

GCSE FRENCH

Unit 2

Teaching and Learning Resources

Unit 2 2016

Scope of Study skills:

- Identifying general information
- Identifying overall message
- Key points/ specific details
- Details
- Opinions
- Deducing meaning and responding to key information (themes and ideas)
- Scanning – organising and presenting information
- Drawing inferences/ implicit meaning (implied or suggested)

Question types: These may include multiple choice with non-verbal and written responses; gap-fill one word answers; selecting correct/false statements; and short answer responses.

Format: Learners will be assessed on a variety of different types of spoken language during the assessment which may include: monologues, conversations, discussions, interviews, announcements and messages. When undertaking teaching and learning activities in the classroom you should:

- use a variety of authentic sources from a variety of Contexts and Purposes
- practise listening to texts of different lengths
- practise questions that require inference and deduction
- practise note taking and understanding the overall message
- practise questions in the assessed language.

Question styles

Question styles will vary from year to year but possibilities in the assessed language include:

- Multiple choice questions – with pictures/symbols/words
- Filling in a table/grid with details (e.g. times/prices)
- Gap fill
- Choosing the correct person/letter/number to match up (e.g. which person is talking about...?)

Learners need to be aware that they **MUST** answer in the same language as the question set.

Resources

The WJEC main website www.wjec.co.uk has access to a resources section where teachers and learners can make use of language tools which are theme based.

Crown House Publishing has also produced a **text book, teacher guide and audio pack** endorsed by the WJEC to support teaching and learning of this specification.



Useful websites

Below is a list of useful websites for teaching and learning purposes. N.B: These are suggestions and not endorsements.

- www.routesintolanguages.co.uk
- www.all-literature.wikidot.com
- www.bbc.co.uk/schools
- www.helenmyers.blogspot.co.uk
- www.rachelhawkes.com
- Search for news in Slow French
- www.memrise.com
- www.quizlet.com
- www.getahoot.com

Unit 2 2018

Resources

www.wjec.co.uk/qualifications/languages

Free subject specific resources available for all to download from our website

www.resources.wjec.co.uk

Free digital resources to support the teaching and learning of a broad range of subjects

www.oer.wjec.co.uk

Our free Online Exam Review allows teachers to analyse item level data, critically assess sample question papers and receive examiner feedback

Unit 2 2019

General exam techniques in listening

It is important that learners are aware of basic information such as the length of the exam, marks per question and how to divide up their time. The questions will increase in difficulty (and text length as a rule) throughout the paper.

Other basic points for teachers to make learners aware of:

- avoid leaving blanks
- write clearly and concisely
- give the correct amount of relevant information
- annotating papers e.g. jot down key words/highlight. Highlight any questions with only one section as candidates will be listening to all the answers in one paragraph.

Strategies to develop listening skills in French GCSE in the classroom

First of all we need to identify what we actually mean by 'strategies'. Do we mean that we want our students to be better at listening in general, or do we want to improve their exam skills to get better marks in the listening exams? There is a subtle difference between the two – exam techniques are not the same as listening skills – and there is a place for both in the classroom.

How can we incorporate both aspects in our planning?

Can they be taught the same way? How can we plan for this? What are the skills we need to identify?

- Learners should have plenty of practise of numbers, days, dates, times and seasons. It is easy to lose the odd mark by making errors. Make sure that learners know that the text may say "July" but the answer might be "Summer". Similarly, the text could say "This is my third visit" and the question asks "How many times has he visited?" and the answer is "3". Practise all variations of these points including key vocab such as more than, less than, the same as etc.
- Teachers should train learners to narrow down their options as far as they can and work systematically through the text to select the location of the correct information.
- Elimination: Learners should also be trained to get rid of options they are sure about and cross them out. With multiple choice questions or choosing the correct number of statements, candidates should be able to find some incorrect information immediately. Eliminating incorrect information is just as important a skill as selecting the correct information!

Learners should be encouraged to:

- use their common sense as sometimes the answer will not be obvious. They may have to infer or deduce meaning!
- pay attention to words in bold in the question.

Reading the listening questions

Learners need to be aware of question format and requirements. If learners ignore the requirements of the task, they will find it hard to access the maximum marks.

It is very important to note that answering in the wrong language, results in no marks being awarded for a particular question.

Key points for learners to note

- Number of boxes they need to tick.
- Number of points they need to give e.g. 1,2,3?
- Is a number or letter required?
- What is the style of question?
- What do they have to do?
- How large is the space for an answer?
- Focus on question words e.g. “Where?” – the response will be a place etc.

The whole text

Many students want to write down the first item of key vocabulary they hear. Learners must listen to the whole text and not just key words. Learners are familiar with picking out familiar items of vocabulary and yet sometimes they ignore the information around it. It is important for candidates to listen to the whole text, even if they think they have identified the answer. For both tiers, there will be some language that is simply not tested. There are no extra marks for adding unnecessary information – selecting the correct part of the text is an important skill in itself.

Language

Make sure that learners know the tense requirements. They can use grammar knowledge to identify basics e.g. plurals, pronouns (using the wrong he/she could affect a mark).

Negatives, particularly in questions, need to be checked e.g. “What does he not like?” is different to “What does he like?”.

Learners also need to be aware of synonyms (e.g. nice / lovely), cognates (words which are similar to English) and false friends. Examiners will test their knowledge of synonyms and related families of words e.g. *Suzy loves novels* may become *Suzy enjoys reading*.

Distractors – watch out!

Remind learners that some questions will have distractors. The text might say “ I hate sandwiches and salad but I love fruit”. A multiple choice question might ask for the food they like but include a picture of all three mentioned. Learners can practise identifying the correct information in short sentences then progress to longer texts.

How to approach listening questions, with exemplars

When learners practise their exam listening skills in the classroom what strategies should they employ? What should they do before answering questions? How can teachers prepare learners for certain **styles of questions** in the classroom?

There is a mix of question styles such as:

- multiple choice
- gap-fill
- tick the correct number of boxes
- questions and answers
- note-taking
- matching
- table completion.

Candidates cannot predict which styles will appear in which order. The listening texts are either monologues or have 2/3 speakers.

Use the preparation time wisely

The listening exam has 5 minutes preparation time. Teaching learners what to do in this time is really useful. In this preparation time learners could:

- turn to the assessed language questions and try to write down what the questions/multiple choice answers mean in English
- use the preparation time to identify the questions and look at what they need to do
- look at clues (questions/ pictures) that will identify the topic for each question so they can be prepared for possible items of vocabulary and work out the meanings of pictures.

Can learners identify from the questions and rubrics the topic/theme? This can help prepare them for which vocabulary to expect.

Exemplar question 1

Listen to this online clip about Colmar in France. Tick (✓) the six correct statements.

Colmar is a great place to live.	
Colmar is a great place to visit.	
Colmar is the capital of Alsace.	
Wine is produced in Alsace.	
There is an open-air market.	
You can visit a cheese shop.	
Colmar has many museums.	
There is a sport museum.	
A famous sculptor was born in Colmar.	
The Bartholdi museum is open in August.	
Colmar's airport is 18 kilometres from Strasbourg.	
The nearest airport is in Strasbourg.	

How would you approach preparing learners for this question from the 2019 French Foundation listening? What strategies should they employ? What should they do before listening/ during the recording? How can we prepare them for this style of question in the classroom?

Possible approaches - translate the multiple choice, work through eliminating options, look for negatives/similar answers, translate any numbers/dates, check if any statements are in different tenses.

Exemplar question 2

Henri et Emma discutent des Brecon Beacons au pays de Galles. Écoute la conversation et coche (✓) les bonnes cases.

Section 1

- (a) Henri a visité les Brecon Beacons il y a ... [1]

quinze jours	
deux ans	
trois ans	

- (b) Emma y est allée ... [1]

à Pâques	
en décembre	
en été	

How would you approach preparing learners for this question from the 2019 French Foundation listening? What strategies should they employ? What should they do before listening/ during the recording? How can we prepare them for this style of question in the classroom?

Possible approaches – identify the task requirements, decide on tense of the question, identify how many sections and how much information they need to listen to in one go, translate into English/Welsh, think of synonyms/word families e.g. winter for December, fortnight for 2 weeks etc.

Exemplar question 3

Listen to Paul's blog about post-16 study. Answer the questions in English.

Section 1

(a) What happened last year? [1]

.....

(b) What did Paul then decide was his ideal job? [1]

.....

(c) Why is this job suited to Paul? Write **one** detail. [1]

.....

How would you approach preparing learners for this question from the 2019 French Higher listening? What strategies should they employ? What should they do before listening/ during the recording? How can we prepare them for this style of question in the classroom?

Possible approaches – identify the topic/theme, identify what they are being asked to do, look at tenses, look at size of the space for an answer.

- (a) This needs to be a response in the past, candidates are likely to be listening for an event or something that Paul did or something that happened to him.
- (b) This question is asking for a job.
- (c) In this question candidates are likely to be listening for an opinion or reason.

This is one of the 'new style' questions that some candidates find challenging. There is no way of knowing what the topic will be and they need to listen for the overall message. Learners need classroom practice with this style of question.

Resources

The following WJEC website - <https://resources.wjec.co.uk> has a wide range of language learning resources to support all aspects of the GCSE curriculum including:

- language challenge activities
- text manipulation tools
- listening exercises on the GCSE themes.

There is also a link to the HWB platform where there are additional resources.