

FACTFILE: GCSE FRENCH OVERVIEW



OVERVIEW

Introduction

The broad aims of this specification are drawn from the Northern Ireland Curriculum and the three objectives are listed below:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

These aims are reflected in the three Contexts for Learning:

- Context for Learning 1: Identity, Lifestyle and Culture;
- Context for Learning 2: Local, National, International and Global Areas of Interest; and
- Context for Learning 3: School Life, Studies and the World of Work.

Preparation

Be aware of the specification requirements. Pay equal attention to each sub-section of each Context.

Context 1: Identity, Lifestyle and Culture

Content	Elaboration of Content
Students' lives, families, homes and interests, and those of others in French-speaking countries/communities	<ul style="list-style-type: none">• Myself, my family, relationships and choices (for example family and friends)• Social media and new technology (for example online communications, computers, tablets and smartphones)• Free time, leisure and daily routine (for example sports, hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and at the weekend)• Culture, customs, festivals and celebrations (for example Easter, Christmas, birthdays, cultural activities and events, national holidays, celebrations and cuisine)

Learning Outcomes

You should be able to:

- understand and respond to different types of spoken language (Listening);
- communicate and interact effectively in speech (Speaking);
- understand and respond to different types of written language (Reading); and
- communicate in writing (Writing).

Here are some key points to help you.

These lists are neither prescriptive nor exhaustive.

Skills

Communication.
Using Mathematics.
Using ICT.
Self-management.
Working with others.
Problem solving.
Managing information.
Being Creative

Context 2: Local, National, International and Global Areas of Interest

Content	Elaboration of Content
Students' lifestyles and attitudes to environmental, social and global issues, and those of others in French-speaking countries/communities	<ul style="list-style-type: none"> • My local area and the wider environment (for example home, neighbourhood, town or city, places to visit, region and country) • Community involvement (for example charity and voluntary work) • Social and global issues (for example health, lifestyle, antisocial behaviour, caring for others and caring for the environment) • Travel and tourism (for example holidays, destinations, transport, tourist information, weather, directions, accommodation, activities, shopping and eating out)

Context 3: School Life, Studies and the World of Work

Content	Elaboration of Content
Education and employment issues in students' own country or community and in French-speaking countries/communities	<ul style="list-style-type: none"> • My studies and school life (for example school subjects, uniform, timetable, rules and regulations) • Extra-curricular activities (for example clubs, societies, events, trips and visits) • Part-time jobs and money management (for example evening work, weekend work and work experience) • Future plans and career (for example post-16 education, further studies, employment, aspirations and choices)

For further detail on each sub-section of each of the three Contexts for Learning, refer to the relevant Factfiles.

Assessment Format

Unit 1: Listening (A01)

Weighting: 25%

Marks available: 60 marks. At Foundation level there are 42 marks for Section A and 18 marks for Section B. At Higher level there are 18 marks for section A and 42 marks for section B.

Timing: Foundation Tier – 35 minutes approx. (including 5 minutes for reading)

Higher Tier – 45 minutes approx. (including 5 minutes for reading.)

Unit 2: Speaking (A02)

The Speaking unit is untiered.

Weighting: 25%

Marks available: 60 marks

Timing: 7-12 minutes (plus preparation time.)

Unit 3: Reading (A03)

Weighting: 25%

Marks available: 60 marks. At Foundation level there are 36 marks for Section A and 24 marks for Section B. At Higher level there are 24 marks for Section A and 36 marks for Section B.

Timing: Foundation Tier – 50 minutes
Higher Tier – 1 hour

Unit 4: Writing (A04)

Weighting: 25%

Marks available: 60 marks

Timing: Foundation Tier – 1 hour

Higher Tier – 1 hour 15 minutes

For further detail on each Assessment Unit, refer to the relevant Factfile and also, refer to the most recent version of the Specimen Assessment Materials which can be found on the GCSE website.

Tiers of Entry:

The CCEA Modern Languages' qualification offers 3 Units at both Foundation and Higher Tier – only Unit 2 (Speaking) is untiered.

Students may 'mix and match' the Units at different tiers – eg a student may choose to take Units 1 (Listening) and 3 (Reading) at Higher Tier with Unit 4 (Writing) at Foundation Tier.

Foundation Tier students should be able to complete tasks within the limits of the structures and vocabulary specified in Appendices 2 and 4. Tasks mainly come from predictable contexts and mainly use familiar language; however, students can expect to encounter some unfamiliar vocabulary in familiar contexts. Higher Tier students are required to complete tasks within the limits of the structures specified in Appendix 4 in a more developed and accurate manner, using more

varied and complex language. They should be able to deal with unfamiliar language.

For further detail on the different tiers within the three Assessment Units, refer to the relevant Factfile for each Unit and to the most recent version of the Specimen Assessment Materials which can be found on the GCSE website.

