

## French Progression Guide - Moving from GCSE to GCE and beyond

### Introduction and content

This guide has been designed to help centres understand the progression opportunities between Edexcel's GCSE 09 French and Edexcel's GCE 2008 qualifications. It is organised into the following sections:

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## 1. Bridging the Gap

To help students progress from GCSE to GCE they should try, both receptively and actively, to:

- revise carefully all the vocabulary and grammar requirements for GCSE Higher Level
- increase vocabulary, adding abstract words and phrases to the more concrete vocabulary already learned for GCSE
- practise applying previously learned structures and vocabulary to new situations
- avoid anglicisms by exploring in greater depth the idiom of the target language
- become immersed in the French language and its culture by subscribing to newspapers and magazines; watching television programmes, films and DVDs; listening to radio broadcasts; and exploring the internet for appropriate materials in the target language
- use the language assistant for intensive practice
- learn to argue a case - if necessary, and at an early stage, developing ideas and arguments in general English conversation if this is alien. These skills can then be transferred into discussion in another language
- learn to structure a piece of written work appropriately, whether a letter, an e-mail, an argument, a report or a piece of research
- explore and develop further an understanding of the culture, society and heritage of one or more countries in the Francophone world
- understand and apply the grammatical system and a range of structures as listed in the AS/A2 specifications
- ensure that any self-study time is closely directed at first, keeping a log of independent reading and listening.

## 2. Assessment Objectives

The assessment objectives for GCSE and GCE are listed below side-by-side to aid comparison. It should be noted that AO3 at GCE is subsumed into both AO2 and AO4 at GCSE. For GCE, the knowledge and understanding requirements are inextricably linked to the four language skills of listening, speaking, reading and writing.

	GCSE	GCE
AO1	Understand spoken language	Understand & respond, in speech & writing, to spoken language.
AO2	Communicate in speech	Understand & respond, in speech & writing, to written language.
AO3	Understand written language	Show knowledge of & apply accurately the grammar & syntax prescribed in the specification.
AO4	Communicate in writing	

### 3. Listening

The table below details progression from GCSE to GCE in different aspects of the Listening assessment.

	GCSE	GCE
<b>i) Skills</b>	Understand spoken French in a variety of contexts & styles	Develop understanding of French in a variety of contexts & genres
	Understand French vocabulary & structures from across 4 specified common topic areas	Listen & respond to a variety of spoken French-language sources
	Develop language learning & communication skills, which can be applied broadly.	Consider the study of French in a broader context.
<b>ii) Testing</b>	Discrete skill	AS: Discrete skill A2: Integrated assessment (via speaking)
<b>iii) Task types</b>	Non-verbal: e.g. multiple choice, matching/comparison, complete grids, tick 4 correct sentences etc	Non-verbal: multiple-choice, tick 4 correct statements, summary with gap fill
	Written: short English language responses	Written: verbal responses in French
<b>iv) Register</b>	Formal (e.g. telephone messages)	A variety of contexts and genres
	Informal (e.g. social interaction)	
<b>v) Content</b>	4 common topic areas:	4 defined topic areas (AS) 7 defined topic areas (A2)
	Out and about: <ul style="list-style-type: none"> <li>• Visitor information</li> <li>• Basic weather</li> <li>• Local amenities</li> <li>• Accommodation</li> <li>• Public transport</li> <li>• Directions</li> </ul>	The world around us: travel and tourism, environmental issues: <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> <li>• Weather</li> <li>• Pollution</li> </ul> <p>Customs, traditions, beliefs and religions (A2)</p> <p>National &amp; international events: past, present &amp; future (A2)</p>
	Customer services and transactions: <ul style="list-style-type: none"> <li>• Cafés and restaurants</li> <li>• Shops</li> <li>• Dealing with problems</li> </ul>	Youth culture and concerns: <ul style="list-style-type: none"> <li>• Music and fashion</li> </ul>
	Personal information: <ul style="list-style-type: none"> <li>• General interests</li> <li>• Leisure activities</li> </ul>	Youth culture and concerns: <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones etc)</li> </ul>

	<ul style="list-style-type: none"> <li>• Family and friends</li> <li>• Lifestyle (healthy eating &amp; exercise)</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships (family, friends &amp; peer pressure)</li> </ul> <p>Lifestyle: health &amp; fitness:</p> <ul style="list-style-type: none"> <li>• Sport &amp; exercise</li> <li>• Food and diet</li> <li>• Health issues</li> </ul> <p>Literature and the arts (A2)</p>
	<p>Future plans, education and work:</p> <ul style="list-style-type: none"> <li>• Basic language of the internet</li> <li>• Simple job advertisements</li> <li>• Simple job applications and CV</li> <li>• School and college</li> <li>• Work and work experience</li> </ul>	<p>Education and employment</p> <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• The world of work</li> </ul> <p>Youth culture and concerns</p> <ul style="list-style-type: none"> <li>• Technology</li> </ul>

#### 4. Speaking

The table below details progression from GCSE to GCE in different aspects of the Speaking assessment.

	GCSE	GCE
<b>i) Skills</b>	Communicate effectively in French for variety of purposes.	Communicate effectively & confidently in French for a range of purposes & situations.
	Understand and apply a range of French vocabulary and structures.	Understand & apply the grammatical system & a range of structures of the French language (as defined in the grammar list).
	Develop language learning & communication skills, which can be applied broadly.	Express facts & ideas, present explanations, opinions & information.
		A2 only: Present viewpoints, develop arguments, analyse and evaluate.
<b>ii) Testing</b>	Discrete skill assessment	AS: Discrete skill assessment A2: Integrated assessment (listening & reading are also assessed via speaking).
<b>iv) Outcomes</b>	Un-tiered: differentiation by outcome	Differentiation by outcome
<b>v) Assessment availability</b>	Opportunities to submit candidate work in January and May, although teachers may assess their students at any relevant point on an ongoing basis.	AS: assessment opportunities in January and May
<b>vi) Task types</b>	Presentation and follow-on discussion	

	Picture-based free-flowing discussion	
	Open interaction Edexcel provides stimulus (max 70 words) & tasks but these may be adapted or you may produce your own Refreshed every 2 years	AS: Edexcel set questions on a stimulus (stimulus card is 70 - 90 words & refreshed every session), followed by discussion  A2: debate of a chosen issue followed by discussion of other issues
<b>vii) Register</b>	Students use French for different purposes and in different settings	Students use French for different purposes and settings
	Candidate may choose one or more than one theme from the following 5 options:	AS: Candidate chooses ONE topic from the four AS topic areas  A2: Candidate has a free choice of chosen issue (i.e. not limited to the 7 topic areas). Follow on discussion will relate to any of the 7 topic areas
	Media and culture E.g. <ul style="list-style-type: none"> <li>• Music/film/reading Céline Dion Johnny Halliday Les choristes Merci pour le chocolat La gloire de mon père</li> <li>• Fashion/celebrities/religion/Coco Chanel, Yves St Laurent</li> <li>• Blogs/internet</li> </ul>	Youth culture and concerns <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones, internet, games etc)</li> </ul> Literature & the arts (A2 only) e.g. Claude Mozart,  Jean-Paul  Sartre,  Gérard Depardieu  Customs, traditions, beliefs and religions (A2 only)
	Sport and Leisure E.g. <ul style="list-style-type: none"> <li>• Hobbies/interests</li> <li>• Sporting events</li> <li>• Lifestyle choices</li> </ul>	Lifestyle: health and fitness <ul style="list-style-type: none"> <li>• Sport and exercise</li> <li>• Food and diet</li> <li>• Health issues (e.g. smoking)</li> </ul>
	Travel and Tourism E.g. <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Accommodation</li> <li>• Eating, food and drink</li> </ul>	The world around us: travel, tourism, environmental issues: <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> </ul> Lifestyle: health and fitness: <ul style="list-style-type: none"> <li>• Food and diet</li> </ul>

	<p>Business, work and employment                      E.g.</p> <ul style="list-style-type: none"> <li>• Work experience/part-time jobs</li> <li>• Product or service information</li> </ul>	<p>Education and employment:</p> <ul style="list-style-type: none"> <li>• The world of work (e.g. job opportunities)</li> </ul>
	<p>Centre-devised option                      (Students choose a theme which corresponds to their interests)                      E.g.</p> <ul style="list-style-type: none"> <li>• Family and friends</li> <li>• Teenage drinking and drugs issues</li> <li>• The environment and environmental issues</li> <li>• School</li> <li>• La Francophonie</li> <li>• La gloire de mon père</li> <li>• Merci pour le chocolat</li> </ul>	<p>Youth culture and concerns:</p> <ul style="list-style-type: none"> <li>• Relationships (family/ friendships &amp; peer pressure)</li> <li>• Drink, drugs, sex</li> </ul> <p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> <li>• Pollution &amp; recycling</li> </ul> <p>Education and employment:</p> <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• Education and student issues</li> </ul> <p>National &amp; international events: past, present &amp; future (A2 only)</p> <p>Literature and the arts (A2 only)</p>
<b>ix) Overlap</b>	<p>Formal assessment in speaking may be on the same theme as the formal assessment in writing. There should be no direct overlap of content and purpose.</p>	<p>There are no constraints concerning overlap across the units</p>
<b>x) Approaches</b>	<p>All students in a teaching group attempt same task type on same thematic aspect e.g. an open interaction. Teachers make changes to stimulus to allow for differentiation in ability (e.g. more bullet points for lesser able &amp; fewer the more able) but generic task is the same.</p>	<p>All students study one topic area for AS speaking &amp; relate their discussion of an issue to this in A2 oral</p>
	<p>Students in different teaching groups undertake one speaking assessment on a common theme and one speaking assessment on a different theme.</p>	<p>All students study one topic area for AS speaking &amp; relate their discussion of an issue in A2 oral to a different topic area.</p>
	<p>Task requires students to provide individual &amp; distinctive content with a common brief e.g. a picture based discussion about a famous sportsperson would focus on different personalities &amp; invite different information, opinions &amp; questions.</p>	<p>Each student prepares an individually selected topic area for AS speaking &amp; relates the discussion of an issue to this in the A2 speaking</p>
	<p>Students in different teaching groups undertake both speaking tasks on different themes.</p>	<p>Each student prepares an individually selected topic area for AS speaking &amp; relates the</p>

		discussion of an issue in A2 oral to a different topic area.
<b>xi) Pathways for personalised learning</b>	Logical links between themes for speaking assessments & defined common topic areas for Listening & Reading Units e.g. <i>Sport &amp; Leisure</i> (speaking) & <i>Personal Information</i> (L & R).	There are four topic areas for Listening & Reading sections: students choose one of these four for speaking assessment.
	Vocational: Students taking Business Studies could undertake a picture-based discussion on their work placement within the theme of <i>Business, work and employment</i> .	E.g. Business-minded students might choose <i>Education and employment</i> for AS speaking & a business issue for A2 speaking.
	Vocational: Students following a course in Leisure and Tourism might carry out an Open Interaction in the context of a tourist office within the theme of <i>Travel and tourism</i> .	E.g. Students interested in a career working for international organisations or in the travel industry could choose <i>The world around us: travel, tourism etc</i> for AS speaking & a related issue for A2 speaking.
	Personalised to correspond to students' own interests & strengths: e.g. Students interested in Media Studies might choose a specific film within <i>Media and Culture</i> on which to base a presentation and discussion.	E.g. Students interested in a career in media might choose <i>Youth culture and concerns</i> for AS speaking and a media issue for A2 speaking.

## 5. Reading

The table below details progression from GCSE to GCE in different aspects of the Reading assessment.

	GCSE	GCE
<b>i) Skills</b>	Read and respond to different types of written French.	Read and respond to a variety of French-language written texts, covering different contexts, registers, styles and genres.
	Understand a range of French vocabulary and structures.	Transfer meaning from French into English (& vice versa at A2).
	Develop language learning & communication skills which can be applied broadly	Consider the study of French in a broader context
<b>ii) Testing</b>	Discrete skill	AS: Discrete skill A2: Integrated assessment (via speaking & writing)
<b>iii) Task types</b>	Non-verbal: e.g. matching (e.g. identifying the writer by crossing a box), French cues (multiple choice, identify 4 correct sentences)	Non-verbal: matching (e.g. identifying the writer by crossing a box)
	Written: short English language responses (transfer of meaning)	Written: English language responses (transfer of meaning) French languages responses

iv) Content	4 common topic areas	4 defined topic areas (AS) 7 defined topic areas (A2)
	Out and about: <ul style="list-style-type: none"> <li>• Visitor information</li> <li>• Basic weather</li> <li>• Local amenities</li> <li>• Accommodation</li> <li>• Public transport</li> <li>• Directions</li> </ul>	The world around us: travel and tourism, environmental issues: <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> <li>• Weather</li> <li>• Pollution</li> </ul> Customs, traditions, beliefs and religions (A2)  National & international events: past, present & future (A2)
	Customer services and transactions: <ul style="list-style-type: none"> <li>• Cafés and restaurants</li> <li>• Shops</li> <li>• Dealing with problems</li> </ul>	Youth culture and concerns <ul style="list-style-type: none"> <li>• Music and fashion</li> </ul>
	Personal information: <ul style="list-style-type: none"> <li>• General interests</li> <li>• Leisure activities</li> <li>• Family and friends</li> <li>• Lifestyle (healthy eating &amp; exercise)</li> </ul>	Youth culture and concerns: <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones etc)</li> <li>• Relationships (family, friends &amp; peer pressure)</li> </ul> Lifestyle: health & fitness <ul style="list-style-type: none"> <li>• Sport &amp; exercise</li> <li>• Food and diet</li> <li>• Health issues</li> </ul> Literature and the arts (A2)
	Future plans, education and work: <ul style="list-style-type: none"> <li>• Basic language of the internet</li> <li>• Simple job advertisements</li> <li>• Simple job applications and CV</li> <li>• School and college</li> <li>• Work and work experience</li> </ul>	Education and employment <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• The world of work</li> </ul> Youth culture and concerns <ul style="list-style-type: none"> <li>• Technology</li> </ul>



## 6. Writing

The table below details progression from GCSE to GCE in different aspects of the Writing assessment.

	GCSE	GCE
<b>i) Skills</b>	Communicate in writing for a variety of purposes	Communicate effectively & confidently in French for a range of purposes and situations
	Understand & apply a range of French vocabulary and structures	Understand and apply the grammatical system and a range of structures of the French language (as defined in the grammar list)
	Develop language learning & communication skills which can be applied broadly	Express facts and ideas, present explanations, opinions and information
<b>ii) Testing</b>	Discrete skill assessment	AS: Discrete skill assessment A2: Integrated assessment (reading is also assessed via writing).
<b>iii) Requirement</b>	2 tasks @ min 200 words each	AS: 1 task @ 200-220 words  A2: 1 translation @ 80 words 1 language essay: 240-270 words 1 research-based essay @ 240-270 words.
<b>iv) Outcomes</b>	Un-tiered: differentiation by outcome	Differentiation by outcome
<b>v) Assessment availability.</b>	Opportunities to submit candidate work in January and May	AS: assessment opportunities in January and May
<b>vi) Content</b>	Candidate may choose one or more than one theme from the following 5 options:	4 themes (AS) 7 themes (A2: translation & language essay) 4 themes (A2: research-based essay)
	Media and culture E.g. <ul style="list-style-type: none"> <li>• Music/film/reading Céline Dion Johnny Halliday Les choristes Merci pour le chocolat La gloire de mon père</li> <li>• Fashion/celebrities/religion Coca Chanel Yves St Laurent L'Abbé Pierre</li> <li>• Blogs/internet</li> </ul>	Youth culture and concerns <ul style="list-style-type: none"> <li>• Music and fashion</li> <li>• Technology (e.g. mp3, blogs, mobile phones, internet, games etc)</li> </ul> Customs, traditions, beliefs and religions (A2 only)  Literature & the arts (A2 only) e.g. Claude Mozart, Jean-Paul Sartre, Gérard Depardieu  Geographical area (A2: RBE only)  Aspects of modern Francophone

		society (A2: RBE only)
	<p>Sport and Leisure E.g.</p> <ul style="list-style-type: none"> <li>• Hobbies/interests</li> <li>• Sporting events</li> <li>• Lifestyle choices</li> </ul>	<p>Lifestyle: health and fitness</p> <ul style="list-style-type: none"> <li>• Sport and exercise</li> <li>• Food and diet</li> <li>• Health issues (e.g. smoking)</li> </ul>
	<p>Travel and Tourism E.g.</p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Accommodation</li> <li>• Eating, food and drink</li> </ul>	<p>The world around us: travel, tourism, environmental issues:</p> <ul style="list-style-type: none"> <li>• Tourist information, travel and transport</li> </ul> <p>Lifestyle: health and fitness:</p> <ul style="list-style-type: none"> <li>• Food and diet</li> </ul> <p>Geographical area (A2: RBE only)</p> <p>Aspects of modern Francophone society (A2: RBE only)</p>
	<p>Business, work and employment E.g.</p> <ul style="list-style-type: none"> <li>• Work experience/part-time jobs</li> <li>• Product or service information</li> </ul>	<p>Education and employment:</p> <ul style="list-style-type: none"> <li>• The world of work (e.g. job opportunities)</li> </ul> <p>Geographical area (A2: RBE only)</p> <p>Aspects of modern Francophone society (A2: RBE only)</p>
	<p>Centre-devised option (Students choose a theme which corresponds to their interests) E.g.</p> <ul style="list-style-type: none"> <li>• Family and friends</li> <li>• Teenage drinking and drugs issues</li> <li>• The environment and environmental issues</li> <li>• School</li> <li>• La France sous l'Occupation</li> <li>• Amélie</li> <li>• La gloire de mon père</li> <li>• Boule de suif et autres contes de la Guerre</li> </ul>	<p>Youth culture and concerns:</p> <ul style="list-style-type: none"> <li>• Relationships (family/ friendships &amp; peer pressure)</li> <li>• Drink, drugs, sex</li> </ul> <p>The world around us: travel, tourism, environmental issues :</p> <ul style="list-style-type: none"> <li>• Pollution &amp; recycling</li> </ul> <p>Education and employment:</p> <ul style="list-style-type: none"> <li>• Education (schooling &amp; higher education)</li> <li>• Education and student issues</li> </ul> <p>National &amp; international events: past, present &amp; future (A2 only)</p>

	<ul style="list-style-type: none"> <li>• une ville en Suisse</li> <li>• La Révolution française</li> <li>• le racisme, la laïcité</li> </ul>	<p>Literature and the arts (A2 only and A2: RBE)</p> <p>Geographical area (A2: RBE only)</p> <p>Historical study (A2: RBE only)                      Aspects of modern Francophone society (A2: RBE only)</p>
<b>vii) Overlap</b>	Formal assessment in writing may be on the same theme as the formal assessment in speaking. There should be no direct overlap of content and purpose.	There are no constraints concerning overlap across the units
<b>viii) Approaches</b>	All students in a teaching group attempt same written task on the same thematic aspect e.g. a French film or a past holiday. Teachers adapt the stimulus to allow for differentiation in ability but the generic task is the same.	All students study same literary text or film for RBE Read text/watch film in class, follow with discussion & written work and additional research &/or higher- level reading in French
	Task requires students to provide individual & distinctive content with a common brief e.g. a review of a book in French. Students would be free to choose which book to review, which would invite different information, opinions & questions.	Personalised learning: Each candidate chooses own topic to allow use of skills & knowledge from other subjects e.g. History, Economics & Geography Additional research and/or higher-level reading in French
	Students across different teaching groups undertake one writing assessment on a common theme and one writing assessment on a different theme.	
<b>ix) Pathways for personalised learning</b>	E.g. Students taking Business Studies could write an evaluation of a business created at school as part of the Young Enterprise Scheme under the theme <i>Business, work and employment</i> .	
	E.g. Students following a course in Leisure and Tourism might complete an evaluation of the tourist attractions of a town of their choice within the theme of <i>Travel and tourism</i> .	E.g. Students interested in a career working for international organisations or in the travel industry might choose to write a discursive essay (A2) with an international dimension.
	E.g. Students interested in Media Studies might choose to write a review of a particular film under the theme of <i>Media and Culture</i> .	Students interested in a career in media might write a journalistic piece as a creative essay in A2 writing. They might also choose a French-medium film ( <i>Literature and the arts</i> ) for the RBE in A2.

## 7. Grammar structures

GCSE and GCE students will be expected to have acquired knowledge and understanding of French grammar during the course of their studies. In Speaking and Writing assessments, they will be required to apply accurately a range of grammatical structures appropriate to the task set, drawn from the following lists. It can be seen that there is much continuity and overlap from GCSE to AS then A2, thus easing the transition to GCE work. At GCSE F and H denote Foundation and Higher tiers respectively. (R) refers to grammar points of which candidates require a receptive knowledge only at that level.

	GCSE	GCE
<b>Nouns</b>	<ul style="list-style-type: none"> <li>Gender</li> <li>Singular and plural forms, including irregular plural forms</li> </ul>	<ul style="list-style-type: none"> <li>Gender</li> <li>Singular and plural forms, including irregular plural forms</li> </ul>
<b>Articles</b>	<ul style="list-style-type: none"> <li>Indefinite, definite and partitive, including <i>de</i> after negative.</li> </ul>	<ul style="list-style-type: none"> <li>Indefinite, definite and partitive, including <i>de</i> after negative</li> <li>Negative</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>Agreement</li> <li>Position</li> <li>Comparative and superlative: regular and <i>meilleur plus pire</i> (H)</li> <li>Demonstrative (<i>ce, cette, cet, ces</i>)</li> <li>Indefinite (<i>chaque, quelque</i>)</li> <li>Possessive</li> <li>Interrogative (<i>quel, quelle</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Agreement</li> <li>Position</li> <li>Comparative and superlative</li> <li>Demonstrative (<i>ce, cette, cet, ces</i>)</li> <li>Indefinite (<i>chaque, quelque</i>)</li> <li>Possessive</li> <li>Interrogative (<i>quel, quelle</i>).</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>Comparative and superlative:</li> <li>Plus <i>mieux</i> and <i>le mieux</i> (H)</li> <li>Regular</li> <li>Interrogative (<i>comment, quand</i>)</li> <li>Adverbs of time and place (<i>aujourd'hui, demain, ici, là-bas</i>)</li> <li>Common adverbial phrases</li> <li>(<i>très, assez, beaucoup, peu, trop</i>)</li> </ul>	<ul style="list-style-type: none"> <li>comparative and superlative</li> <li>interrogative (<i>comment, quand</i>)</li>   <li>(<i>très, assez, beaucoup</i>)</li> </ul>
<b>Quantifiers/intensifiers</b> <b>Pronouns</b>	<ul style="list-style-type: none"> <li>Personal: all subjects including <i>on</i></li> <li>Reflexive</li> <li>Relative: <i>qui</i></li> <li>Relative: <i>que</i> (R for F) ; <i>dont</i> (H only, (R))</li> <li>Object: direct (R for F) and indirect (R for F)</li> <li>Position and order of object pronouns (R for F)</li> <li>Disjunctive/ emphatic</li> </ul>	<ul style="list-style-type: none"> <li>personal: subject, object, diect and indirect</li> <li>position and order</li> <li>reflexive</li> <li>relative (<i>lequel, auquel, dont</i>) (R for AS)</li> <li>disjunctive, emphatic</li> <li>demonstratif (<i>celui</i>) (R for AS)</li> <li>indefinite (<i>quelqu'un</i>)</li> <li>possessive (<i>le mien</i>) (R for AS)</li> <li>interrogative (<i>quoi</i>) (R for AS)</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrative (<i>ça, cela</i>) ; <i>celui</i> (H only, (R))</li> <li>• Indefinite (<i>quelqu'un</i>)</li> <li>• Interrogative (<i>qui/que</i>)</li> <li>• Use of <i>y</i> and <i>en</i> (R for F)</li> <li>• Possessive: <i>le mien</i> (H only, (R))</li> </ul>	<ul style="list-style-type: none"> <li>• Use of <i>y</i> and <i>en</i>.</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Regular &amp; irregular forms of verbs, including reflexive verbs all persons of the verb, singular and plural</li> <li>• Negative forms</li> <li>• Interrogative forms</li> <li>• Modes of address: (<i>tu, vous</i>)</li> <li>• Impersonal verbs (<i>il faut</i>)</li> <li>• Verbs followed by an infinitive (with or without a preposition).</li> </ul>	<ul style="list-style-type: none"> <li>• Regular &amp; irregular forms of verbs, including reflexive verbs</li> <li>• modes of address (<i>tu, vous</i>)</li> <li>• Impersonal verbs</li> <li>• Verbs followed by an infinitive (with or without a preposition)</li> <li>• dependent infinitives (<i>faire faire</i>) (R for AS) perfect infinitive</li> <li>• Negative forms</li> <li>• Interrogative forms</li> </ul>
<b>Conjunctions</b>  <b>Indirect speech (not GCSE)</b>  <b>Inversion after speech (not GCSE)</b>  <b>Prepositions</b>  <b>Number, quantity and time</b>  <b>Inversion after adverbs (A2 only)</b>	<b>Tenses:</b> <ul style="list-style-type: none"> <li>• present</li> <li>• perfect</li> <li>• imperfect: <i>avoir, être</i> and <i>faire</i></li> <li>• other common verbs in the imperfect (R for F)</li> <li>• immediate future</li> <li>• future</li> <li>• conditional: <i>vouloir</i> and <i>aimer</i></li> <li>• conditional (H)</li> <li>• pluperfect (R for F)</li> <li>• passive voice: present tense (R)</li> <li>• passive voice: future, perfect and imperfect (H only, (R))</li> <li>• imperative</li> <li>• present participle (R)</li> <li>• present participle, including use after <i>en</i></li> <li>• perfect infinitive (H)</li> <li>• subjunctive mood, in commonly used expressions (H only, (R)) including use of <i>depuis</i> with present tense including use of <i>depuis</i> in imperfect tense (H)</li> </ul>	<b>Tenses:</b> <ul style="list-style-type: none"> <li>• Present</li> <li>• Perfect (including agreement of past participle)</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Future perfect (R for AS)</li> <li>• Conditional perfect (R for AS)</li> <li>• Pluperfect</li> <li>• Past historic (R)</li> <li>• Passive voice: <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Other tenses (R for AS)</li> </ul> </li> <li>• Imperative</li> <li>• Present participle</li> <li>• Subjunctive mood: <ul style="list-style-type: none"> <li>• Present (common uses, e.g. after expressions of possibility, necessity, obligation and after conjunctions such as <i>bien que</i>)</li> <li>• Perfect (A2)</li> <li>• Imperfect (R for A2 only) including uses of <i>depuis, venir de</i>.</li> </ul> </li> </ul>

## 8. Research skills

At GCSE students are encouraged via the speaking and writing assessments to engage in independent learning, to take greater responsibility for their own achievements and the outcomes of their assessments. In short, they are being encouraged at this stage to develop research skills, which will stand them in good stead at GCE. For the GCSE speaking and writing assessments, students could engage in independent research on the pop star of their choice, a ski resort in Switzerland, a French film etc so that they are better informed and can sustain a more developed discussion or produce a more detailed piece of writing, expressing reasoned opinions.

At GCE AS Unit 1 speaking promotes independent research as students choose their topic area for discussion and then investigate the linked subtopics in some detail in preparation for their oral.

Research skills play an important part in GCE A2: students will be expected to research in some depth their chosen issue for debate in the Unit 3 oral. Clearly, success in the research-based essay relies in no short measure on the amount of research students have done in preparation. Teachers should refer to the research-based essay guide (listed in the Resources section below), which contains invaluable hints and tips for both students and teachers.

## 9. A\*/stretch and challenge

At GCSE, students are required to develop awareness and understanding of countries and communities where French is spoken, the Francophone world. More able learners could therefore undertake the study of a piece of literature in French and a couple of suggestions for suitable texts have been made above. Student would then be able to use the literary text as the basis for a speaking or writing assessment. Similarly, an aspect of historical or geographical significance might provide more stretch students and again, suggestions have been made above (e.g. The Franco-Prussian War, France under the Occupation, an area or a town in Francophone Belgium etc). In addition, for speaking and writing, centres have the freedom to select themes appropriate to the capabilities and abilities of their students. More able learners might find a theme such as environmental issues a more suitable challenge. In the Higher Tier Reading paper, the final question (A\*) is in French and this represents a level of stretch and challenge as it prepares students for the reading section of the GCE AS Unit 2 paper.

At GCE A2, there are several opportunities for stretch and challenge: In Unit 4, the prose translation from English into French enables students to demonstrate their ability to manipulate complex language, drawing on appropriate vocabulary and structures to produce a translation which is accurate and natural. In the Unit 4 section B creative/discursive essay, students are able to demonstrate their ability to produce fluent and relevant language using a range of vocabulary and structures, and to convey opinions and express themselves accurately. In GCE Unit 3, being able to present and defend an issue successfully requires students to use higher-level French language skills: they must persuade and convince as well as engage with the examiner and accurately deploy a wide range of vocabulary and structures.

As with GCSE, at GCE students are expected to develop awareness & understanding of the contemporary society, cultural background & heritage of Francophone countries & communities and the Research-based essay affords ample opportunities for this.

Teachers may find the following information useful:  
To be awarded A\* at GCE A Level, a candidate must

1. Achieve grade A overall for the A Level (this can also be described as having to achieve 80% of total UMS)

AND

2. Achieve 90% of combined UMS for A2 units

Therefore, for a 4 unit A Level, a candidate must achieve (a) at least 320 of 400 uniform marks and (b) 180 of 200 uniform marks for A2 units.

## 10. Resources

Below is a list of resources available to support both GCSE and GCE.

GCSE	GCE
<p><i>Edexcel GCSE French</i> (Pearson Education Ltd 2009):</p> <p>Students Book Workbook Teacher's Guide &amp; CD -Rom Assessment pack Edexcel French GCSE Evaluation pack Audio CD pack Active Teach CD-Rom</p>	<p><i>Edexcel French for A Level</i> (Hodder Education 2008):</p> <p>Student's Book  Teacher's Resource Book  Audio CD Set Dynamic Learning Student Edition Dynamic learning Network Edition</p>
<p><i>A Plus! GCSE French</i> Revised edition (Philip Allan Updates (part of Hodder Education), 2009)</p> <p>Student Book Teacher Guide (including free audio CDs)</p>	<p>Research-based essay guide</p> <p><a href="http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/French.doc">http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/French.doc</a></p>
<p>Edexcel GCSE 09 French Vocabulary Book</p> <p><a href="http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/French-Vocab-Book.doc">http://www.edexcel.com/migrationdocuments/GCSE New GCSE/French-Vocab-Book.doc</a></p> <p>(available in word &amp; pdf version for free download)</p>	<p><i>Mot à Mot: New Advanced French Vocabulary</i> (Hodder Murray, 4th edn)</p>
<p><i>Upgrade: French Grammar</i> (Mary Glasgow Publications)</p> <p>The following sites are not endorsed or recommended <i>per se</i>, but are simply suggestions for possible research</p> <p><a href="http://www.bbc.co.uk/languages/french/">http://www.bbc.co.uk/languages/french/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a> <a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a> <a href="http://www.quia.com/index.html">www.quia.com/index.html</a> <a href="http://www.sunderlandschools.org/mfl%2Dsunderland/">www.sunderlandschools.org/mfl%2Dsunderland/</a> <a href="http://www.yahoo.fr">www.yahoo.fr</a> <a href="http://www.lesclesjunior.com">www.lesclesjunior.com</a> <a href="http://www.lapressedefrance.fr/phosphore.htm">www.lapressedefrance.fr/phosphore.htm</a></p>	<p><i>Edexcel French Grammar for A Level</i> (Hodder Education 2008)</p> <p>The following sites are not endorsed or recommended <i>per se</i>, but are simply suggestions for possible research</p> <p><a href="http://www.cnsc-ccsn.gc.ca/fr/links/international/index.cfm">http://www.cnsc-ccsn.gc.ca/fr/links/international/index.cfm</a> <a href="http://www.liensutiles.org/envirt.htm">http://www.liensutiles.org/envirt.htm</a> <a href="http://www.franceguide.com">www.franceguide.com</a> <a href="http://www.tourisme.fr">www.tourisme.fr</a> <a href="http://www.lesclesjunior.com">www.lesclesjunior.com</a> <a href="http://www.lemonde.fr">www.lemonde.fr</a> <a href="http://www.academie-francaise.fr">www.academie-francaise.fr</a> <a href="http://www.google.fr">www.google.fr</a> <a href="http://www.greenpeace.org/france/">http://www.greenpeace.org/france/</a></p>

<p><a href="http://www.academie-francaise.fr">www.academie-francaise.fr</a></p>	<p> <a href="http://www.lefigaro.fr">www.lefigaro.fr</a>  <a href="http://www.myswitzerland.com/dfr">www.myswitzerland.com/dfr</a>  <a href="http://www.ambafrance-be.org/">http://www.ambafrance-be.org/</a>  <a href="http://www.wwf.ch">www.wwf.ch</a>  <a href="http://www.yahoo.fr">www.yahoo.fr</a>  <a href="http://www.bnf.fr">www.bnf.fr</a>  <a href="http://www.europe1.fr">www.europe1.fr</a>  <a href="http://www.liberation.fr">www.liberation.fr</a>  <a href="http://www.ecolo.be">www.ecolo.be</a>  <a href="http://www.education.gouv.fr">www.education.gouv.fr</a>  <a href="http://www.francophonie.org">www.francophonie.org</a>  <a href="http://www.lang/ox.ac.uk">www.lang/ox.ac.uk</a>  <a href="http://www.olf/gouv.qc.ca">www.olf/gouv.qc.ca</a>  <a href="http://www.unicaen.fr">www.unicaen.fr</a>  <a href="http://www.lapressedefrance.fr/phosphore.htm">www.lapressedefrance.fr/phosphore.htm</a> </p>
<p>Controlled Assessment Teacher Support Book (Speaking)</p>	<p>                     Oral Training Guide -  <a href="http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/GCE-2008-French-OTG.pdf">http://www.edexcel.com/migrationdocuments/GCE%20New%20GCE/GCE-2008-French-OTG.pdf</a> </p>