
A-LEVEL FRENCH

(7652)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.2 July 2017



Contents

| | | |
|----------|---|-----------|
| 1 | Introduction | 5 |
| 1.1 | Why choose AQA for A-level French | 5 |
| 1.2 | Support and resources to help you teach | 5 |
| 2 | Specification at a glance | 8 |
| 2.1 | Subject content | 8 |
| 2.2 | Assessments | 8 |
| 3 | Subject content | 10 |
| 3.1 | Social issues and trends | 11 |
| 3.2 | Political and artistic culture | 12 |
| 3.3 | Grammar | 13 |
| 3.4 | Works | 17 |
| 3.5 | Individual research project | 17 |
| 4 | Scheme of assessment | 18 |
| 4.1 | Aims | 18 |
| 4.2 | Assessment objectives | 19 |
| 4.3 | Assessment weightings | 19 |
| 4.4 | Paper 1: Listening, reading and writing | 20 |
| 4.5 | Paper 2: Writing | 21 |
| 4.6 | Paper 3: Speaking | 22 |
| 4.7 | Assessment criteria | 24 |
| 5 | General administration | 35 |
| 5.1 | Entries and codes | 35 |
| 5.2 | Overlaps with other qualifications | 35 |
| 5.3 | Awarding grades and reporting results | 35 |
| 5.4 | Re-sits and shelf life | 35 |
| 5.5 | Previous learning and prerequisites | 36 |
| 5.6 | Access to assessment: diversity and inclusion | 36 |
| 5.7 | Working with AQA for the first time | 36 |
| 5.8 | Private candidates | 37 |

Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/7652](https://www.aqa.org.uk/7652)
- We will write to you if there are significant changes to this specification.

1 Introduction

1.1 Why choose AQA for A-level French

You can find out about all our French qualifications at [aqa.org.uk/french](https://www.aqa.org.uk/french)

Specifications designed for you and your students

We have worked with teachers and universities to design stimulating content to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken.

We've selected a broad area of study and prescribed certain aspects for closer examination.

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Teach AS and A-level together

The AS course is fully co-teachable with the first year of the A-level course, enabling flexibility for students as they plan their course of study and for teachers as you plan your teaching.

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit [aqa.org.uk/7652](https://www.aqa.org.uk/7652) to see all our teaching resources. They include:

- a digital scheme of work with links to resources which you can use to teach the various grammar points at appropriate places in the course
- marked student responses to the questions on our sample assessments, with examiner commentaries
- resources to help you deliver lessons on film and literature
- guidance and support for conducting the oral exams
- practice translations with mark schemes
- student textbooks and digital resources that have been checked and approved by AQA
- training courses to help you deliver AQA French qualifications
- subject expertise courses for all teachers, from newly-qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit [aqa.org.uk/7652](https://www.aqa.org.uk/7652) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://www.aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://www.aqa.org.uk/results)

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://www.coursesandevents.aqa.org.uk)

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/7652

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformedmfl

Alternatively, you can call or email our subject team direct.

E: mfl@aca.org.uk

T: 01423 534 381

2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

Core content

1. [Social issues and trends](#)
2. [Political and artistic culture](#)
3. [Grammar](#)

Options

4. Works: [Literary texts and films](#)

2.2 Assessments

Paper 1: Listening, reading and writing

What's assessed

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

How it's assessed

- Written exam: 2 hours 30 minutes
- 100 marks
- 50 % of A-level

Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in French, to be answered with non-verbal responses or in French (30 marks).

- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in French, to be answered with non-verbal responses or in French (50 marks).

- Translation into English; a passage of minimum 100 words (10 marks).
- Translation into French; a passage of minimum 100 words (10 marks).

No access to a dictionary during the assessment.

| Paper 2: Writing | + | Paper 3: Speaking |
|---|---|--|
| <p>What's assessed</p> <ul style="list-style-type: none"> • One text and one film or two texts from the list set in the specification • Grammar | | <p>What's assessed</p> <ul style="list-style-type: none"> • Individual research project • One of four themes ie Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world |
| <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 2 hours • 80 marks in total • 20 % of A-level | | <p>How it's assessed</p> <ul style="list-style-type: none"> • Oral exam: 21–23 minutes (including 5 minutes preparation time) • 60 marks in total • 30 % of A-level |
| <p>Questions</p> <ul style="list-style-type: none"> • Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French on set texts from a choice of two questions on each text. • All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film). <p>No access to texts or films during the assessment.</p> <p>No access to a dictionary during the assessment.</p> <p>Students are advised to write approximately 300 words per essay.</p> | | <p>Questions</p> <ul style="list-style-type: none"> • Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks). • Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks). <p>No access to a dictionary during the assessment (including 5 minutes preparation).</p> <p>Students may take the assessment only once before certification.</p> <p>Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.</p> |

3 Subject content

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

The specification has been designed to be studied over two years. The suggestions below relating to content for year one and content for year two are based on the knowledge that the course will generally be taken over two years. Schools and colleges are free to choose how and when to cover the content.

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations. Teenagers and the extent to which they are politically engaged looks towards the future of political life in French-speaking society.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French.

The choice of works (literary texts and films) offers opportunities to link with the themes so that for example *Life for the marginalised* could be studied in conjunction with the book *No et moi* whilst aspects of Politics and immigration are reflected in the book *Kiffe kiffe demain* and in the films *La Haine* and *Entre les murs*.

Students following this specification will develop their language knowledge, understanding and skills through:

- using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; analyse and evaluate in speech and writing, including interaction with speakers of French
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification
- using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies
- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media

- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage from French into English
- translating an unseen passage from English into French.

Students must also study either one book and one film or two books from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in French to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera-work in a film).

In addition, students following this specification will:

- develop research skills in French, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where French is spoken
- identify a key question or subject of interest and select relevant information in French from a range of authentic sources, including the internet
- use information to illustrate knowledge and understanding of the research subject
- analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.

3.1 Social issues and trends

Students must study the following themes and sub-themes in relation to at least one French-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

3.1.1 Aspects of French-speaking society: current trends

Students may study all sub-themes in relation to any French-speaking country or countries.

- The changing nature of family (La famille en voie de changement)
 - Grands-parents, parents et enfants – soucis et problèmes
 - Monoparentalité, homoparentalité, familles recomposées
 - La vie de couple – nouvelles tendances

The 'cyber-society' (La « cyber-société »)

- Qui sont les cybernautes ?
- Comment la technologie facilite la vie quotidienne
- Quels dangers la « cyber-société » pose-t-elle ?
- The place of voluntary work (Le rôle du bénévole)
 - Qui sont et que font les bénévoles ?
 - Le bénévolat – quelle valeur pour ceux qui sont aidés ?
 - Le bénévolat – quelle valeur pour ceux qui aident ?

3.1.2 Aspects of French-speaking society: current issues

Students may study all sub-themes in relation to any French-speaking country or countries.

- Positive features of a diverse society (Les aspects positifs d'une société diverse)
 - L'enrichissement dû à la mixité ethnique
 - Diversité, tolérance et respect
 - Diversité – un apprentissage pour la vie
- Life for the marginalised (Quelle vie pour les marginalisés ?)
 - Qui sont les marginalisés ?
 - Quelle aide pour les marginalisés ?
 - Quelles attitudes envers les marginalisés ?
- How criminals are treated (Comment on traite les criminels)
 - Quelles attitudes envers la criminalité ?
 - La prison – échec ou succès ?
 - D'autres sanctions

3.2 Political and artistic culture

Students must study the themes and sub-themes below in relation to at least one French-speaking country.

3.2.1 Artistic culture in the French-speaking world

Students may study all sub-themes in relation to any French-speaking country or countries.

- A culture proud of its heritage (Une culture fière de son patrimoine)
 - Le patrimoine sur le plan national, régional et local
 - Comment le patrimoine reflète la culture
 - Le patrimoine et le tourisme
- Contemporary francophone music (La musique francophone contemporaine)
 - La diversité de la musique francophone contemporaine
 - Qui écoute et apprécie cette musique ?
 - Comment sauvegarder cette musique ?
- Cinema: the 7th art form (Cinéma : le septième art)
 - Pourquoi le septième art ?
 - Le cinéma – une passion nationale ?
 - Evolution du cinéma – les grandes lignes

3.2.2 Aspects of political life in the French-speaking world

Students may study all sub-themes in relation to any French-speaking country or countries.

- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
 - Pour ou contre le droit de vote ?
 - Les ados et l'engagement politique – motivés ou démotivés ?
 - Quel avenir pour la politique ?
- Demonstrations, strikes – who holds the power? (manifestations, grèves – à qui le pouvoir ?)
 - Le pouvoir des syndicats
 - Manifestations et grèves – sont-elles efficaces ?
 - Attitudes différentes envers ces tensions politiques
- Politics and immigration (La politique et l'immigration)
 - Solutions politiques à la question de l'immigration
 - L'immigration et les partis politiques
 - L'engagement politique chez les immigrés

3.3 Grammar

AS and A-level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists. The mention of an item in these lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The lists are divided into AS and A-level. The examples in italics in parentheses are indicative; they serve to illustrate the part of speech or structure that the student must know and do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

A-level students will be expected to have studied all grammar and structures that appear in the lists for **both** AS and A-level.

3.3.1 AS grammar

3.3.1.1 Nouns

Gender

Singular and plural forms

3.3.1.2 Articles

Definite, indefinite and partitive

3.3.1.3 Adjectives

Agreement

Position

Comparative and superlative

Use of adjectives as nouns (eg *le vieux, les Anglais*)

Demonstrative (*ce, cet, cette, ces*)

Indefinite (including *autre, chaque, même, quelque*)

Possessive (*mon, ma, mes, etc*)

Interrogative and exclamatory (*quel, quelle, quels, quelles*)

3.3.1.4 Numerals

Cardinal (eg *un, deux*)

Ordinal (eg *premier, deuxième*)

Expression of time and date

3.3.1.5 Adverbs

Formation of adverbs ending in *-ment*

Comparative and superlative

Interrogative (including *combien (de), comment, où, pourquoi, quand*)

3.3.1.6 Quantifiers/intensifiers

(including *assez, beaucoup, moins, plus, la plupart, plusieurs, presque, tant, très, trop*)

3.3.1.7 Pronouns

Personal: subject, including *on*

Object: direct and indirect

Disjunctive/emphatic personal, as subject and object: *moi/moi-même, etc*

Position and order

Reflexive

Relative (including *qui, que, dont, lequel etc, auquel etc, ce qui, ce que*)

Demonstrative (*celui, celle, ceux, celles; and celui-ci/celui-là etc*)

Indefinite (including *quelqu'un, quelque chose*)

Possessive (*le mien etc*)

Interrogative (including *qui, que, quoi*)

Use of *y, en*

3.3.1.8 Verbs

Conjugation of regular *-er*, *-ir*, *-re* verbs, modal verbs, principal irregular verbs, including reflexive verbs

Agreement of verb and subject

Use of *il y a*

Modes of address (*tu*, *vous*)

Impersonal verbs

Constructions with verbs

Verbs followed by an infinitive (with or without a preposition)

Dependent infinitives (*faire réparer*) (R)

Perfect infinitive

Negative forms

Interrogative forms

Use of tenses:

- present
- perfect (including agreement of past participle)
- imperfect
- future
- conditional
- future perfect
- conditional perfect
- pluperfect
- past historic (R).

Use of the infinitive, present participle (eg *en arrivant*) and past participle

Verbal paraphrases and their uses (including *aller* + infinitive, *venir de* + infinitive)

Passive voice:

- present tense
- other tenses (R).

Subjunctive mood: present (common uses, for example, after expressions of possibility, necessity, obligation and after conjunctions such as *bien que*)

3.3.1.9 Prepositions

All prepositions, both simple (eg *sous*) and complex (eg *au-delà de*)

3.3.1.10 Conjunctions

Coordinating conjunctions (eg *et*, *ou*, *mais*)

Subordinating conjunctions

3.3.1.11 Negation

Use of negative particles (eg *ne...pas, ne...personne, ne...que*)

Use of *ne* with negative subjects (eg *Personne n'est venu*)

3.3.1.12 Questions

3.3.1.13 Commands

3.3.1.14 Word order

Inversion after speech

3.3.1.15 Other constructions

Time expressions with *depuis* and *il y a*

Comparative constructions

Indirect speech

3.3.1.16 Discourse markers

(eg *au contraire, en fait*)

3.3.1.17 Fillers

(eg *alors, bon*)

3.3.2 A-level grammar

In addition to the vocabulary listed in the AS grammar list, students of A-level will also be expected to study the following:

3.3.2.1 Verbs

Dependent infinitives (*faire réparer*)

Passive voice: all tenses

Subjunctive mood:

- perfect tense
- imperfect tense (R).

3.3.2.2 Word order

Inversion after adverbs

3.4 Works

3.4.1 Literary texts and films

Students must study **either** one text and one film **or** two texts from the list below. Abridged editions should not be used.

3.4.1.1 Texts

- Molière *Le Tartuffe*
- Voltaire *Candide*
- Guy de Maupassant *Boule de Suif et autres contes de la guerre*
- Albert Camus *L'étranger*
- Françoise Sagan *Bonjour tristesse*
- Claire Etcherelli *Elise ou la vraie vie*
- Joseph Joffo *Un sac de billes*
- Faïza Guène *Kiffe kiffe demain*
- Philippe Grimbert *Un secret*
- Delphine de Vigan *No et moi*

3.4.1.2 Films

- *Les 400 coups* François Truffaut (1959)
- *Au revoir les enfants* Louis Malle (1987)
- *La Haine* Mathieu Kassovitz (1995)
- *L'auberge espagnole* Cédric Klapisch (2002)
- *Un long dimanche de fiançailles* Jean-Pierre Jeunet (2004)
- *Entre les murs* Laurent Cantet (2008)

3.5 Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.

Students within a school or college should each choose a different subject for their research. However, if more than one student selects the same general subject area, the title of their research and their approach must be different.

The A-level Content Advisory Board (ALCAB) has published illustrative examples of individual research topics at alcab.org.uk

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

A-level exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our A-level exams in French include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims

Courses based on this specification should encourage students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level French specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond:
 - in speech to spoken language including face-to-face interaction
 - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
 - in speech to written language drawn from a variety of sources
 - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10 % of the total marks for the qualification may be used for responses in English, including translation into English.

4.2.1 Assessment objective weightings for A-level French

| Assessment objectives (AOs) | Component weightings (approx %) | | | Overall weighting (approx %) |
|---------------------------------|---------------------------------|---------|---------|------------------------------|
| | Paper 1 | Paper 2 | Paper 3 | |
| AO1 | 12.5 | 0 | 7.5 | 20 |
| AO2 | 27.5 | 0 | 2.5 | 30 |
| AO3 | 10 | 10 | 10 | 30 |
| AO4 | 0 | 10 | 10 | 20 |
| Overall weighting of components | 50 | 20 | 30 | 100 |

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

| Component | Maximum raw mark | Scaling factor | Maximum scaled mark |
|---|------------------|----------------|---------------------|
| Paper 1: Listening, reading and writing | 100 | x2 | 200 |
| Paper 2: Writing | 80 | x1 | 80 |
| Paper 3: Speaking | 60 | x2 | 120 |
| Total scaled mark: | | | 400 |

4.4 Paper 1: Listening, reading and writing

Duration: 2 hours 30 minutes; total raw mark: 100

Listening and responding

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in this specification.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in French what they have understood from the passage they have heard and marks will be awarded for the quality of French used. Students must write in full sentences and use their own words as far as possible in this question.

In the remaining questions requiring a response in French, students should give only the information required by the question.

Across the passages for listening, reference will be made to at least two French-speaking countries other than France.

At least one passage will involve more than one speaker. Passages will be studio recorded and recordings provided to schools and colleges. Students will have individual control of the recording.

Reading and responding

Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material based on literature. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in French. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in French what they have understood from the stimulus text they have read and marks will be awarded for the quality of French used. Students must write in full sentences and use their own words as far as possible in this question.

For the remaining questions requiring a response in French, students should give only the information required by the question.

Across the stimulus texts for reading, reference will be made to at least two French-speaking countries other than France.

Assessment

In questions requiring a summary, the marks for content (AO1 or AO2) and language (AO3) are awarded independently.

Long summaries will be marked for content (AO1 or AO2) or language (AO3) until the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 or AO2 mark is awarded for content points which contain the required information regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 or AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. Examples of this are in the specimen mark scheme. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

In comprehension questions with no AO3 marks, where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 or AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set. Examples of this are in the specimen mark scheme.

Translation

Students will translate a passage of at least 100 words from French into English. The content will be based on the themes and sub-themes in this specification.

Students will translate a passage of at least 100 words from English into French. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in French, giving them some of the vocabulary and structures which they will need for the translation.

No dictionaries are allowed in this exam.

4.5 Paper 2: Writing

Duration: 2 hours; total raw mark: 80

Students will answer an essay question in French for each of the two works they have studied (this can be a book and a film, or two books). Students will have a choice of question on each book/film. All questions will be in French and will require a critical and analytical response.

Students will be advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the books and films is not allowed in this exam.

4.6 Paper 3: Speaking

Duration: 21–23 minutes (including 5 minutes supervised preparation time); total raw mark: 60

The test will be in two parts. Part 1 will be the discussion of one sub-theme from those in this specification, lasting 5–6 minutes, and Part 2 will be the presentation and discussion of the student's individual research project.

Part one

In Part one, the teacher-examiner gives the student two cards, following the sequencing table provided as part of the assessment material and avoiding the topic of the student's individual research project. Each card is based on a sub-theme and the two cards are drawn from different themes. The student chooses one of the two cards.

The stimulus card will form the basis for the discussion. The content of each card will be based on one of the sub-themes in this specification. Cards will contain images, text and three questions. The teacher-examiner will ask the student the questions during the discussion.

The student must ask the teacher-examiner two questions arising from the material on the card.

To meet the requirement to ask questions, a student must seek information or an opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement. Sample questions are shown in the specimen mark scheme.

Students may make notes during the 5 minute supervised preparation time and may make reference to these notes during the discussion of the sub-theme. The notes should be stored securely in the centre until results day.

Part two

In Part two the student will present the findings of his or her research for up to two minutes. This will be followed by a discussion of the findings of the student's research. Examples of the types of question the teacher-examiner will ask during the discussion of the project are included in the *A-level French, German and Spanish Instructions for the Conduct of the Examinations* at aqa.org.uk

Students will provide in advance on the *Candidate Record form* a list of headings to indicate the scope of their research and the sources used. Apart from the names of published sources, any headings must be in English. The teacher may help the student to complete the form. Students must use at least two sources and at least one of them must be an online source. Apart from the two required sources, any remaining sources and/or headings must not exceed 80 words. Sources could be visual, audio or written (in any combination) and must be capable of leading to findings that will form the basis of a 9–10 minute discussion.

Teachers are allowed to:

- provide suggestions for the subject of students' individual research
- discuss, guide and advise students on their proposed project title (including language of the title) and the scope of the research
- correct the language of the project title where necessary
- give feedback to students on the extent to which their provisional titles will or will not meet the assessment criteria
- suggest sources of reference, including but not limited to websites, books and magazines
- provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched

- provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked
- monitor students' progress according to such deadlines or milestones
- provide general advice on the type of language which students might use in the presentation and discussion.

Teachers must not:

- provide the student with material that they have designed specifically for the student's project
- download and give the student specific source materials or copied and pasted extracts
- provide specific advice on the language of the student's presentation and discussion, apart from the language of the project title
- give feedback orally or in writing on any written notes, drafts or preparatory work produced by the student for the presentation or discussion
- give feedback orally or in writing on any oral practice presentation by the student, beyond informing the student if it exceeds 2 minutes.

General advice is defined as guidance which the teacher would include in the teaching and learning of the class and which would apply to all projects. Specific advice is defined as guidance which relates to a particular project and is tailored to an individual student or group of students.

During the presentation and discussion of their research project, students may only have access to their completed *Candidate Record form*. No other notes are allowed.

Speaking assessments will be conducted by either the school or college or a visiting examiner. All assessments must be recorded and a complete and unedited audio recording made available to AQA.

All assessments will be assessed by an AQA examiner.

A five-week window will be timetabled during April and May. All assessments must be conducted within this period.

Teachers conducting the assessments can open the assessment material up to two working days before the assessment window opens in order to prepare for conducting the tests.

Detailed instructions for the teacher will be issued before the test period. Online training materials will also be available to ensure that teachers are familiar with the requirements of the assessments.

The confidentiality of the assessment materials must be strictly maintained before and during the period of the assessments.

Access to dictionaries is not allowed at any time during the assessment or preparation time.

For further detail on Paper 3 Speaking, see *A-level French, German and Spanish Instructions for the Conduct of the Examinations* and *A-level French, German and Spanish: Candidate Record form*.

4.7 Assessment criteria

4.7.1 Paper 1 Summary questions: A03

| Mark | Description |
|------|---|
| 5 | The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task. |
| 4 | The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task. |
| 3 | The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task. |
| 2 | The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task. |
| 1 | The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task. |
| 0 | The student produces nothing worthy of credit. |

4.7.2 Paper 2: Writing

Essays on texts and films will be assessed according to the following assessment criteria.

A03 (20 marks)

| Mark | Description |
|-------|---|
| 17–20 | The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task. |
| 13–16 | The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task. |
| 9–12 | The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task. |
| 5–8 | The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task. |
| 1–4 | The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task. |
| 0 | The student produces nothing worthy of credit. |

A04 (20 marks)

| Mark | Descriptors |
|-------|---|
| 17–20 | <p>Excellent critical and analytical response to the question set.</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p> |
| 13–16 | <p>Good critical and analytical response to the question set.</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p> |
| 9–12 | <p>Reasonable critical and analytical response to the question set.</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p> |
| 5–8 | <p>Limited critical and analytical response to the question set.</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p> |
| 1–4 | <p>Very limited critical and analytical response to the question set.</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied .</p> |
| 0 | <p>The student produces nothing worthy of credit in response to the question.</p> |

4.7.3 Paper 3: Speaking

The following assessment criteria will be used.

Discussion of sub-theme

AO1 (5 marks)

| Mark | Descriptors |
|------|--|
| 5 | Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements. |
| 4 | Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements. |
| 3 | Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements. |
| 2 | Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements. |
| 1 | Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements. |
| 0 | Nothing in the performance is worthy of a mark. |

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

AO2 (5 marks)

| Mark | Descriptors |
|------|---|
| 5 | Students' responses show that they have a very good understanding of the material on the card. |
| 4 | Students' responses show that they have a good understanding of the material on the card. |
| 3 | Students' responses show that they have some understanding of the material on the card. |
| 2 | Students' responses show that they have a limited understanding of the material on the card. |
| 1 | Students' responses show that they have a very limited understanding of the material on the card. |
| 0 | Nothing in the performance is worthy of a mark. |

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Notes

The material on the card is defined as the text containing the target-language heading, any statement of opinion, any factual/statistical information and the printed questions.

AO3 (10 marks)

| Mark | Descriptors |
|------|--|
| 9–10 | A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good. |
| 7–8 | A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good. |
| 5–6 | Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good. |
| 3–4 | Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible. |
| 1–2 | Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor. |
| 0 | Nothing in the performance is worthy of a mark. |

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Idiom refers to a form of expression that is particular to the target language.

AO4 (5 marks)

| Mark | Descriptors |
|------|--|
| 5 | <p>Very good critical and analytical response.</p> <p>Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.</p> |
| 4 | <p>Good critical and analytical response.</p> <p>Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.</p> |
| 3 | <p>Reasonable critical and analytical response.</p> <p>Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.</p> |
| 2 | <p>Limited critical and analytical response.</p> <p>Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.</p> |
| 1 | <p>Very limited critical and analytical response.</p> <p>A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.</p> |
| 0 | Nothing in the performance is worthy of a mark. |

Further guidance on what we expect for AO4 can be found in the indicative content in the specimen mark scheme.

Research-based topic presentation

The maximum mark available for the presentation is 5.

AO4 (5 marks)

| Mark | Descriptors |
|------|--|
| 5 | Thorough knowledge and understanding of the area of study are evident in the presentation. |
| 4 | Good knowledge and understanding of the area of study are evident in the presentation. |
| 3 | Reasonable knowledge and understanding of the area of study are evident in the presentation. |
| 2 | Limited knowledge and understanding of the area of study are evident in the presentation. |
| 1 | Very limited knowledge and understanding of the area of study are evident in the presentation. |
| 0 | Nothing in the presentation is worthy of a mark. |

Research-based topic discussion

The maximum mark available for discussion of the research topic is 30.

AO1 (10 marks)

| Mark | Descriptors |
|------|--|
| 9–10 | Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions. |
| 7–8 | Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions. |
| 5–6 | Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions. |
| 3–4 | Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions. |
| 1–2 | Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions. |
| 0 | Nothing in the performance is worthy of a mark. |

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

AO3 (10 marks)

| Mark | Descriptors |
|------|--|
| 9–10 | A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good. |
| 7–8 | A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good. |
| 5–6 | Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good. |
| 3–4 | Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible. |
| 1–2 | Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor. |
| 0 | Nothing in the performance is worthy of a mark. |

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Idiom refers to a form of expression that is particular to the target language.

AO4 (10 marks)

| Mark | Descriptors |
|------|---|
| 9–10 | <p>Excellent critical and analytical response.</p> <p>From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.</p> |
| 7–8 | <p>Good critical and analytical response.</p> <p>From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.</p> |
| 5–6 | <p>Reasonable critical and analytical response.</p> <p>From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.</p> |
| 3–4 | <p>Limited critical and analytical response.</p> <p>From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.</p> |
| 1–2 | <p>Very limited critical and analytical response.</p> <p>From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.</p> |
| 0 | <p>The student fails completely to engage with the discussion.</p> |

Assessment of Individual research project

Students will provide a two-minute presentation of their chosen research project. This will be followed by a discussion lasting 9–10 minutes.

The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

The presentation

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

| Level | Descriptor |
|------------------------|---|
| Thorough knowledge | A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings. |
| Good knowledge | A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings. |
| Reasonable knowledge | A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings. |
| Limited knowledge | A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge. |
| Very limited knowledge | The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge. |

The discussion

The examiner may use points made in the presentation as well as information given on the *Candidate Record form* to initiate the discussion.

From there on, the examiner proceeds on the basis of points made in response to questions. Questions can be informed by knowledge of the topic area, or lack of knowledge of the topic area.

The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which they will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given.

The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse, evaluate and draw conclusions on those aspects of the topic area that have been researched.

| Level | Descriptor |
|-----------------------------------|---|
| Excellent level of performance | <ul style="list-style-type: none"> • The student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. • Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. • Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. • Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge. |
| Good level of performance | <ul style="list-style-type: none"> • The student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. • Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. • Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshalling of knowledge. |
| Reasonable level of performance | <ul style="list-style-type: none"> • The student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. • Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. • Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshalling of knowledge. |
| Limited level of performance | <ul style="list-style-type: none"> • The student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. • The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. • There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering. |
| Very limited level of performance | <ul style="list-style-type: none"> • The examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. • Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context. |

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code, further and higher education providers are likely to take the view that they have only achieved one of the two qualifications. Please check this before your students start their course.

| Qualification title | Option | AQA entry code | DfE discount code |
|----------------------------------|--------|----------------|-------------------|
| AQA Advanced Level GCE in French | 7652T | 7652 | 5650 |
| | 7652V | | |

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCE qualification level conditions that apply to all GCEs
- Ofqual GCE subject level conditions that apply to all GCEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8727/X.

5.2 Overlaps with other qualifications

There is overlapping content in the AS and A-level French specifications. This helps you teach the AS and A-level together.

5.3 Awarding grades and reporting results

The A-level qualification will be graded on a six-point scale: A*, A, B, C, D and E.

Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

However, we recommend that students should have the skills and knowledge associated with a GCSE French course or equivalent.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at aqa.org.uk/becomeacentre

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email: privatecandidates@aca.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/subjects/7651

You can talk directly to the subject team

E: mfl@aqa.org.uk

T: 01423 534 381