

## Examination Details

AQA

## Assessment Details

Listening: written examination (20%), 2 tiers of entry

Reading: written examination (20%) , 2 tiers of entry

Speaking: controlled assessment, 2 tasks submitted (30%)

Writing: controlled assessment, 2 tasks submitted (30%)

## Course Information

### Lifestyle

#### Health

- Healthy and unhealthy lifestyles and their consequences

#### Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

### Leisure

#### Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

#### Holidays

- Plans, preferences, experiences
- What to see and getting around

### Home and Environment

#### Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

#### Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

### Work and Education

#### School/College and Future Plans

- What school/college is like
- Pressures and problems

#### Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

|                  |   |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
|------------------|---|------------|-------------------|-------|---------------|-------------------|-------|------------------|------------------|---------|---------------|-------------------|-------|
| 1                | Know the past, present and future of the following ten verbs as a minimum off by heart: aller, jouer, faire, manger, boire, voyager, prendre, regarder, partir and visiter. Test yourself on them WEEKLY.   |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 2                | Make sure you prepare thoroughly for the Writing and Speaking controlled assessments throughout the topic studied. Ensure you use accurate material when drafting your task and that the notes you make (which can be taken into the examination) are comprehensive, helpful and correct!   |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 3                | Learn your Writing assessments off by heart - use the LOOK/COVER/WRITE/CHECK method.  |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 4                | Learn your presentation for your Speaking controlled assessment off by heart; go over it daily until you are confident you know it.   |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 5                | Learn all of the key vocabulary from each topic very thoroughly; the more words you know the better! Experiment using spider diagrams and mind maps or try recording key vocabulary then playing it. Use Vocab Express to check you know all necessary vocabulary. TRY AS MANY WAYS AS POSSIBLE TO MEMORISE THE WORDS AND PHRASES. Test yourself WEEKLY.  |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 6                | <p>Know your sentence and question building blocks like:</p> <table border="1" data-bbox="135 984 1392 1191"> <tr> <td>Est-ce que</td> <td>je peux / tu peux</td> <td>aller</td> </tr> <tr> <td>Qu'est-ce que</td> <td>je dois / tu dois</td> <td>faire</td> </tr> <tr> <td>Quand est-ce que</td> <td>je vais / tu vas</td> <td>acheter</td> </tr> <tr> <td>Où est-ce que</td> <td>je veux / tu veux</td> <td>avoir</td> </tr> </table> | Est-ce que | je peux / tu peux | aller | Qu'est-ce que | je dois / tu dois | faire | Quand est-ce que | je vais / tu vas | acheter | Où est-ce que | je veux / tu veux | avoir |
| Est-ce que       | je peux / tu peux   | aller      |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| Qu'est-ce que    | je dois / tu dois   | faire      |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| Quand est-ce que | je vais / tu vas  | acheter    |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| Où est-ce que    | je veux / tu veux   | avoir      |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 7                | Give details, for example an opinion, after everything you say. Start it with "parce que" and keep it easy, e.g. J'aime le français <u>parce que c'est super!</u>   |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 8                | Use as many connectives as you can when speaking and writing, e.g. et (and), ou (or), donc (therefore), alors (so), puis (then), après ça (after that), cependant (however).  |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 9                | KS4 MFL Club takes place on Tuesday lunchtimes in 215M – you can get help with Writing and Speaking controlled assessments, revision and examination techniques. A general drop-in session is on Friday lunchtimes in 215M.   |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |
| 10               | Listen to French songs, learn a few and sing along – it's a very good and fun way to improve your pronunciation.  |            |                   |       |               |                   |       |                  |                  |         |               |                   |       |

### Useful websites:

[www.kerboodle.com](http://www.kerboodle.com) (ask your teacher for your log in details)

[www.linguascope.com](http://www.linguascope.com) (see your planner for username & password). The Intermediate section has all the GCSE topics, including fantastic vocabulary sheets to download.

[www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)