

# FRENCH GCSE examination

## REVISION tips

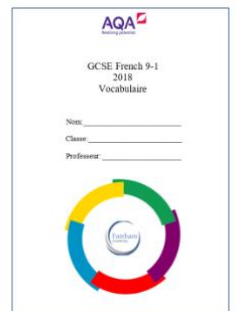
- Exam board: AQA
- Exam papers:
  - Speaking** (prep time 12 min, test time 7-9min Foundation, 10-12min Higher)
  - Listening** (35min Foundation, 45min Higher)
  - Reading** (45min Foundation, 1hr Higher)
  - Writing** (1hr Foundation, 1hr15min Higher)

- **What is the best way to revise?**

-You cannot memorise tons of vocab overnight or learn all your conversation answers in one weekend. **The key** is to spread your revision time. Best to do a little and often than too much at the last minute.



-Knowing the vocab will ensure success in all 4 papers. Use **memrise** every day. Aim to achieve 20,000 points per week minimum (that is one 40min session or 4 days x10min, up to you)



-Use your **A5 vocab booklet or vocab list** and colour code it (RAG) before you plan how many words to learn per day, focussing first on the red words (=the harder ones, they must be your priority). At the start of your vocab booklet you can find the 3 themes and sub-topics to help you learn words within a theme. You can make mind maps where you connect words of same families. If you don't have the booklet with you, go online on the AQA GCSE French website to find the Specification, the vocabulary is on page 23 onwards.

-Learning techniques: go for what works for you of course but if you are unsure try: accordion paper, lists of 7 family words in bubbles, revision cards, post its, colours...) Find ideas on the school homework website for yr11. You could also listen to **French songs** to help with listening skills...

-what to learn:

- 1) words/expressions by themes
- 2) negative forms (ne...pas, ne...plus, ne...jamais, etc)
- 3) time markers for present, past and future (eg *hier* = yesterday, *aujourd'hui* = today, *demain* = tomorrow, etc)
- 4) false friends (eg *collège* = secondary school)
- 5) question words (pourquoi, quand, comment, qui, où, combien, quel...

+ plus = more	meilleur, le meilleur = better, the best	devant = in front
- moins = less	pire, le pire = worse, the worst	derrière = behind
		entre = between
pour = for		
contre = against		
malgré = despite	avec = with	avant = before
parmi = amongst	sans = without	après = after
		vrai = true
		faux = false
où = where		jour = day
quand = when		semaine = week
combien = how much/how many		
qui = who		matin = morning
		après-midi = afternoon
ne ... pas = not	dernier = last	soir = evening
ne ... jamais = never	prochain = next	
ne ... plus = not anymore		hier = yesterday
ne ... rien = nothing	moitié = half	aujourd'hui = today
ne ... personne = no one	beaucoup = a lot	demain = tomorrow
ne ... que = not only	trop = too (much/many)	
	tôt = early	
	tard = late	

## • SPEAKING EXAM revision

### Role-Play (15 marks, 2min F+H)

#### 1. ROLE PLAY

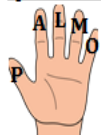
- read the instructions carefully: formal/informal?
- for each bullet point: is there a time indicator telling you **which tense** to use?
- for each bullet point answer following the key words and details requested
- UNKNOWN question: you can try and **anticipate** the question: what topic is the role play about? Focus on the key words in the question to re-use them (use a connective and opinion to complete your sentence)
- ? = **you** must ask the question to the examiner

Revise question forms!

### Photo-card (15 marks, 2min F, 3min H)

#### 2. PHOTO CARD

##### Question 1:



- Draw the outline of your hand on paper
- Write the letters PALMO on the finger tips
- Write key sentences you want to use on each finger

People  
Action  
Location  
Mood  
Opinion

##### Questions 2-3: - re-use key words from the question

-use the back of the learning mat to build an extended sentence (make sure you use **time phrases, connectives, opinions**)

##### Questions 4-5: - listen out for: time indicator, tense, key vocab

-then formulate your answer using words from the question and build an extended sentence (as above use: **time phrases, connectives, opinions**)

	People	Action	Location	Mood	Opinion
People	Sur la photo <b>on the photo</b> Dans l'image <b>in the picture</b>	je vois <b>I see</b> on peut voir <b>we can see</b>	un homme/ un <b>garçon a man/ a boy</b> une femme/ une fille <b>a woman/ a girl</b> une <b>famille a family</b> beaucoup de personnes <b>lots of people</b>		
Action	il est en train de <b>he is (in the process of)</b> elle est en train de <b>she is (in the process of)</b> ils sont en train de <b>they are (in the process of)</b>	parler/ se disputer <b>talking/ arguing</b> sourire/ rire <b>smiling/ laughing</b> jouer/ travailler <b>playing/ working</b> marcher/ regarder <b>walking/ watching</b>			
Location	il est <b>he is</b> elle est <b>she is</b> ils sont <b>they are</b>	en ville <b>in town</b> à la campagne <b>in the country</b> à la montagne <b>in the mountains</b> à la maison <b>at home</b>	sur la plage <b>on the beach</b> au travail/ au collège <b>at work/at school</b> dans un restaurant <b>in a restaurant</b>		
Mood	il a l'air <b>he seems</b> elle a l'air <b>she seems</b> ils ont l'air <b>they seem</b>	content(e/s) <b>happy</b> en colère <b>cross</b>	triste(s) <b>sad</b> fatigué(e/s) <b>tired</b>		
Opinion	je dirais que cette photo est <b>I would say that this photo is</b> je pense que cette photo est de <b>I think that this photo is</b> j'aime/ je n'aime pas cette photo car elle est <b>I like/ don't like this photo because it is</b> ça me rappelle... <b>it reminds me of</b> (ma famille, mes vacances, mon travail, mes passe-temps...)				

### Conversation (30 marks, 3-5min F, 5-7min H)

→student chooses first theme of the conversation

→2<sup>nd</sup> theme chosen according to student's chosen theme and theme covered in photo-card (so all 3 are covered in the speaking exam)

→Speaking exam preparation  
time, supervised = 12 minutes

### 3. CONVERSATION

- ☞ for each question make sure your sentence includes: **time indicator**, **verb (variety of tenses)**, **opinions**, **connective**
- ☞ challenge: add: **negative structures**, **complex structures**, **wow phrases**



## • LISTENING EXAM revision

→don't give up if you didn't hear the start of some info, you can always catch up on the 2<sup>nd</sup> listening




→you are allowed to make notes as you listen to a track. Write on the side of the paper all the key words you hear, spelling doesn't matter, you can even write phonetically

→check the tips below. Being aware of the key words to listen out for will help you. **You do not need to understand everything to get full marks**



## Listening & Reading TIPS (1)










1. Topic of the task? (School subjects, hobbies...?) How many marks? Example checked?
2. Make notes before the track starts: translate words, circle key question words, highlight topic words...
3. LISTENING ONLY: Read each question and anticipate: what words are you expecting to hear? Which language should you answer in?
4. Make notes during the task as you hear information (even phonetically, very quickly, use symbols if you can)
5. 1<sup>st</sup> listening: get as much info as possible with quick notes, 2<sup>nd</sup> listening: confirm info and fill gaps  
READING ONLY: do not panic if you don't understand the text, can you work out the gist from a few key words?
6. Do not leave blanks : better to make an educated guess



## Listening & Reading TIPS (2)



7. Beware of false friends (example: collège=secondary school, gentil = kind, vacances = holidays) 
8. Listen out for cognates/ semi-cognates (cinéma, hôpital)
9. Use your knowledge of word families (nager, natation, piscine, eau, maillot de bain, mer...) 
10. Listen to tone of voice: happy/sad → positive/negative 
11. Beware of distractors: other words from the same topic but used with a negative form or a different time
12. And of various negative forms (ne...pas/ne...plus/ne...jamais/ ne...personne/ne...rien/pas encore) 
13. Time indicators (eg. Aujourd'hui...mais hier...)/ change of time frame (eg. present to past) 
14. Mood changers (eg. J'adore... mais je déteste...) 



## • READING EXAM revision

→check out the tips above. They will help you to get the marks even when a text appears difficult initially.

→make sure you bring highlighters at the exam. Choose a colour for negatives, one for present tense (verbs + time markers), one for past and one for future. Circle opinions.

- **WRITING EXAM revision**

Foundation:

4 sentences, one 40-word text, one translation, one 90 word text (1hr,50 marks)

Higher:

One 90-word text, one 150-word text, one translation (1hr15, 60 marks)

→at GCSE level you must use the following tips including challenge: for a grade 4-5 at least you need:  
3 tenses, opinions, negatives, time markers

Add extra structures such as '*ce que j'aime le plus c'est...*' (what I like the most is) and '*ce que je déteste vraiment c'est*' (what I really hate is...)

→for higher writing ensure you have a bank of complex structures ready to use with any topic (subjunctives, comparatives, etc)

→planning before you write is essential. Use COWPAT +2 (negative/other person)! It is a great way to ensure you have all the components of a great piece of writing

→use varied structures: if you have used *c'est, super, intéressant, j'aime* more than twice in one piece of writing you must stop and choose other opinions/ verbs/ ambitious adjectives etc

- **FINAL tips**

→ be organised, have a timetable for your revisions, write out on a Sunday night everything you need to achieve in the week. Tick off every evening what has been done on your list.

→There is still time to achieve great results; you will be so proud and glad for giving it your all.

→Sleep 8 hours a night, drink plenty of water, exercise when you can (brisk walk, cycle...)

→Ask your teachers for help, get a parent/ sibling to quiz you on vocab

