



**COMMON ENTRANCE EXAMINATION**  
**COMMON ACADEMIC SCHOLARSHIP EXAMINATION**  
**FRENCH SYLLABUS**

*(Level 1 Scheme of Assessment revised for first examination in Autumn 2015; changes are marked with a thick black line in the margin.)*

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**INTRODUCTION**

This syllabus has been devised in accordance with the requirements of the National Curriculum for modern languages and aligns with National Curriculum levels 1–6. There are tiered papers: Level 1 and Level 2. Level 1 is aimed at candidates who have studied French for between 30 and 40 hours, or who find the language difficult.

At Level 1, the past tenses are not required in any paper and, in the Writing component, candidates are expected to produce basic language only in the last section. At Level 2, exercises in the Speaking and Writing components offer open-ended tasks which allow candidates to show knowledge of a range of tenses, should they choose to use them. Senior schools should give clear advice to preparatory schools if they have particular requirements in this respect.

**AIMS**

A course leading to this examination should:

- (i) develop the skills which will enable candidates to understand the written and spoken language and use the language effectively for purposes of practical communication;
- (ii) give candidates opportunities to take part in a broad range of linguistic activities such as those set out in the National Curriculum for modern languages;
- (iii) provide a basis for continuing study of the language and encourage independent learning, including the use of dictionaries, glossaries and ICT;
- (iv) give candidates opportunities to work with authentic language materials;
- (v) encourage interest in the target countries;
- (vi) provide enjoyment and stimulation;
- (vii) encourage positive attitudes towards the use of foreign languages and towards speakers of foreign languages.

## **ASSESSMENT OBJECTIVES**

The examination will test candidates' ability to:

- AO1 show an understanding of the spoken language dealing with a range of familiar topics, and identify and note main points and specific details, including opinions;
- AO2 take part in short conversations, giving and obtaining information and opinions;
- AO3 show an understanding of a number of printed items, ranging from short, simple phrases to longer, more complex texts and identify and note main points and specific details, including opinions;
- AO4 produce pieces of writing, ranging from short phrases to longer passages in which they seek and convey information and opinions.

## **SYLLABUS CONTENT**

### **INTRODUCTION**

- (i) The examination is based on the topics set out below. An asterisk denotes a topic which is not required for Level 1.
- (ii) The grammar section lists all the material which candidates for the examination should cover.

### **TOPICS**

- language of the classroom
- house, home, daily routine and chores
- life and work at school
- time, dates, numbers and prices
- personal description
- family, friends and pets
- meeting people
- free-time activities
- holiday activities
- visiting a café or restaurant
- simple health problems
- description of a town or region
- finding the way and using transport
- understanding tourist information\*
- shopping (e.g. for food, clothes, presents)
- pocket money\*
- weather
- local environmental issues

**GRAMMAR** (\*for recognition only/where appropriate to candidate's ability/senior school requirements)

	<b>Level 1</b>	<b>Level 2</b>
<b>verbs</b>	<p>present tense:</p> <ul style="list-style-type: none"> <li>(i) regular and common irregular</li> <li>(ii) common reflexive</li> <li>(iii) future tense with <i>aller</i></li> <li>(iv) conditional: only <i>je voudrais, j'aimerais</i></li> </ul> <p>*imperative forms</p> <p>infinitive after <i>aller, aimer, détester, préférer, vouloir, pouvoir, devoir, il faut</i></p> <p>interrogative forms + <i>est-ce que</i></p>	<p>*passé composé with <i>avoir/être</i></p> <p>*imperfect tense</p>
	<p>negative expressions: <i>ne ... pas, ne ... jamais, ne ... plus, ne ... rien</i></p> <p>idiomatic expressions: e.g. <i>avoir chaud/froid/faim/soif/mal, faire + weather</i></p>	
<b>nouns</b>	<p>genders and plurals of common nouns</p> <p>definite and indefinite article</p> <p>partitive article (and <i>de/d'</i> with quantity/negatives)</p>	
<b>adjectives</b>	<p>agreement and position of regular and irregular adjectives</p> <p>comparison</p> <p>possessive</p> <p>demonstrative</p>	<p>superlative</p>
<b>adverbs</b>	<p>*adverbs ending in <i>-ment</i></p> <p>common adverbs</p>	
<b>pronouns</b>	<p>subject personal pronouns, including <i>on</i></p> <p>relative pronoun <i>qui</i></p> <p>reflexive pronouns</p> <p>*disjunctive pronouns: <i>moi, toi, lui, elle, nous, vous, eux, elles</i></p>	<p>relative pronouns: <i>que/qu'</i></p> <p>direct and indirect object pronouns</p>
<b>prepositions and conjunctions</b>	<p>common prepositions and conjunctions, *<i>depuis</i></p>	
<b>numerals</b>	<p>cardinal numbers: 0–100</p> <p>ordinal numbers: 1–10</p> <p>dates and time: 12-hour and 24-hour clock</p>	<p>cardinal numbers: 101–1000</p>

## SCHEME OF ASSESSMENT

*Regulations for the conduct of the listening and speaking components are in the Schools area of the ISEB website under Examination Documentation.*

### **LISTENING** (25%; about 25 minutes)

This will be based on a number of short passages recorded on a CD. Instructions will be given in English. There will be 25 questions, usually arranged in five sections. There will be a range of test-types in English: these might include multiple choice, true/false, table/grid completion, putting symbols on a map/plan, box-ticking, matching the recording with visual/verbal options, completing sentences/pictures, linking opinions with speakers, correcting a passage with mistakes highlighted, choosing correct answers or answering questions in English.

### **SPEAKING** (25%; about 6 minutes)

The teacher-examiner will assess the candidate's performance and will submit recordings of all candidates for moderation. Instructions will be printed in English.

#### **Level 1**

There will be discussion on two prepared topics.

#### **Level 2**

There will be a role-play situation and discussion on two prepared topics. A bilingual dictionary may be used by the candidate during the allowed preparation time for the speaking component only.

#### **Role-play situation** (about 2 minutes; 9 marks)

*This exercise is not for Level 1 candidates.*

The examiner will give each candidate, at random, one situation from the three which are set, ensuring that all the situations are used equally. The candidate will be required to carry out six tasks in the target language which have been given in English. Past tenses will not be required in this exercise. One of the tasks will be unpredictable and will require the candidate to respond, unprepared, to the examiner's question. The role plays may be based on any area of the syllabus. The examiner will give a mark (maximum of 6 marks) for completion of the tasks and a mark (out of 3) for quality of language (*see Appendix II*).

#### **Prepared topics**

##### **Topic A** (1–2 minutes; 10 marks for Level 1; 8 marks for Level 2)

The candidate will choose any topic covered by the syllabus **or** a topic in connection with a country where the target language is spoken:

- a town or region
- a regional or national celebration
- an artist (painter, sculptor, writer, composer etc.)
- an historical figure
- a sportsman/sportswoman

The candidate should introduce his/her topic, with the teacher-examiner intervening after about 30 seconds to ask at least four questions during the course of the two minutes.

Credit will be given for communication of information, pronunciation and intonation, range of vocabulary, range of grammar as set out in the syllabus, accuracy, fluency and readiness of response (*see Appendices I and II*).

**Topic B** (1–2 minutes; 10 marks for Level 1; 8 marks for Level 2)

The candidate will be required to speak about one of the following topic areas:

- house, home, daily routine and chores
- free-time and holiday activities
- life and work at school
- personal description, family, friends and pets

The examiner will ask the candidate to introduce the topic in the target language. After about 30 seconds, the examiner will intervene to ask at least four questions during the course of the two minutes. Credit will be given for relevant communication, appropriate response to the questions and quality of language, including pronunciation (*see Appendices I and II*).

**Level 1**

The candidate will choose the topic for discussion, *but it must be different from that chosen for Topic A*.

**Level 2**

The examiner will choose the topic for each candidate and give him/her the title at the beginning of the preparation time. The examiner must make equal use of the topics in random order, ensuring, however, that no candidate receives the same topic for Topic B as that chosen for Topic A.

**READING AND WRITING** (50%; 60 minutes)

**Part A: Reading**

Instructions will be given in English. There will be 25 questions on a number of short passages, arranged in five sections. There will be several exercises of differing length, covering a range of different approaches to the development of reading skills, e.g. gap-filling, multiple choice, matching headlines to texts, matching pictures to descriptions, matching two halves of a sentence, matching questions and answers, matching people and opinions, choosing a number of correct answers.

**Part B: Writing**

Instructions will be given in English.

**Level 1**

There will be three sections worth a total of 25 marks. The first will contain ten sentence-completion questions and the second will require candidates to write short sentences about five pictures; the third section will ask candidates to write a few short sentences on a given topic from the syllabus (*see Appendix III*).

## **Level 2**

There will be two written exercises:

### **Section One** (8 marks)

This question will require the writing of five simple sentences in the target language, each based on a visual or written stimulus. Candidates should write five to ten words on each stimulus. Marks will be awarded for content, accuracy and quality of language (see *Appendix IV*).

### **Section Two** (17 marks)

This question will require 80–130 words of continuous writing in the form of a letter/email based on a written stimulus in the target language. Candidates will be expected to demonstrate the full range of their knowledge of the linguistic features contained in the syllabus. Marks will be awarded for content, accuracy and quality of language (see *Appendix IV*).

## **SCHOLARSHIP**

Scholarship papers in Listening (approximately 30 minutes) and Reading and Writing (60 minutes) are based on this syllabus. Senior schools will conduct their own Speaking tests. All candidates will be required to show knowledge of all the tenses listed on pages 3–5, including the imperfect tense, and a wide range of vocabulary. The listening/reading exercises may include multiple choice, box-ticking, table/grid completion, choosing correct answers, true/false, gap-filling, linking opinions with speakers.

## APPENDIX I

### LEVEL 1

#### SPEAKING: PREPARED TOPICS

Both discussions are marked out of 10, according to the following descriptors.

Mark	Communication
5	Very good: information presented with confidence.
4	Good: a good amount of information conveyed.
3	Satisfactory: a reasonable amount of information conveyed.
2	Limited: very simple information conveyed.
1	Poor: very little information conveyed.
0	No relevant information conveyed.

Mark	Accuracy and Quality
5	Good accent and range of vocabulary; possible errors in more complex language, but generally accurate.
4	Some errors, but clear message and generally good pronunciation.
3	Generally simple answers and frequent errors, but language more accurate than inaccurate.
2	Very limited vocabulary; short, simple sentences; errors very frequent; comprehension somewhat delayed.
1	Occasional, short phrases; communication often hindered by errors; pronunciation barely understandable.
0	No language produced worthy of credit.

**NB: the final mark out of 20 should be scaled up to be out of 25, so that it has equal weighting with the Listening, Reading and Writing papers.**

## APPENDIX II

### LEVEL 2

#### SPEAKING: ROLE PLAY

Each role play is marked out of 9, according to the following descriptors. There is a total of 6 marks for the tasks and up to 3 marks for the quality of language throughout the role play.

Mark (per task)	Completion of tasks
1	Full communication.
½	Task partly carried out; there may be considerable hesitation.
0	Failure to communicate.

Mark (overall impression)	Quality of language
3	High level of accuracy with no significant errors.
2	Level of language generally good but with a number of errors.
1	Marked weaknesses in the use of language.
0	Little or no effective use of the target language.

#### SPEAKING: PREPARED TOPICS

Both discussions are marked out of 8, according to the following descriptors.

Mark	Descriptor
8	Excellent: a lot of information communicated; good pronunciation and at least a reasonable attempt at intonation; a high level of accuracy; a range of tenses attempted; opinions and justification offered.
7	Very good communication: ready responses, mainly accurate; a wide range of vocabulary; good pronunciation.
6	Good communication: generally ready responses, though with some hesitation and a number of errors; a good range of vocabulary; a reasonable attempt at pronunciation.
4-5	Satisfactory communication: adequate responses; some hesitation; some significant errors.
3	Limited communication: hesitant and probably with serious errors; prompting required.
2	Very limited communication: very hesitant, with prompting needed; relatively little accurate usage.
0-1	Very weak: little or no communication; not easily understood; much prompting needed.



## APPENDIX III

### LEVEL 1

#### WRITING: SECTION THREE

This question is marked out of 5, according to the following descriptors.

<b>Mark</b>	<b>Content</b>
<b>3</b>	Meets all the requirements of the tasks set.
<b>2</b>	Some omissions in fulfilling the tasks.
<b>1</b>	Only partial response to the tasks.
<b>0</b>	No relevant information communicated.

<b>Mark</b>	<b>Quality of language</b>
<b>2</b>	A good range of idiom, vocabulary and structures.
<b>1</b>	A fair range of idiom, vocabulary and structures.
<b>0</b>	Poor range of idiom, vocabulary and structures.

## APPENDIX IV

### LEVEL 2

#### WRITING: SECTION ONE

This question is marked out of 8, according to the following descriptors.

<b>Mark</b>	<b>Content</b>
<b>3</b>	Meets all the requirements of the tasks set.
<b>2</b>	Some omissions in fulfilling the tasks.
<b>1</b>	Only partial response to the tasks.
<b>0</b>	No relevant information communicated.

<b>Mark</b>	<b>Accuracy</b>
<b>3</b>	Full sentences with a high level of accuracy.
<b>2</b>	Reasonably accurate with minor errors.
<b>1</b>	Increased errors, but some examples of accurate usage.
<b>0</b>	Little or no accurate use of language.

<b>Mark</b>	<b>Quality of language</b>
<b>2</b>	A good range of idiom, vocabulary and structures.
<b>1</b>	A fair range of idiom, vocabulary and structures.
<b>0</b>	Poor range of idiom, vocabulary and structures.

## LEVEL 2

### WRITING: SECTION TWO

This question is marked out of 17, according to the following descriptors.

<b>Mark</b>	<b>Content and communication</b>
<b>7</b>	All five points covered or four points covered with some elaboration.
<b>6</b>	Four points covered but not all with detail.
<b>4-5</b>	Reasonable content but either one point not covered or the general coverage of the points lacking detail.
<b>2-3</b>	Limited coverage of the required points; little or no attempt to elaborate or only two of the points covered.
<b>1</b>	Very little relevant information communicated.
<b>0</b>	No relevant information communicated.

<b>Mark</b>	<b>Accuracy</b>
<b>5</b>	Very accurate: a sound application of grammar, vocabulary and structures; reads well.
<b>4</b>	A good level of accuracy: a generally sound application of grammar, vocabulary and structures.
<b>3</b>	Fairly accurate: satisfactory application of grammar, vocabulary and structures.
<b>2</b>	Lacking in accuracy: difficulty in communicating the relevant information; marked weaknesses in application of grammar, vocabulary and structures.
<b>0-1</b>	Substantially inaccurate: very limited knowledge of the language.

<b>Mark</b>	<b>Quality of language</b>
<b>5</b>	Excellent range of idiom, vocabulary and structures.
<b>4</b>	Good range of idiom, vocabulary and structures.
<b>3</b>	Adequate range of idiom, vocabulary and structures.
<b>2</b>	Some range and variety of idiom, vocabulary and structures.
<b>0-1</b>	Frequent repetition of identical words and structures.

## APPENDIX V

Word and PDF versions of this form should be downloaded from the ISEB website.



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### COMMON ENTRANCE EXAMINATION AT 13+

#### EXAMINER'S MARK SHEET: LEVEL 1 FRENCH SPEAKING

<b>To be recorded</b>	CANDIDATE'S NAME .....
	JUNIOR SCHOOL .....

Conversation A	Total		(10)
Conversation B	Total		(10)
	Total		(20)
	<b>Scaled total out of 25</b>		<b>(25)</b>

I certify that the above-named candidate has taken the test according to the instructions.

Signature of examiner

<i>(an electronic signature is acceptable)</i>
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Date

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## APPENDIX VI

Word and PDF versions of this form should be downloaded from the ISEB website.



### COMMON ENTRANCE EXAMINATION AT 13+

#### EXAMINER'S MARK SHEET: LEVEL 2 FRENCH SPEAKING

<b>To be recorded</b>	CANDIDATE'S NAME .....
	JUNIOR SCHOOL .....

Role play	Total		(9)
Conversation A	Total		(8)
Conversation B	Total		(8)
	<b>TOTAL</b>		<b>(25)</b>

I certify that the above-named candidate has taken the test according to the instructions.

Signature of examiner

<i>(an electronic signature is acceptable)</i>
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Date

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**APPENDIX VII**

Word and PDF versions of this form should be downloaded from the ISEB website.



**COMMON ENTRANCE EXAMINATION AT 13+  
LEVEL 1 FRENCH SPEAKING RECORD SHEET**

JUNIOR SCHOOL .....

NAME(S) OF CANDIDATE(S)


Number of terms candidate(s) has/have studied French .....

Number of lessons per week ..... Length of lessons .....

Tenses covered .....

Text books used .....

Other relevant information .....

I certify that the above-named candidate(s) has/have taken the test according to the instructions.

Signature of Head

Date

**APPENDIX VIII**

Word and PDF versions of this form should be downloaded from the ISEB website.



**COMMON ENTRANCE EXAMINATION AT 13+  
LEVEL 2 FRENCH SPEAKING RECORD SHEET**

JUNIOR SCHOOL .....

NAME(S) OF CANDIDATE(S)


Number of terms candidate(s) has/have studied French .....

Number of lessons per week ..... Length of lessons .....

Tenses covered .....

Text books used .....

Other relevant information .....

I certify that the above-named candidate(s) has/have taken the test according to the instructions.

Signature of Head

Date

## APPENDIX IX



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### COMMON ENTRANCE EXAMINATION AT 13+

### MODERATOR'S REPORT: FRENCH SPEAKING

SENIOR SCHOOL .....		
JUNIOR SCHOOL .....		
	<b>Level 1</b>	<b>Level 2</b>
<b>Quality of recording</b>		
<b>Candidates' performance</b>		
<b>Quality of marking</b>		
<b>Examiner's contribution</b>		
<b>Additional comments</b>		

Signature of moderator

<i>(an electronic signature is acceptable)</i>
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Date

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