td>
<td>• interact with doctor/dentist/pharmacist on the subject of common ailments</td>
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</tbody>
</table>
AREA B  PERSONAL AND SOCIAL LIFE

TOPIC B1  Self, Family and Friends

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• say their name
• spell their name
• give their nationality
• say how old they are
• say whether they have brothers and sisters and how many
• give ages of siblings if applicable
• give a description of their pets, if applicable (see also B2)
• give a description of their family e.g. appearance, character and temperament
• say what sort of jobs their parents have (see also D3)
• talk about their pocket money and jobs, if applicable

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• give their date and place of birth
• talk about friends’ interests
• talk about relatives (including marital status)

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• give their date and place of birth, giving more details
• talk about friends’ interests giving fuller descriptions and expressing opinions
• talk about relatives giving more details and fuller information
• express feelings about others

TOPIC B2  House and Home (see also A2)

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• state address
• give information about type of dwelling
• say how many rooms in house/apartment and name them
• give a simple description of how their room is furnished
• give details about routine daily activities at home
• give information or ask about taking a bath or shower
• give information or ask about washing/eating/household routines
• say what jobs they do around the house

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• give more specific details about daily routine at home
• give more detailed description of how their own room is furnished
• give details of services, amenities and equipment at home
• describe rooms and activities corresponding to each room
• give details of the garden
• give details of life at home and of daily routine; (when they get up, have their meals, how they spend evenings and weekends, what they do to help at home etc.)

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• fulfill all tasks in column 2 and in addition give more details and express opinions, for example about aspects of home routine
TOPIC B6  Holidays and Getting Around (see also Topic B7, C6, C9 and E1)

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• describe their holidays and holiday periods and how they spend them e.g. where they go, with whom, for how long, what they normally do
• obtain similar information from others
• describe a recent holiday with details of where they went, for how long
• talk about holiday plans
• talk about journeys, forms of transport
• ask a passer-by for directions
• understand directions, ask for clarification if necessary, ask someone to repeat directions
• enquire about transport by bus, coach or train
• understand simple signs
• say whether they have been abroad, saying where if applicable
• write a short letter enquiring about availability of accommodation and the terms and conditions
• read and understand relevant information regarding accommodation e.g. brochures, guide-book entries, letters of reply and confirmation

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• talk/write about a wider range of holiday experiences with details and features of places or countries visited, saying what they saw or did
• ask for details about a town or region they propose to visit as a tourist, e.g. ask about brochures, maps of the area, kinds of accommodation available and cost, weather to be expected, places of interest, entertainment and leisure activities, basic events
• give similar details about their own area, or one they have visited, to a prospective tourist, giving simple opinions
• ask the best way of reaching a destination and how long it takes
• understand a wider range of signs

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• give details and features of places visited, comparing and contrasting features and expressing opinions about what they saw or did
• give similar details about their own area, or one they have visited, to a prospective tourist, expressing opinions and making judgements

TOPIC B7  Accommodation (see also Topic B6, Holidays)

General

Candidates should be able to:
• talk about accommodation they use or have used on holiday e.g. hotels, camp-sites, youth hostels and their preferences
• enquire about availability of accommodation and the terms and conditions
• read and understand relevant information regarding accommodation e.g. brochures, guide-book entries, letters of reply and confirmation
At the Hotel

**Targeted Grades G, F, E**

**Language Tasks**

Candidates should be able to:
- check in; identify themselves and say that a reservation has been made or ask what rooms are available
- say what sort of room(s) is (are) required and for how long
- ask the cost
- ask to see the rooms and the facilities provided; accept or reject
- enquire about breakfast times and whether other meals are available
- ask about keys and leaving/returning to the hotel
- ask about other facilities, e.g. telephone, parking, elevators, lounge
- understand and deal with registration formalities
- ask for the bill and thank

**Targeted Grades D, C**

**Language Tasks**

Candidates should be able to cope with a fuller range of details involved in staying in a hotel, such as the following:
- deciding between rooms with different facilities, aspect or position
- enquiring about pension, demi-pension, safety arrangements
- requesting extra provision of pillows, blankets, towels etc.
- cope with an element of the unexpected, such as mistaken identity, incorrect reservation details, losing a key, accidents in the room
- be able to complain, e.g. about lack or condition of facilities, noise etc.

**Targeted Grades B, A**

**Language Tasks**

Candidates should be able to:
- give details of a problem and make more detailed complaints
At the Youth Hostel

**Targeted Grades G, F, E**

Language Tasks

Candidates should be able to:
- identify themselves and say a reservation has been made or enquire about accommodation
- say how long they are staying and the number of people, male/female
- ask the cost, ask about facilities at the hostel, e.g. meals, cooking and eating, bathing and toilet arrangements
- ask about hire of sleeping bags or sheets
- ask about hostel closing times and departure times
- ask about facilities nearby, such as bakery, grocers, supermarket, restaurants, recreation
- deal with registration requirements, pay and thank

**Targeted Grades D, C**

Language Tasks

Candidates should be able to cope with a fuller range of possibilities and details such as:
- hire of sleeping bags and sheets
- find out about hostel rules and regulations regarding hot water, duties required before leaving
- ask where they leave valuables
- make simple complaints, e.g. about lack of or condition of facilities, noise

**Targeted Grades B, A,**

Language Tasks

Candidates should be able to:
- make more detailed queries about general security precautions
- give details of a problem and make more detailed complaints

At the Campsite

**Targeted Grades G, F, E**

Language Tasks

Candidates should be able to:
- identify themselves saying they have reserved or ask if there are sites available, saying what sort of space is required for tent(s), the proposed length of stay
- enquire about the cost of the site per person, tent or caravan/vehicle and for any special facilities
- ask about facilities provided at the site including toilet and washing arrangements, showers, hot water, electricity points, meals, shopping for basic food and camping requirements

**Targeted Grades D, C**

Language Tasks

Candidates should be able to cope with a fuller range of details involved in camping, for example:
- ask about different sites available and express their preference
- make simple enquiries about rules
- enquire about rules and regulations (fires, barbecues, returning at night etc.)

**Targeted Grades B, A,**

Language Tasks

Candidates should be able to:
- make more detailed enquiries about rules and regulations (fires, barbecues, returning at night etc.)
- give details of a problem and make more detailed complaints
- express appreciation and congratulate
AREA C  THE WORLD AROUND US

TOPIC C1 Home Town and Geographical Surroundings

Targeted Grades G, F, E Language Tasks

Candidates should be able to:
• give information about home town or island and surrounding area
• show a visitor around home town
• say how they travel in town; means of transport and duration of journey
• seek information from others with reference to location, character, amenities, features of interest, entertainment
• express a simple opinion about their own or someone else's town

Targeted Grades D, C Language Tasks

Candidates should be able to:
• give a full description of their home town or island and the surrounding area
• give an account of possibilities for sightseeing, shopping etc.
• give opinions about their home town or island, saying what is good about it, not so good about it, how long they have been living there and how they would improve it

Targeted Grades B, A, Language Tasks

Candidates should be able to:
• give a full description of their home or island and the surrounding area, expressing views and opinions
• understand and discuss a wide range of opinions about their home town or island, and be prepared to justify their opinions
• put forward suggestions as to how they might improve their locality

TOPIC C2  Shopping

Shopping for Food

Targeted Grades G, F, E Language Tasks

Candidates should be able to:
• know the different types of shops and the goods sold there
• tell the shopkeeper/shop assistant what they want (including quantity, weight, slices, tins, bottles)
• ask whether particular food is available
• be prepared to make a choice
• pay for goods (familiarity with notes and coins, checking change)

Targeted Grades D, C Language Tasks

Candidates should be able to:
• be prepared to make a choice and give reasons why
• find out other information
• ask and say whether shops are open or closed and when
• understand advertisements, leaflets etc.

Targeted Grades B, A, Language Tasks

Candidates should be able to:
• be prepared to make a choice and give reasons why
Shopping for Clothes

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• understand names of articles of clothing and articles of personal use
  (including sportswear)
• give own size for clothes and shoes
• request articles of clothing and articles of personal use

TOPIC C3 Public Services (see also Topic D4)

The Post Office

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• ask where a post office or letter box is
• state they would like to send letters/postcards/parcels to their home country
• ask how long it will take for a letter to get somewhere
• ask how much it costs to send letters/post-cards to a particular place
• ask when the next collection is
• ask for stamps
• ask if there is a telephone nearby
• ask how to obtain an unknown telephone number

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• give sizes for clothes and shoes
• ask for specific colours, materials, qualities and sizes
• negotiate if colour/size not available
• make simple complaint about errors
• say if they buy their own clothes
• discuss fashion, expressing a simple point of view

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• if the shop does not stock what they want, ask if there is another shop that does
• return unsatisfactory goods and explain the problem in detail
• say what they would like to buy if finance permitted
• discuss fashion and clothing, giving reasons and justifying a point of view

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• ask about making phone-calls;
  understand the instructions for doing so;
  understand printed instructions displayed in a call-box
• give or find out the appropriate telephone number; ask to make a transferred charge call
• understand general instructions given by a telephone operator
• make a call saying who they wish to speak to
• answer an incoming call
• send a telegram or a postal order

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• explain procedures for telephoning to a native speaker of the target language who does not speak English
• use the facilities of the 'poste restante'
Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• give proof of identity
• say that they would like to exchange travellers' cheques or money
• ask for notes or coins to a specific amount
• fill in appropriate forms
• ask about rate of exchange
• ask how much commission to pay

TOPIC C4 The Natural and Made Environment (see also Topic C1)

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• give information about home town or island and surrounding area
• show a visitor around home town
• say how they travel in town; means of transport and duration of journey
• seek information from others with reference to location, character, amenities, features of interest, entertainment
• express a simple opinion about their own or someone else's town

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• understand a simple description of a town or region in a country where the target language is spoken
• understand and make simple comparisons between their home country and a target language community, with reference to climate, landscape, geographical features
• understand and express opinions on aspects of environmental damage within their own experience

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• understand a more complex description of a town or region in a town where the target language is spoken
• understand and make more complex comparisons between their home country and a target language community
• understand and express more complex opinions on aspects of environmental change
TOPIC C5  Weather

Targeted Grades C, F, E
Language Tasks

Candidates should be able to:
• describe current weather conditions
• understand people talking about the weather and simple written forecasts
• make comments about the weather
• talk about the climate of their own country according to the seasons and months
• understand simple predictions about weather conditions

TOPIC C6  Finding the Way (see also Topics B6 and C1)

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• attract the attention of a passer-by
• ask/state where a place is

TOPIC C7  Meeting People (see also Topics B1 and B3)

General

Candidates should be able to:
• greet someone and respond to a greeting
• say they are pleased to meet someone and ask how they are; respond to similar enquiries
• ask, if appropriate, about journey, health, mutual acquaintances; respond to similar questions
• introduce themselves, using relevant details from Topic B1
• end a conversation and take leave in appropriate fashion

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• say which season they prefer and why
• describe/ask about the weather according to the seasons and months
• understand more complex spoken and written weather forecasts

Targeted Grades B, A
Language Tasks

Candidates should be able to:
• understand and enquire about what might happen as a result of unfavourable weather conditions, draw appropriate conclusions

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• ask for and give detailed information on how to get a particular place

Targeted Grades B, A
Language Tasks

Candidates should be able to:
• understand and give full details on how to get to a particular place
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<tr>
<td>-ask about details from Area B and C if appropriate to the person and the occasion</td>
<td>-write a letter giving and seeking the above information, where appropriate</td>
<td>-write a letter giving and seeking full details about the above information, where appropriate</td>
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<tr>
<td>-understand and respond to enquiries on the same topics</td>
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<tr>
<td>-ask about the other person's family, relations and friends at home and elsewhere, respond to their questions</td>
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Arranging a Meeting or Activity

Targeted Grades G, F, E Language Tasks

Candidates should be able to:
• introduce a relation or friend to someone else
• invite someone to a social function, to come to a meal or go on an outing
• thank for and accept an invitation
• ask what a friend would like to do
• suggest or express a preference for a particular activity or visit and ask for opinion
• agree and disagree; express pleasure, lack of interest; modify suggestion
• arrange to meet at a certain place and time; agree to or change arrangements, saying something is possible, impossible, probable, uncertain
• apologise for lateness
• understand a (recorded) telephone message making arrangements for a meeting or activity

Targeted Grades D, C Language Tasks

Candidates should be able to:
• act as intermediary or interpreter e.g. for family or friend meeting a visitor for the first time
• express appropriate information from above in a brief letter or written message

Targeted Grades B, A, Language Tasks

Candidates should be able to:
• understand someone talking about or giving views on recent events, news items or current issues of interest to the candidate even if not directly related to his/her experience

TOPIC C8 Places and Customs

Targeted Grades G, F, E Language Tasks

As set out in B5, C4, E2

Targeted Grades D, C Language Tasks

As set out in B5, C4, E2

Targeted Grades B, A, Language Tasks

As set out in B5, C4, E2
**TOPIC C9 Travel and Transport** (see also Topics B6, C1 and C6)

**General**

**Targeted Grades G, F, E**  
Language Tasks

Candidates should be able to:
- give information on their usual journey to work or school
- talk about other journeys and forms of transport
- ask a passer-by for directions
- understand directions and be able to rehearse or ask someone to repeat instructions
- ask for clarification of directions if necessary
- enquire about transport by bus or train
- understand simple signs
- understand simple traffic/road bulletins

**Targeted Grades D, C**  
Language Tasks

Candidates should be able to:
- ask or state the best way of reaching a destination and how long it takes
- give directions to strangers
- understand a wider range of signs

**Targeted Grades B, A,**  
Language Tasks
Public Transport by Bus, Rail, Underground, Taxi

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• ask if there is a bus, coach or train to a particular place
• ask about the cost of tickets, giving the destination, day of travel and whether a single or return journey is to be made
• ask about departure and arrival times
• check that they have the right platform, line, train, coach, bus or stop
• ask whether it is necessary to change trains etc.
• understand information given in brochures and tables
• reserve a seat or place
• ask about facilities such as information desks, toilets, waiting-rooms, food etc.
• ask or say whether a seat is free
• state requirements for travel arrangements
• give the above information to others

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• enquire about the frequency of trains or buses, facilities on the journey, make bookings, seat reservations in advance, enquire about price reductions, supplements, deal with travel by air or sea, checking on departure and arrival times
• explain or describe the itinerary of a journey to someone
• ask whether it is necessary to change trains etc.
• ask about facilities such as information desks, toilets, waiting-rooms, food etc.
• make arrangements for taking, sending or leaving luggage
• check on correct departure channel, flight, ferry or hovercraft
• deal with Customs formalities and regulations
• say what they have lost at the lost-property office
• deal with an element of the unexpected in travel (e.g. delayed or cancelled departure, mislaid tickets, documents, lost luggage)
• give simple points of view about the advantages of different forms of transport

Targeted Grades B, A
Language Tasks

Candidates should be able to:
• give a full account of an itinerary to someone
• assess the advantages of different forms of transport and make judgements
Private Transport

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• buy fuel by grades, quantity or price, including asking for the tank to be filled and ask the cost
• ask for water, oil, tyres to be checked
• ask where the usual facilities are
• check on a proposed route

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• deal with a wider range of details involved in traveling by their own transport
• cope with a breakdown, giving a brief description of the fault
• ask where they can obtain help
• ask for information about routes, road and traffic conditions, parking facilities and traffic rules
• understand signs put up in garages concerning tyre pressure, car wash etc.
• report a road accident, giving details necessary for the appropriate emergency services

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• make more complex requests for information about routes etc.
• report a road accident giving a full account of the circumstances
AREA D  THE WORLD OF WORK

TOPIC D1  Further Education and Training  (see also A3)

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• give information about plans for possible further education
• obtain similar information from someone else

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• say what their plans and hopes for further education and training are
• understand spoken and written information about different types of further education and training
• discuss and understand others describing their education/training
• discuss the advantages and disadvantages of different routes in further education

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• understand and provide fuller spoken and written information about different types of further education and training
• discuss more fully points of view relating to different routes in further education, considering pros and cons

TOPIC D2  Future Career Plans

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• give information about plans for possible future career
• obtain similar information from someone else

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• understand, ask for and give reasons for choice of future career
• express hopes for the future, plans for coming months
• require about the availability of suitable work
• give simple points of view relating to the advantages and disadvantages of different occupations

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• understand, ask for and give fuller reasons for choice of future career
• discuss more fully points of view relating to different occupations, considering pros and cons
TOPIC D3  Employment and Unemployment

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• say whether and when they have a part-time job
• say how many hours they work, how much they are paid
• express simple opinions about jobs
• state whether parents are employed or unemployed
• state jobs of parents and relatives

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• give more details about own part-time job and work of parents and others
• give simple points of view relating to the advantages and disadvantages of different occupations

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• discuss more fully points of view relating to different occupations, considering pros and cons

TOPIC D4  Communication (see also Topic C3)

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• ask for and give a telephone number
• answer a telephone call
• make a telephone call and ask to speak to someone
• talk or leave a simple telephone message
• ask how to use IT facilities e.g. Minitel

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• make arrangements to be contacted by phone, fax or e-mail
• request information to be sent by fax or e-mail

Targeted Grades B, A,
Language Tasks

TOPIC D5  Language at Work

Targeted Grades G, F, E
Language Tasks

Candidates should be able to:
• understand basic target language signs and instructions in the workplace
• fill out forms relating to simple job application

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• understand a recorded interview relating to the topic of using foreign language at work
• write a short letter of application for a post requiring use of the target language

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• write a more detailed letter of application for a post requiring use of target language
• act as interpreter/intermediary within a workshop or workplace context
AREA E  THE INTERNATIONAL WORLD

TOPIC E1  Tourism at Home and Abroad (see also Topic B6)

Targeted Grades G, F, E
Language Tasks
Candidates should be able to:
• describe their holidays and holiday periods and how they spend them, e.g. where do they go, with whom, for how long, what they normally do
• obtain similar information from others
• describe a recent holiday with details of where they went, for how long and what they saw or did
• talk about holiday plans
• talk about journeys, forms of transport
• ask a passer-by for directions
• understand directions, ask for clarification if necessary, ask someone to repeat directions
• enquire about transport by bus, coach or train
• understand simple signs
• say whether they have been abroad, giving details if applicable
• write a short letter enquiring about availability of accommodation and the terms and conditions
• read and understand relevant information regarding accommodation e.g. brochures, guide-book entries, letters of reply and confirmation

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• talk/write about a wider range of holiday experiences with details and features of places or countries visited, saying what they saw and did
• understand a wider range of signs
• ask for details about a town or region they propose to visit as a tourist, e.g. ask about brochures, maps of the area, kinds of accommodation available and cost, weather to be expected, places of interest, entertainment and leisure activities, local events
• give similar details about their own area, or one they have visited, to a prospective tourist
• ask the best way of reaching a destination and how long it takes
• understand a wider range of signs

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• give details and features of places visited, comparing and contrasting features and expressing opinions about what they saw or did
• give similar details about their own area, or one they have visited, to a prospective tourist, expressing opinions and making judgements

TOPIC E2  Life in other Countries

Targeted Grades G, F, E
Language Tasks
Candidates should be able to:
• understand names of countries, nationalities and languages commonly encountered
• describe in simple terms any part of a country they know where the target language is spoken

Targeted Grades D, C
Language Tasks

Candidates should be able to:
• discuss any part of a country they know where the target language is spoken and describe it (in simple terms) referring to history, geography etc.

Targeted Grades B, A,
Language Tasks

Candidates should be able to:
• discuss any part of a country they know where the language is spoken, giving fuller details about aspects of geography and culture and expressing opinions
**TOPIC E3  World Events and Issues**

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<tr>
<td>Candidates should be able to:</td>
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<tr>
<td>• show some limited understanding of one major world issue such as environment</td>
<td>• understand information and opinions about world events and issues</td>
<td>• express knowledge and opinions about world issues of personal interest</td>
</tr>
<tr>
<td>• describe in simple terms the main points to note on a world issue in which they have a personal interest</td>
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APPENDIX A

MODERN FOREIGN LANGUAGES
EXAMPLES OF TEST-TYPES

1

ATTAINMENT TARGET 1 SPEAKING

Role Plays

- 'Closed' (i.e. 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 or visual stimuli.

- 'Extended' (candidate has more room to elaborate and is expected to describe/narrate events). Verbal and visual stimuli.*

Discussion/Conversation

Short talk/presentation*

2

ATTAINMENT TARGET 2 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).

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
EXAMINATION RUBRICS
WHERE THE TARGET LANGUAGE MAY BE REQUIRED
IN 2001 AND BEYOND

The following lists are not exhaustive or prescriptive. They serve 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. 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 etc.
Il/ Elle parle/écrit au sujet de/sur... He/She is talking/writing about...
Question words such as: ¿Qué es 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 5 letters/boxes*

Encerclez oui ou 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*
Speaking (Paper 1)

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.

Listening (Paper 2)

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 3)

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...

Writing (Paper 4)

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
APPENDIX C

SUGGESTED FRENCH TEXTBOOKS

This list is neither complete nor exhaustive, but identifies textbooks which both students and teachers can use. The corresponding teachers' resource materials are recommended.

Connor J. et al
Malvern Language Guides
GCSE French, Your Speaking Guide
Aldine Press Ltd. 1994

Honnor, S. et al
Encore tricolore Books 1 - 5
Nelson, 1992 - 1996

Huntley, T.
Bonne chance! French to GCSE
Oxford University Press, 1996

Mascie - Taylor, H. & Honnor, S.
Tricolore Books 1 - 3, 4b
Nelson, 1989

McKeane, A.
GCSE French, Longman Study Guides
Longman, 1997

Rongiéras d’Usseau E. et al
Nouveaux copains (level 1)
Harcourt Brace 1989

Rongiéras d’Usseau E. et al
Nous les jeunes (level 2)
Harcourt Brace 1989

Rongiéras d’Usseau E. et al
Notre monde (level 3)
Harcourt Brace 1989

Rongiéras d’Usseau E. et al
Allez viens levels 1 to 3
Holt, Rinehart & Winston, 1996
USEFUL ADDRESSES

Alliance Francaise de Miami
1414 SW 22nd Street
Coral Way
Miami, Florida 33145 - 2873
Phone: (305) 859-8760
Fax: (305) 856-9398
E-mail: afmiamili@aol.com
Website: http://www.members.aol.com/afmiamil

American Council for the teaching of foreign languages (ACTFL)
6 Executive Plaza
Yonkers, New York 10701
Phone: (914) 963-8830
Fax: (914) 963-1275
E-mail: actflhq@aol.com
Website: http://www.actfl.org

Centre for information on language teaching and research (CILT)
20 Bedfordbury
Covent Garden
London WC2N 4LB
Phone: 0171 379 5101 (Ext. 248)
Fax: 0171 379 5082
E-Mail: publication@cilt.org.uk

Grant and Cutler Language Booksellers
55-57 Great Marlborough Street
London W1V 2 AY
Phone +44(0) 171 734 2012
Fax +44(0) 171 734 9272
E-Mail: postmaster@grant-c.demon.co.uk
Website: www.http://www.grant-c.demon.co.uk

University of Cambridge
Local Examinations Syndicate
1 Hills Road
Cambridge CB1 2EU
Phone: (01223) 553311
Fax: (01223) 460278