



Westhoughton  
HIGH SCHOOL

# GCSE/BTEC SUBJECT QUESTION GUIDE





# COMPUTING PAPER 1



Westhoughton  
HIGH SCHOOL



**Paper 1: Computer Systems**

<b><u>Question No.</u></b>	<b><u>Question wording</u></b>	<b><u>How to answer</u></b>	<b><u>Structure / sentence starter examples</u></b>	<b><u>Top Tip(s)</u></b>
<b><u>Computer Systems – Paper 1</u></b>				
1 (a – d)	State / Identify / Calculate / Convert	1 mark = 1 fact	X is ..... The answer is ..... Working .....	Do NOT waffle – mark scheme gives 1 mark per exact point
1 (calc)	Calculate (file size)	Show clear working + final answer in units	Step 1 ..... Step 2 ..... Therefore .....	<i>You can get 1 mark just for working even if the answer is wrong. You only get one mark if you only put the correct answer.</i>
2* (8mark)	Discuss the impact.....	MUST include: Multiple areas Positive AND negative Applied to context Clear argument	One impact is ..... This means ..... However ..... This leads to ..... Overall .....	To reach top band you MUST balance both sides and use examples
3a(i)	Tick Table	Each row = 1 mark (All correct or nothing)	<b>N/A</b>	If you tick 2 boxes = 0 marks for that row <b>(make sure the question is asking for one tick or two ticks)</b>
3a(ii)	Identify + describe	1 mark = name 1 mark = function	<i>The registers is ..... It is used to .....</i>	Always give <b>definition AND function</b>
3b	Explain why	Give cause + effect (clock speed – performance)	This is because ..... Therefore .....	Must link to example - <b>FDE cycle – instructions per second</b>
4	Fill in blacks	Each correct word = 1 mark	N/A	Learn key terminology exactly

5a / 5b / 5bii	True / False tables	Marks based on number correct	N/A	No partial marks per row
5b(i)	Calculation	Working + answer required	Working..... Answer .....	Always convert units correctly MB - GB
5c(i)	Explain why	1 mark per valid point	This reduces ..... This means .....	Keep answers short – <b>bullet points score</b>
5c(ii)	Identify + justify (extended)	Mark = method 2 marks = reasoning	The method is ..... Because .....	Use key terms: example - <b>lossy - removes data, reduces size</b>
6a	Identify	1 fact = 1 mark	It is a .....	No explanation needed
6b(i)	Compare (6 marks)	Max marks for <b>both similarities AND differences</b>	A similarity is..... A difference is.....	Must include <b>both</b> to get full marks
6c	Complete table	1 mark per correct cell	N/A	Learn cyber security examples
7a	Tick table (OS functions)	1 mark per correct row	N/A	Only tick ONE per row
7c(i/ii)	Give two benefits	1 mark per valid point	One benefit is.... Another benefit is....	No need to explain unless asked
7d(i/ii)	Describe benefits/drawbacks	1 mark per developed point	One benefit is..... Because.....	Must include impact



English

Literature and Language

**NON-NEGOTIABLES**



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# English Literature GCSE Non-Negotiable Knowledge.

*For each component of the English Literature exam these are the essential pieces of knowledge you **MUST** learn.*

- *This doesn't provide comprehensive revision.*
- *Developed revision still needs to be completed, this is a starting point.*

# A Christmas Carol – The non-negotiables

**When revising A Christmas Carol – these are the things we NEED to know:**

<b>The big 2 ideas</b>	<b>The big 5 events</b>	<b>The big 5 characters</b>	<b>The big 5 Quotations</b>	<b>Big 3 key contextual points</b>
<b>Social Responsibility</b>	1. Introduction to Scrooge and the interaction with Marley ghost.	Scrooge	<i>'better they [die] and decrease the surplus population'</i>	Malthusian Theory and social division
<b>Redemption</b>	2. The Ghost of Christmas Past visits Fezziwig's generosity and Belle's breakup.	The Cratchits	<i>'I have seen your nobler aspirations fall off one by one, until the master-passion, Gain, engrosses you.'</i>	The Poor Law
	3. The Ghost of Christmas Present reveals the fate of Tiny Tim and Ignorance and Want.	The Ghosts	<i>'in the sight of heaven, you are more worthless and less fit to live than millions like this poor man's child.'</i>	The Child Labour Report and industrialisation.
	4. The Ghost of Christmas Yet to Come shows Scrooge his miserable death.	Fred/Fezziwig/Belle	<i>'I fear you more than any spectre I have seen. But as I know your purpose is to do me good, and as I hope to live to be another man from what I was'</i>	
	5. Christmas morning: Scrooge's transformation and Redemption.	Ignorance and Want	<i>'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did NOT die, he was a second father.'</i>	

# Macbeth – The non-negotiables

## When revising Macbeth – these are the things we NEED to know:

The big 2 ideas	The big 5 events	The big 5 characters	The big 5 Quotations	Big 3 key contextual points
<b>Ambition</b>	1. The witches' prophecies state the Macbeth will be king. Macbeth is reluctant but LM persuades him to kill Duncan for the throne.	Macbeth	<i>'I have no spur. To prick the sides of my intent, but only. Vaulting ambition, which o'erleaps itself. And falls on th'other.'</i>	The Great Chain of Being
<b>The downfall of Macbeth</b>	2. The aftermath of Duncan's murder and the Macbeth's growing guilt.	Lady Macbeth	<i>'Will all great Neptune's ocean wash this blood Clean from my hand?'</i>	The Gunpowder Plot and The Divine Right of Kings
	3. The murder of Banquo and Macbeth's guilt fueled madness.	The Witches	<i>'I am in blood / Stepped in so far, that, should I wade no more,...blood will have blood.'</i>	Women and Witchcraft.
	4. Macbeth returns to the witches and plots to strengthen his kingship by killing Macduff's family.	Banquo	<i>By the pricking of my thumbs, Something wicked this way comes.</i>	
	5. Lady Macbeth commits suicide and Macbeth is defeated by the English Army led by Malcolm and Macduff.	Macduff/ Malcolm	<i>Life's but a walking shadow, a poor player That struts and frets his hour upon the stage And then is heard no more. It is a tale/Told by an idiot, full of sound and fury, Signifying nothing.</i>	

# Animal Farm – The non-negotiables

**When revising Animal Farm– these are the things we NEED to know:**

<b>The big 2 ideas</b>	<b>The big 5 events</b>	<b>The big 5 characters</b>	<b>The big 5 Quotations</b>	<b>Big 3 key contextual points</b>
<b>The Failure of the Revolution</b>	1.Old Major's Speech and the Revolution	Napoleon	‘our lives are miserable, laborious, and short.’	The allegorisation of the Russian Revolution.
<b>Power and Manipulation</b>	2.The education of the animals and the Battle of the Cowshed.	Snowball	"It is for your sake that we drink the milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back!"	Orwell’s socialist views
	3.The expulsion of Snowball and Napoleon's reign of terror.	Boxer	"Silent and terrified, the animals crept back into the barn."	Education and Elitism
	4.The death of boxer.	Squealer	"Fools! Fools!" shouted Benjamin... „Fools! Do you not see what is written on the side of the van? They are taking Boxer to the knackers."	
	5. The cyclical nature of the novella. Life on the farm worsens and the pigs morph to men.	The humans (Farmers)	‘The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which.’	

# Anthology Poetry – The non-negotiables When revising Anthology Poetry – these are the things we NEED to know:

The big 6 poems	3 big ideas	3 key quotations for each poem		3 key contextual points for each poem	3 comparative poems
<b>Ozymandias</b>	<ol style="list-style-type: none"> <li>The fragility of human power .</li> <li>The overriding power of time and nature.</li> <li>How control is corrupting.</li> </ol>	<p><i>-Half sunk a shattered visage lies, whose frown, And wrinkled lip, and sneer of cold command</i></p> <p><i>"...My name is Ozymandias, King of Kings; Look on my Works, ye Mighty, and despair!"</i></p> <p><i>-Round the decay/Of that colossal Wreck, boundless and bare/The lone and level sands stretch far away.</i></p>		<ol style="list-style-type: none"> <li>Shelley was a Romantic Poet- who believed in Man's inferiority to nature.</li> <li>Ramesses II was a cruel pharaoh</li> <li>King George III was a power-hungry king.</li> </ol>	<p>Storm on the Island. London. My Last Duchess.</p>
<b>London</b>	<ol style="list-style-type: none"> <li>How those in power control individuals.</li> <li>The impact of power over society</li> <li>The attempt to control the natural world.</li> </ol>	<p><i>-in every face I meet/Marks of weakness, marks of woe.</i></p> <p><i>-In every voice: in every ban, The mind-forg'd manacles I hear</i></p> <p><i>-Blasts the new-born Infants tear/ And blights with plagues the Marriage hearse</i></p>		<ol style="list-style-type: none"> <li>Blake was a Romantic poet – who believed that Man was suppressed in cities.</li> <li>London's industrialisation led to poverty and squalor.</li> <li>King George III was a power-hungry king.</li> </ol>	<p>Charge of the Light Brigade. Kamikaze. Ozymandias.</p>
<b>Kamikaze/ Poppies</b>	<ol style="list-style-type: none"> <li>The impact of conflict on families.</li> <li>The power of loss</li> <li>How brainwashing controls people</li> </ol>	<p>'a shaven head full of powerful incantation'</p> <p>'...remembered how he and his brothers witing on the shore'</p> <p>'was no longer the father we loved.'</p>	<p>'...steeled the softening of my face'</p> <p>'...the world overflowing like a treasure chest'</p> <p>'...hoping to hear your playground voice catching on the wind'</p>	<ol style="list-style-type: none"> <li>Garland/Weir, as mother wanted to talk about how conflict impacts families.</li> <li>Kamikaze pilots were Japanese suicide bombers sent to bomb Pearl Harbour.</li> <li>Poppies are a symbol of war remembrance.</li> </ol>	<p>London. Checking Out Me History. Remains</p>
<b>The Prelude</b>	<ol style="list-style-type: none"> <li>Nature as a fascinating and alluring force.</li> <li>The overwhelming power of nature.</li> <li>Man's futile attempts to control nature.</li> </ol>	<p>'it was an act of stealth/And troubled pleasure...'</p> <p>'the horizon's bound, a huge peak, black and huge...upreared its head.'</p> <p>'huge and mighty forms...moved slowly through the mind ...and were a trouble to my dreams.'</p>		<ol style="list-style-type: none"> <li>Wordsworth was a Romantic Poet- who believed in Man's inferiority to nature.</li> <li>He lived in the lake district.</li> <li>He believed in the sublime force of nature to overwhelm us.</li> </ol>	<p>Storm on the Island. Ozymandias. Exposure</p>
<b>Exposure</b>	<ol style="list-style-type: none"> <li>The futility of conflict(war)</li> <li>Nature is more powerful and destructive than any weaponry.</li> <li>The tragedy of dying away from your homeland.</li> </ol>	<p>'...in the merciless iced winds that knife us...'</p> <p>'Pale flakes with fingering stealth come feeling for our faces—We cringe in holes, back on forgotten dreams...'</p> <p>'Pause over half-known faces. All their eyes are ice,/But nothing happens...'</p>		<ol style="list-style-type: none"> <li>Owen was a soldier in WW1</li> <li>The conditions in the Trenches killed more men than actual warfare.</li> <li>The propaganda of WW1 led men to believe they were fighting for king and country.</li> </ol>	<p>Bayonet Charge. Charge of the Light Brigade. Storm on the Island.</p>
<b>Remains/ War Photographer</b>	<ol style="list-style-type: none"> <li>The trauma experienced by those who experience brutal conflict first hand.</li> <li>When people return home from conflict who cares.</li> <li>The feeling of guilt and futility experiences by people who have been in war.</li> </ol>	<p>'...one of them legs it up the road, probably armed, possibly not.'</p> <p>'And the drink and the drugs won't flush him out '</p> <p>'his bloody life in my bloody hands'</p>	<p>'spools of suffering set out in ordered rows'</p> <p>'.. how the blood stained into foreign dust.'</p> <p>'he earns his living and they do not care.'</p>	<ol style="list-style-type: none"> <li>Duffy and Armitage both interviewed people who had experienced conflict first-hand.</li> <li>Modern conflicts don't impact real life in Britain.</li> <li>Armitage and Duffy are/were Poet Laurette.</li> </ol>	<p>Poppies Kamikaze Exposure</p>

# English Language GCSE

## Non-Negotiable strategies .

*For each component of the English Language exam these are the essential strategies you **MUST** learn.*

- *This doesn't provide comprehensive revision.*
- *Developed revision still needs to be completed, this is a starting point.*

# Language Paper 1 – The non-negotiables

## When revising Language Paper 1 – these are the things we NEED to know:

Question summary	Exemplar Question	Sentence stems
<p><b>Question 1 :</b> This is a <b>multiple-choice format</b> divided into four sub-questions. (4 marks)</p>		
<p><b>Question 2 :</b> Language analysis. You must explain how the writer uses words, phrases, and language features to create effects. (8 marks)</p>	<p>How does the writer use language here to describe the hyena's appearance? You could include the writer's choice of:</p> <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• language features and techniques</li> <li>• sentence forms</li> </ul>	<p>The writer describes ... as ... ' _____ ' the word ' _____ ' shows _____ because it has connotations of... This could also suggest ... This might make the reader feel/learn/understand _____ because ...</p>
<p><b>Question 3 :</b> Structure analysis. While previously about general interest, the 2026 format focuses on a <b>specific single effect</b> (e.g., tension or sympathy) created through structural shifts. (8 marks)</p>	<p>How has the writer structured the text to create tension? You could write about:</p> <ul style="list-style-type: none"> <li>• how tension has increased or decreased by the end of the source</li> <li>• how the writer uses structure to create an effect</li> <li>• the writer's use of any other structural features, such as changes in mood, tone or perspective.</li> </ul>	<p><u>First paragraph:</u> At the beginning, the writer focuses our attention on...(include quote). This introduces... <u>Second paragraph:</u> Later on in the extract, the writer shifts the focus to...(include quote). The writer does this to... <u>Third paragraph:</u> Interestingly, at the end, the writer makes the reader realise...(include quote) The ending is significant because... <u>Final comment:</u> Overall, the mood and atmosphere changes within the extract as...</p>
<p><b>Question 4 :</b> Critical evaluation. You are given a statement about the text and must evaluate to what extent you agree, using evidence. The statement can be (20 marks)</p>	<p>In this part of the source, where the hyena comes out from under the tarpaulin, it could be seen as funny rather than threatening. The writer suggests that the hyena is actually no serious threat to Pi. To what extent do you agree and/or disagree with this statement? In your response, you could:</p> <ul style="list-style-type: none"> <li>• consider your impressions of how the hyena behaves</li> <li>• comment on the methods the writer uses to present the hyena</li> <li>• support your response with references to the text</li> </ul>	<p>I somewhat/partially/wholly agree that... The writer (link to statement) through the use of [lang Technique]... : " _____ ". This can be seen when ... This makes the reader feel... This interests the reader because... (link back to statement). The word ' _____ ' connotes _____ therefore... The technique of _____ is used to show... This is very effective because... The writer has chosen this because...</p>

# Language Paper 1 – The non-negotiables

## When revising Language Paper 1 – these are the things we **NEED** to know:

Question summary	Exemplar Question	Sentence stems		
<p><b>Question 5 (40 marks):</b> You are given a statement and must write your own non-fiction text (e.g., an article, letter, or speech) to express a viewpoint for a specific audience and purpose. <b>24 marks</b> for content and organization. <b>16 marks</b> for technical accuracy (spelling, punctuation, and grammar).</p>	<p><i>Write the opening of a story about a human meeting an animal.</i></p>	<b>The 4-Part Success Story.</b>		
		<b>Part</b>	<b>Key Features</b>	
		Setting	<ul style="list-style-type: none"> <li>• Introduce your story by focusing on the setting</li> <li>• Describe the weather/environments/surroundings/objects/decor</li> <li>• DEVICES: Personification/pathetic fallacy/symbolism/preposition /foreshadowing</li> </ul>	
		Character	<ul style="list-style-type: none"> <li>• Describe your character(s) within your setting</li> <li>• One or two characters – keep it minimal</li> <li>• Craft their action/behaviour to reflect their personality and emotions (show not tell).</li> <li>• DEVICES: sensory language/similes/metaphors/minimal dialogue</li> </ul>	
		Flashback	<ul style="list-style-type: none"> <li>• Include a flashback to teach the reader something about your character and/or their world</li> <li>• Begin this section with a memory trigger</li> <li>• This memory should contrast your characters current situation</li> <li>• DEVICES: Sensory language/juxtaposition/light imagery/similes/metaphors /symbolism</li> </ul>	
Return to the Scene	<ul style="list-style-type: none"> <li>• Begin this section with a trigger that forces your character back to their current world</li> <li>• Offer a glimpse of change – that will progress the story</li> <li>• Return to something that you described in opening to create a cyclical structure</li> <li>• DEVICES: Sensory language/personification/pathetic fallacy/symbolism</li> </ul>			

# Language Paper 2 – The non-negotiables

When revising Language Paper 2 – these are the things we NEED to know:

Question summary	Exemplar Question	Sentence stems	Marks
<p><b>Question 1 :</b> A true/false task. You must <b>choose four correct statements</b> from a list of eight based on a specific section of Source A.</p>	<p>'Choses <b>four</b> statements below which are <b>true</b>'</p>		<p>(4 marks)</p>
<p><b>Question 2 :</b> A <b>summary</b> task. You need to <b>synthesize</b> information from both sources, typically focusing on similarities or differences between a specific subject in each.</p>	<p>Refer to Source A and Source B. 'What can you infer about the similarities/differences between the two [subject matter].'</p>	<ul style="list-style-type: none"> <li>• <b>In Source A, the writer presents.....</b></li> <li>• <b>This is shown in the text/when it states, “.....”</b></li> <li>• <b>This could suggest, ..... Because.....</b></li> <li>• <b>In contrast/Similarly, in Source B, the writer presents.....</b></li> <li>• <b>This is shown in the text/when it states, “.....”</b></li> <li>• <b>This could suggest, ..... because.....</b></li> </ul>	<p>(8 marks)</p>
<p><b>Question 3 :</b> Language <b>analysis</b>. Focus on a specific extract from one source and explain how the writer uses language (e.g., metaphors, word choice, sentence structure) to achieve effects.</p>	<p>'How does the writer use language to describe...'</p>	<ul style="list-style-type: none"> <li>• <b>The writer uses ..... to describe .....</b></li> <li>• <b>This is shown in the text/when it states, “.....”</b></li> <li>• <b>The use of the word, “.....” has connotations of ..... because .....</b></li> <li>• <b>This makes the reader feel ..... because.....</b></li> <li>• <b>Furthermore, the writer uses ..... to describe .....</b></li> <li>• <b>This is shown in the text/when it states, “.....”</b></li> <li>• <b>The use of the word, “.....” has connotations of ..... because .....</b></li> <li>• <b>This makes the reader feel ..... because.....</b></li> </ul>	<p>(12 marks)</p>
<p><b>Question 4: Comparison</b> of viewpoints. Compare how the two writers convey their <b>different perspectives or attitudes</b>, focusing on the "methods" they use (e.g., tone, structure, language).</p>	<p>Refer to Source A and Source B. 'Compare how the writers convey their different thoughts and feeling about ...' In your answer, you could:</p> <ul style="list-style-type: none"> <li>• Compare their different thoughts and feelings about ...</li> <li>• Comment on the methods the writer uses...</li> <li>• Support with references to the text</li> </ul>	<p><b>In Source A, the writer feels ..... about .....</b></p> <ul style="list-style-type: none"> <li>• <b>This is shown in the text/when it states, “.....”</b></li> <li>• <b>The use of the word, “.....” has connotations of ..... because .....</b></li> <li>• <b>This illustrates how the writer feels ..... because.....</b></li> </ul> <p><b>In contrast, in Source B, the writer feels ..... about .....</b></p> <ul style="list-style-type: none"> <li>• <b>This is shown in the text/when it states, “.....”</b></li> <li>• <b>The use of the word, “.....” has connotations of ..... because .....</b></li> <li>• <b>This illustrates how the writer feels ..... because.....</b></li> </ul>	<p>(16 marks)</p>

# Language Paper 2 – The non-negotiables

## When revising Language Paper 2 – these are the things we NEED to know:

Question summary	Exemplar Question	Sentence stems	Marks												
<p><b>Question 5 (40 marks):</b> You are given a statement and must write your own non-fiction text (e.g., an article, letter, or speech) to express a viewpoint for a specific audience and purpose.</p> <ul style="list-style-type: none"> <li>• <b>24 marks</b> for content and organization.</li> <li>• <b>16 marks</b> for technical accuracy (spelling, punctuation, and grammar)</li> </ul>	<p><i>'Holidays don't need to be faraway and expensive. They just need to give people a break from everyday life and a chance to relax.'</i></p> <p><b>Write an article/letter/speech for a [text type] in which you argue your point of view on this statement.</b></p>	<p><b>Dystopian Opening paragraph - 'imagine a world where...'</b></p> <p><b>3 TEDDYS paragraphs</b></p> <table border="1" data-bbox="1166 482 2333 1308"> <tr> <td data-bbox="1166 482 1437 591"><b>Topic sentence</b></td> <td data-bbox="1437 482 2333 591">An opening sentence that includes the focus of the paragraph.</td> </tr> <tr> <td data-bbox="1166 591 1437 699"><b>Example</b></td> <td data-bbox="1437 591 2333 699"> <ul style="list-style-type: none"> <li>• Ethos – example from an expert, or an anecdote.</li> <li>• Logos – a statistic or fact.</li> </ul> </td> </tr> <tr> <td data-bbox="1166 699 1437 939"><b>Development</b></td> <td data-bbox="1437 699 2333 939">           Detail and expand the main points or inclusion of additional points. Examine the problem arising.           <ul style="list-style-type: none"> <li>• Everyday ...</li> <li>• The harsh reality is ...</li> <li>• This is becoming a growing issue ...</li> </ul> </td> </tr> <tr> <td data-bbox="1166 939 1437 1048"><b>Device</b></td> <td data-bbox="1437 939 2333 1048">Support example and development using ethos, pathos or logos devices.</td> </tr> <tr> <td data-bbox="1166 1048 1437 1202"><b>Your viewpoint/opinion</b></td> <td data-bbox="1437 1048 2333 1202">           Direct address to give your view on this matter.           <ul style="list-style-type: none"> <li>• I think that...</li> <li>• It is my belief...</li> </ul> </td> </tr> <tr> <td data-bbox="1166 1202 1437 1308"><b>Solutions</b></td> <td data-bbox="1437 1202 2333 1308"> <ul style="list-style-type: none"> <li>• The solution is clear ...</li> <li>• We must act now...</li> </ul> </td> </tr> </table> <p><b>Utopian Opening paragraph - 'Now imagine a world where...'</b></p>	<b>Topic sentence</b>	An opening sentence that includes the focus of the paragraph.	<b>Example</b>	<ul style="list-style-type: none"> <li>• Ethos – example from an expert, or an anecdote.</li> <li>• Logos – a statistic or fact.</li> </ul>	<b>Development</b>	Detail and expand the main points or inclusion of additional points. Examine the problem arising. <ul style="list-style-type: none"> <li>• Everyday ...</li> <li>• The harsh reality is ...</li> <li>• This is becoming a growing issue ...</li> </ul>	<b>Device</b>	Support example and development using ethos, pathos or logos devices.	<b>Your viewpoint/opinion</b>	Direct address to give your view on this matter. <ul style="list-style-type: none"> <li>• I think that...</li> <li>• It is my belief...</li> </ul>	<b>Solutions</b>	<ul style="list-style-type: none"> <li>• The solution is clear ...</li> <li>• We must act now...</li> </ul>	<p>24 (Content and organisation)</p> <p>16 (technical accuracy)</p>
<b>Topic sentence</b>	An opening sentence that includes the focus of the paragraph.														
<b>Example</b>	<ul style="list-style-type: none"> <li>• Ethos – example from an expert, or an anecdote.</li> <li>• Logos – a statistic or fact.</li> </ul>														
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<b>Solutions</b>	<ul style="list-style-type: none"> <li>• The solution is clear ...</li> <li>• We must act now...</li> </ul>														

# BTEC Drama Logs



IDEAS

+

SKILLS

+

EVALUATION



## Task 1: Ideas

<u>Bullet Points</u>	<u>Bullet point wording</u>	<u>How to answer</u>	<u>Structure / sentence starter examples</u>	<u>Top Tip(s)</u>
1	The concept and style of the piece	<p>What is the piece about?</p> <p>What style is the piece?</p>	<p>Show understanding of the brief and how you came up with the initial idea for your storyline. Was there a group and a personal aim for you?</p> <p>What style was your piece and what features did you use to meet this style?</p>	Relate it to the brief
2	Your choice of target audience	Who is your chosen target audience and why?	<p>The age range of our target audience was...because...</p> <p>This links to the stimulus because...</p>	Demonstrate cohesive, joined-up thinking, aligning their creative decisions with the purpose and context of the task.
3	The resources needed during the development and performance for the exploration and development of ideas	<p>What resources did you need to use to explore and develop your piece?</p> <ul style="list-style-type: none"> <li>• Rehearsal space</li> <li>• Set</li> <li>• Internet – researching statistics</li> <li>• Music</li> </ul> <p>How did these resources help you meet the brief?</p>	<p>The resources we needed were...because...</p> <p>This made our piece relatable to our target audience...</p> <p>These resources helped us meet the brief...</p>	<p>Remember all elements of the brief – not just 'Common Group.'</p> <ul style="list-style-type: none"> <li>• Social cohesion</li> <li>• People from all walks of life can come together to learn, create and celebrate</li> <li>• Cultural exchange</li> <li>• Diverse cultural heritage</li> <li>• Celebrate diversity</li> </ul>
4 & 6	<p>How the ideas meet the requirement of the brief</p> <p>Ideas you contributed</p>	<p>What ideas did you have?</p> <p>What ideas did your group have?</p> <p>How do these ideas meet the requirement of the brief?</p>	<p>When I first saw the brief, I initially thought...</p> <p>As a group we decided to use the idea of...because...</p> <p>This/These idea(s) meet the requirement of the brief in the following ways...</p>	Stick to how the development of these ideas help you meet the brief

5	How the work of practitioners has influenced your ideas	<p>What practitioner ideas did you decide to use and why?</p> <p>How does using this practitioner's methods meet the requirements of the brief?</p>	<p>The practitioner/s we were influenced by was...because...</p> <p>The methods we used were...</p> <p>We used these methods in our piece by...</p> <p>Using these methods helped us meet the requirements of the brief because...</p>	Identify professional influences but also explain how these shaped the development of your ideas
7	How you explored ideas	<p>What did you do in the initial rehearsals to explore the ideas?</p> <p>Did any ideas not work or had be adapted?</p> <p>What rehearsal techniques did you use to explore ideas?</p>	<p>To explore the idea of...we used the rehearsal technique of...</p> <p>One idea that didn't work was...</p> <p>One idea we adapted was...</p>	Use key vocabulary when discussing ways use explored your ideas.

## Task 2: Skills

<u>Bullet Points</u>	<u>Bullet point wording</u>	<u>How to answer</u>	<u>Structure / sentence starter examples</u>	<u>Top Tip(s)</u>
1	Your role in the group	<p>What is your role in the group?</p> <p>What is your character's purpose in the piece?</p> <p>How does this role appeal to a target audience and meet the requirements of the brief?</p>	<p>My role in the performance is...</p> <p>This role links to the brief because</p> <p>This role will appeal to the target audience because...</p>	Relate it to the brief
2 & 3	The skills and techniques you selected	<p>What techniques have you chosen to use and why?</p> <p>What skills have you chosen to use and why?</p> <p>How do these link to the brief?</p>	<p>An example of a successful technique I have used is...</p> <p>This technique links to the stimulus because...</p> <p>An example of a successful skill I have used is...</p> <p>This skill use links to the stimulus because...</p>	<p>Give four examples – 2 skills and 2 techniques.</p> <p>Link to the brief</p>
4	How you developed your skills and techniques	<p>What rehearsal techniques did you use to develop your piece?</p> <p>How does this link to the brief?</p>	<p>One rehearsal technique I used was...</p> <p>Using this rehearsal technique improved the piece because...</p> <p>It links to the brief because...</p>	Hot seating/ Feedback/ script writing/ research/ role on the wall

5	Your contribution to the piece	<p>What ideas did you contribute to the piece?</p> <p>How did you contribute as an actor to the piece?</p> <p>How did you contribute to the piece meeting the brief</p>	<p>An idea I contributed to the piece was...</p> <p>This links to the brief because...</p> <p>I contributed through research by...</p> <p>This all links to the brief because...</p>	Skills – think of the key vocabulary on the wall of A2
6	How the work of practitioners has influenced your development of skills and techniques	<p>Which practitioner influenced your development of skills and techniques?</p> <p>How does this link to the brief?</p>	<p>One practitioner that influenced of development of skills and techniques was...</p> <p>We were also influenced by...</p> <p>This links to the brief... (after each example)</p> <p>In conclusion...</p>	Identify professional influences but also explain how these shaped the development of your skill and technique use.

### Task 4: Evaluation

<u>Bullet Points</u>	<u>Bullet point wording</u>	<u>How to answer</u>	<u>Structure / sentence starter examples</u>	<u>Top Tip(s)</u>
1 & 3	How the outcome met the requirements of the brief The performance outcome	What did your performance do?  Did you succeed in communicating what you wanted to?  Did you meet the requirements of the brief?  Did you have a personal aim?	Overall, I think our performance was...  The piece was successful in communicating...  The piece met the requirements of the brief in the following ways...  My personal aim was...	Relate it to the brief
2	The development process as an individual and as a group	How did the rehearsal process go?  What problems did you encounter and how did you solve them?  What was a successful moment for you?  How does this link to the brief?	Our rehearsal process was....  One problem we encountered was...  A successful moment for me was...  This links to the brief because...	Give four examples – 2 rehearsal, 1 problem and 1 successful moment  Link to the brief
4	The key strengths of your work	What feedback did you get from the audience?  What did you see when you watched the performance back?  What did you achieve as an individual?  What did the group achieve?	After the performance, an example of some feedback I received was...  When I watched the performance back, I saw...  As an individual I achieved...  The group achieved...  We were able to meet the brief in the following ways...	Think of a target you wanted to achieve as an individual and as a group.

5	Areas for further development	What could you improve on?  What could you have done differently?	Personally, I think I could develop...  Feedback from the audience said we could have improved...  Watching the performance back, I would like to work on...  Overall ... (finish on a positive)	Get feedback from the group – on developments
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# GEOGRAPHY



Westhoughton  
HIGH SCHOOL



## Geography HOW TO ANSWER GUIDES

<u>Question No.</u>	<u>Question wording</u>	<u>How to answer</u>	<u>Structure / sentence starter examples</u>	<u>Top Tip(s)</u>
<u>Part 1: The challenge of natural hazards</u>				
1	<b>Using Figure 1</b> , compare the extent of Arctic sea ice ... 2 marks...	Use the figure  T – Trend  E = Example (place or data or both)  A = Anomaly – anything look odd	Figure 1 shows that in 1980 there was xxxxx <b>whereas</b> in 1990 it was xxxxxxxx	Compared = ensure a comparison is clear. Use of <b>whereas</b>
4	<b>Suggest how changes</b> in the extent of Arctic sea ice are evidence of climate change  2 marks	Present a possible case.  Show how a change will have an effect on the question	As the climate warms the amount of sea ice xxxxxx.  This happens because xxxxxxxx	Do not assume that the marker will know what you mean – make it obvious  <i>This happens because</i>
5	'International agreements are essential for managing climate change.'  <b>Do you agree?</b>  Explain your answer.  Use Figure 3 and your own understanding.  [4 marks	Use figure 3 and explain so what  Use your own knowledge  Make sure International Agreements are implicit in your answer .  Do you agree as the first point.	I agree.  Figure 3 shows International Agreements are essential as there is an agreement to use less fossil fuels. This means that all countries have .....  My own example is countries using debt relief to protect the Tropical Rainforests. This is essential because .....	1- The detail or quote needs to be linked to the International Agreements.  2- Make sure that this links back question – do you agree?  3. Use your own example.

6	<p><b>Using Figure 4</b>, name the type of plate margin shown at X.</p> <p>1 marks</p>	<p>Highlight x on the map</p>	<p><i>Ensure the lozenge is coloured in</i></p>	
9	<p><b>Explain why people</b> continue to live in areas that are at risk from a tectonic hazard.</p> <p>6 marks]</p>	<p>Set out purposes or reasons.</p> <p>Refer to case study detail</p> <p>Develop your points</p>	<p>Intro = 30 million people live in Tectonic Active areas</p> <p>(P) - <i>One reason why... (identify a feature volcanoes produce fertile soil)</i></p> <p>(E) This means that .....</p> <p>(A) - <i>This was important because ...</i></p> <p><i>Another reason people live in Nepal is</i></p>	<p>Never List multiple factors</p> <p>Don't just describe the information, actually explain what it is.</p> <p>Develop the advantages along social and economic lines.</p> <p>Use case study info.</p>

<p>11</p>	<p>Both immediate and long-term responses are needed after a tropical storm.'</p> <p>Discuss this statement.</p> <p>Use Figure 7 and an example of a tropical storm you have studied. [</p> <p>9 marks] [+ 3 SPaG marks</p>	<p>Must have an introduction and 2 PEA paragraphs AND a conclusion.</p> <p>You are being asked "Present key points about different ideas or strengths and weaknesses of an idea." so the higher mark answers will include any opinions on the statement</p>	<p><u>Introduction</u> – identify your case study – Figure 7 is bullit points on the response so will be clear in your answer this time.</p> <p><u>Paragraph 1 – Immediate effects</u></p> <p>(P) - <i>I agree that immediate responses...</i> <b>(use words from figure 7).</b></p> <p>(E) – <b>In Haiyan this was important because</b></p> <p>(A)- <i>This meant that / This led to / This was important because...</i></p> <p>Then repeat the structure for Long term Responses</p> <p>Conclusion</p> <p>Both are needed because</p> <p>Higher marks</p> <p><i>Relate to The Philippines level of development and the need to save lives immediately as opposed to long term economic improvements</i></p>	<p>Don't just describe the information, actually explain what it is.</p> <p>You do not need to use the information in the stimulus points but if you want more marks, you must go beyond them.</p> <p>The analysis has to clearly link back to the question and statement of why you agree or disagree - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Write this as a pieces of English Literature to get your Spag</p>
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## Other Command word not used in this question from 2024

### Assess

Make an informed judgement.

- Assess the extent of the challenges created by urban growth in LICs/NEEs. Use a case study of a city in an LIC/NEE. [9 marks] (2021)

### Intro

**My case study is**

**Urban growth creates many challenges such as the growth of Favella. This is a massive challenge because ..... This means that.....**

**Another challenge is providing services like water, electricity, crime, education and health care. Choose one and use a Pea paragraph**

### Describe

Set out characteristics.

Describe one or more impacts that international aid has had on a named LIC/NEE country. [4 marks]

**In Nigeria Aid has helped to reduce deaths by Malaria by ..... This is means that ....**

# Evaluate

Judge from available evidence

Evaluate the success or likely success of one or more strategies to resolve regional differences in the UK. [9 marks] (2020)

# To what extent

Judge the importance or success of (strategy, scheme, project, etc).

**You must give a judgement – Mixed – Partially – Fully – agree – disagree**

**Very similar command word that need to show both sides of the argument**



History

MEDICINE  
PAPER 1

+

ANGLO SAXONS/  
AMERICAN WEST  
PAPER 2

+

CIVIL RIGHTS/  
VIETNAM WAR  
PAPER 3



Westhoughton  
HIGH SCHOOL

**Paper 1: Medicine Through Time (including Western Front)**

<b><u>Question No.</u></b>	<b><u>Question wording</u></b>	<b><u>How to answer</u></b>	<b><u>Structure / sentence starter examples</u></b>	<b><u>Top Tip(s)</u></b>
<b><u>Part 1: Western Front</u></b>				
1	Describe one feature of X  (You will get two of these questions, each worth 2 marks)	Identify a valid feature of what the question is asking for in a sentence.  Then follow it up with precise supporting information about your identified feature.	<i>One feature of X is... (FULL STOP)</i>  <i>This was / it was etc.</i>	Make sure your supporting knowledge is actually linked to the feature.
2a	Study Sources A and B in the Sources Booklet. How useful are Sources A and B for an enquiry into X  Explain your answer, using Sources A and B and your knowledge of the historical context  (8 marks)	You need to write this question following SCOOP.  Your answers need to include:  SC - Source Content - what can you see in the picture / quotes from the source  O - Own Knowledge - what do you know about the question area?  O - Origin - who made the source and why does that make it useful?  P - Purpose - why was it made? How does this make it useful?	<i>Source A is useful for an enquiry into X as it shows... (insert quotes or describe details of the picture). This makes it useful for the enquiry because... (how do these details or quotes help finding out about the event). I know that... (insert your own knowledge about the enquiry area).</i>  <i>The source is a (what type of source is it; diary, picture etc) created by (who made it) which makes it useful because... It was made for the purpose of... This makes it useful because</i>  Repeat the above for source B	You can get marks in this question for just talking about the sources and why they are useful without using any historical knowledge (EASY MARKS)  Keep linking your answer back to how useful the source is - keep using the wording of the question.  For diary sources you could say "As the source is a diary it was not made for public viewing so therefore it is useful because it is the authors' true thoughts at the time"  For photos, if no one in the picture is looking at the camera you could say that it is useful as "it is not obviously staged therefore making it more useful because it is an accurate image of the event"

<p>2b</p>	<p>How could you follow up Source X to find out more about X</p> <p>(4 marks)</p>	<p>You will be given 4 short questions to answer on how a Historian could find out more about the question area.</p>	<p>1.Detail in source X that I could follow up</p> <p>Pick a quote or detail in the picture that you could look into further to find out more about your question area.</p> <p>2.Question I would ask</p> <p><b><i>Was this typical of X (you will need to fill in the rest of this sentence starter to apply it to the overall question area)</i></b></p> <p>3.What type of source could I use</p> <p>Pick one of the following types of sources where the information could be</p> <ul style="list-style-type: none"> <li>● National army records for individual soldiers</li> <li>● National newspaper reports</li> <li>● Government reports on ....</li> <li>● Medical articles by doctors who took part in the war/who worked at ....</li> <li>● Personal accounts about medical treatments by doctors or nurses or soldiers e.g. diaries and letters</li> <li>● Photographs of ...</li> <li>● Records from base hospitals or casualty clearing stations or RAP listing admissions and types of operations and injuries</li> <li>● Army statistics e.g. of types of injuries and operations or deaths</li> </ul> <p>4.How this would help answer my question <i>The records / photo / diary / personal account (etc) would show ...</i></p>	<p>1- The detail or quote needs to be linked to the enquiry, something that when looked into can actually give more information about it.</p> <p>2- If you can think of a better question on the spot when you have your sources, use that - just make sure that the question is linked to the overall enquiry.</p> <p>3- Do not use the same type of source as the one you have been given in the exam i.e if source A is a diary of a doctor, do not use another diary, pick something else.</p> <p>4- Make sure that this links back to the overall enquiry.</p>
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Part 2: Medicine in Britain

<p>3</p>	<p>Explain one way in which X in the (historical period 1) was similar / different to ideas about X in the (historical period 2)</p> <p>(4 marks).</p>	<p>Identify a valid similarity or difference in your opening sentence and end the sentence - do not go into detail about it yet.</p> <p>Give accurate and specific detail about the similarity / difference from historical period 1.</p> <p>Give accurate and specific detail about the similarity / difference from historical period 2.</p>	<p><i>One way in which X was different / similar was</i> <b>(identify a similarity or difference).</b></p> <p><i>In the ... (historical period 1) was</i> <b>(give specific and accurate information about the question area).</b></p> <p><i>Whereas / similarly in the ... (historical period 2) X was</i> <b>(give specific and relevant information about the question area)</b></p>	<p>Your answer should clearly have 3 distinct sections in it, do not just jump into the detail of the periods - identify the similarity or difference first.</p> <p>To ensure you get the 4 marks, after explaining both historical period, add some final analysis stating how the evidence provided shows it was similar / different.</p>
<p>4</p>	<p>Explain why .... You may use the following in your answer</p> <ul style="list-style-type: none"> <li>-</li> <li>-</li> </ul> <p>(12 marks)</p>	<p>3 PEA paragraphs</p>	<p>(P) - <i>One reason why...</i> <b>(identify a feature)</b></p> <p>(E) - Sentence starters here vary, just start to give specific information about the factor</p> <p>(A) - <i>This meant that / This led to / This was important because ...</i></p>	<p>Don't just describe the information, actually explain what it is.</p> <p>The stimulus points given are just to help, you do not need to use them - the higher marks are only given for those that write about something not given in the points.</p> <p>The analysis has to clearly link back to the question of why something happened - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Make sure your analysis is actually connected to the evidence you provided.</p>

<p>5 / 6</p>	<p>“Statement”</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer</p> <p>-</p> <p>-</p> <p>(16 marks)</p>	<p>3 PEA paragraphs AND a conclusion.</p> <p>You will be given the choice of two questions, pick which one you feel the most confident with.</p> <p>You are being asked “how far do you agree” so the higher mark answers will include any reasons why you disagree with the statement.</p>	<p><u>Paragraph 1</u> (P) -<i>To and extent I agree that...</i> <b>(use words from the statement given)</b></p> <p>(E) - Sentence starters here vary, just start to give specific information about the factor</p> <p>(A)- <i>This meant that / This led to / This was important because...</i></p> <p>Higher marks</p> <p>(C)- <i>However...</i></p> <p><u>Paragraph 2</u> (P) -<i>However I can disagree with the statement because ...</i> <b>(identify the factor of why you disagree - use words from the statement given)</b></p> <p>Repeat the rest of the paragraph as in paragraph 1.</p> <p><u>Paragraph 3</u> (P) -<i>Furthermore, I agree / disagree with the statement because ...</i> <b>(identify the factor of why you disagree)</b></p> <p>Repeat the rest of the paragraph as in paragraph 1.</p> <p><u>Paragraph 4</u></p> <p>Conclusion / judgement <i>Overall I agree / partially agree / disagree with the statement because...</i></p>	<p>Don't just describe the information, actually explain what it is.</p> <p>You do not need to use the information in the stimulus points but if you want more marks, you must go beyond them.</p> <p>The analysis has to clearly link back to the question and statement of why you agree or disagree - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Make sure your analysis is actually connected to the evidence you provided.</p> <p>You need to have at least one paragraph agreeing and a paragraph disagreeing.</p> <p>Your conclusion needs to be supported with a reason.</p>
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**Paper 2: Anglo Saxons & Normans**

<b><u>Question No.</u></b>	<b><u>Question wording</u></b>	<b><u>How to answer</u></b>	<b><u>Structure / sentence starter examples</u></b>	<b><u>Top Tip(s)</u></b>
1a	Describe one feature of X  (You will get two of these questions, each worth 2 marks)	Identify a valid feature of what it is asking in a sentence.  Then follow it up with precise supporting information about your identified feature.	<i>One feature of X is...</i> <b>(FULL STOP)</b>  <i>This was / it was etc.</i>	Your answer should clearly have 2 sentences minimum. Identify the feature and end the sentence, then start a new sentence to begin giving supporting knowledge.  Make sure your supporting knowledge is actually linked to the feature.
1b	Explain why .... You may use the following in your answer - -  (12 marks)	3 PEA paragraphs	(P) - <i>One reason why...</i> <b>(identify a feature)</b>  (E) - Sentence starters here vary, just start to give specific information about the factor  (A) - <i>This meant that / This led to / This was important because ...</i>	Don't just describe the information, actually explain what it is.  The stimulus points given are just to help, you do not need to use them - the higher marks are only given for those that write about something not given in the points.  The analysis has to clearly link back to the question of why something happened - be detailed in this section, this is where you actually tell the examiner the answer.  Make sure your analysis is actually connected to the evidence you provided.

<p>1c</p>	<p>“Statement”</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer</p> <p>-</p> <p>-</p> <p>(16 marks)</p>	<p>3 PEA paragraphs AND a conclusion.</p> <p>You will be given the choice of two questions, pick which one you feel the most confident with.</p> <p>You are being asked “how far do you agree” so the higher mark answers will include any reasons why you disagree with the statement.</p>	<p><u>Paragraph 1</u> (P) - <i>To and extent I agree that...</i> <b>(use words from the statement given)</b></p> <p>(E) - Sentence starters here vary, just start to give specific information about the factor</p> <p>(A)- <i>This meant that / This led to / This was important because...</i></p> <p>Higher marks</p> <p>(C)- <i>However...</i></p> <p><u>Paragraph 2</u> (P) - <i>However I can disagree with the statement because ...</i> <b>(identify the factor of why you disagree - use words from the statement given)</b></p> <p>(E) - Sentence starters here vary, just start to give specific information about the factor</p> <p>(A)- <i>This meant that / This led to / This was important because...</i></p> <p>Higher marks</p> <p>(C)- <i>However...</i></p> <p><u>Paragraph 3</u> (P) - <i>Furthermore, I agree / disagree with the statement because ...</i> <b>(identify the factor of why you disagree)</b></p> <p>(E) - Sentence starters here vary, just start to give specific information about the factor</p> <p>(A)- <i>This meant that / This led to / This was important because...</i></p> <p>Higher marks</p> <p>(C)- <i>However...</i></p>	<p>Don't just describe the information, actually explain what it is.</p> <p>You do not need to use the information in the stimulus points but if you want more marks, you must go beyond them.</p> <p>The analysis has to clearly link back to the question and statement of why you agree or disagree - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Make sure your analysis is actually connected to the evidence you provided.</p> <p>Analysis is where you actually answer and address the question directly.</p> <p>You need to have at least one paragraph agreeing and a paragraph disagreeing.</p> <p>Your conclusion needs to be supported with a reason.</p>
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			<p><u>Paragraph 4</u></p> <p>Conclusion / judgement  <i>Overall I agree / partially agree / disagree with the statement because...</i></p>	
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**Paper 2: American West**

1	<p>Explain one consequence of X</p> <p>(You will get two of these questions, each worth 4 marks)</p>	<p>Explain a direct result of something happening, good or bad.</p> <p>PEA paragraph</p>	<p>(P) <i>One consequence of X is (identify a valid consequence).</i></p> <p>(E) Sentence starters here vary, just start to give specific information about the consequence</p> <p>(A) <i>This meant that (explain why the evidence you have given is a consequence of X)</i></p>	<p>A consequence can be positive or negative.</p> <p>Specific knowledge should be given in the evidence.</p> <p>The analysis has to clearly link back to the question of why something happened - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Make sure your analysis is actually connected to the evidence you provided.</p>
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2	<p>Write a narrative account of X</p> <p>You may include the following in your answer:</p> <p>-</p> <p>-</p> <p>(8 marks)</p>	<p>Explain how X happened in the right order.</p> <p>Use linking phrases throughout your answer to show you have sequenced them correctly.</p>	<p><i>The X began with ... (identify the first stage of your narrative). This was (give information about this stage). (Linking phrase) This led to / this resulted in / this caused... (identify a second stage of your narrative). This was (give information about this stage). (Linking phrase) This led to / this resulted in / this caused... (identify a second stage of your narrative). This was... (give information about this stage). (Linking phrase) This finally led to / this ultimately resulted in / this caused...(identify a third and final stage of your narrative). This was... (give information about this stage).</i></p>	<p>For the most marks in this question, the events need to be sequenced in the right order and must include 3 historical events in the narrative.</p> <p>This is not just a story, you need to be able to say how each of the stages has an impact or leads to the next one.</p> <p>Examples of linking phrases:</p> <ul style="list-style-type: none"> <li>● This resulted in...</li> <li>● The caused...</li> <li>● A turning point...</li> </ul>
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				<ul style="list-style-type: none"> <li>● This led to...</li> <li>● As a result...</li> <li>● This was key as...</li> <li>● Consequently...</li> <li>● The impact of this...</li> <li>● Without this...</li> <li>● This meant that...</li> </ul>
3	<p>Explain two of the following:</p> <p>The importance of X for the Y</p> <p>(You will need to pick two of these to answer out of the three - each is worth 8 marks)</p>	<p>You will need to explain what X is and then how it impacted Y.</p>	<p>(P) <i>The X was important for the Y because...</i> <b>(identify one valid reason why it was important).</b></p> <p>(E) Sentence starters here vary but explain what X was, give historical facts about it.</p> <p>(A) <i>This was important for Y because...</i> <b>(Explain why X actually impacted Y - for example - what sort of things did it change?)</b></p>	<p>You cannot get more than 5 marks if you do not talk about the impact on Y.</p> <p>The impact on Y could be; a direct result or impact on different groups of people etc in the long term.</p>

**Paper 2: American West**

<p>1</p>	<p>Explain one consequence of X</p> <p>(You will get two of these questions, each worth 4 marks)</p>	<p>Explain a direct result of something happening, good or bad.</p> <p>PEA paragraph</p>	<p>(P) <i>One consequence of X is (identify a valid consequence).</i></p> <p>(E) Sentence starters here vary, just start to give specific information about the consequence</p> <p>(A) <i>This meant that (explain why the evidence you have given is a consequence of X)</i></p>	<p>A consequence can be positive or negative.</p> <p>Specific knowledge should be given in the evidence.</p> <p>The analysis has to clearly link back to the question of why something happened - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Make sure your analysis is actually connected to the evidence you provided.</p>
<p>2</p>	<p>Write a narrative account of X</p> <p>You may include the following in your answer:</p> <p>-</p> <p>-</p> <p>(8 marks)</p>	<p>Explain how X happened in the right order.</p> <p>Use linking phrases throughout your answer to show you have sequenced them correctly.</p>	<p><i>The X began with ... (identify the first stage of your narrative). This was (give information about this stage). (Linking phrase) This led to / this resulted in / this caused... (identify a second stage of your narrative). This was (give information about this stage). (Linking phrase) This led to / this resulted in / this caused... (identify a second stage of your narrative). This was... (give information about this stage). (Linking phrase) This finally led to / this ultimately resulted in / this caused...(identify a third and final stage of your narrative). This was... (give information about this stage).</i></p>	<p>For the most marks in this question, the events need to be sequenced in the right order and must include 3 historical events in the narrative.</p> <p>This is not just a story, you need to be able to say how each of the stages has an impact or leads to the next one.</p> <p>Examples of linking phrases:</p> <ul style="list-style-type: none"> <li>● This resulted in...</li> <li>● The caused...</li> <li>● A turning point...</li> <li>● This led to...</li> <li>● As a result...</li> <li>● This was key as...</li> <li>● Consequently...</li> <li>● The impact of this...</li> <li>● Without this...</li> <li>● This meant that...</li> </ul>

3	<p>Explain two of the following:</p> <p>The importance of X for the Y</p> <p>(You will need to pick two of these to answer out of the three - each is worth 8 marks)</p>	<p>You will need to explain what X is and then how it impacted Y.</p>	<p>(P) <i>The X was important for the Y because...</i> <b>(identify one valid reason why it was important).</b></p> <p>(E) Sentence starters here vary but explain what X was, give historical facts about it.</p> <p>(A) <i>This was important for Y because...</i> <b>(Explain why X actually impacted Y - for example - what sort of things did it change?)</b></p>	<p>You cannot get more than 5 marks if you do not talk about the impact on Y.</p> <p>The impact on Y could be; a direct result or impact on different groups of people etc in the long term.</p>
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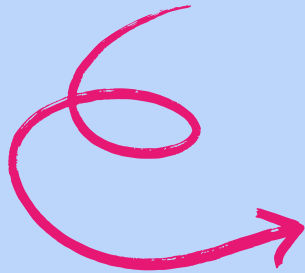
**Paper 3: Civil Rights (including Vietnam)**

<b><u>Question No.</u></b>	<b><u>Question wording</u></b>	<b><u>How to answer</u></b>	<b><u>Structure / sentence starter examples</u></b>	<b><u>Top Tip(s)</u></b>
1	<p>Give two things you can infer from Source A about X</p> <p>(4 marks)</p>	<p>Say something that you can learn about the question area from the source.</p> <p>Identify a detail in the picture or quote that supports what you are saying you have learned.</p>	<p>What I can infer: Sentence starters here vary depending on what you are looking at.</p> <p>Detail in the source that tells me this: use a direct quote or describe something in the picture.</p>	<p>Do these answers the opposite way round - answer the detail in the source first so you are just writing what you can see or have read. Then do the infer - what does the detail you have picked out tell you about the question area?</p>
2	<p>Explain why...</p> <p>You may use the following in your answer</p> <p>-</p> <p>-</p> <p>(12 marks)</p>	<p>3 PEA paragraphs</p> <p>You will be given the choice of two questions, pick which one you feel the most confident with.</p>	<p>(P) - <i>One reason why...</i> <b>(identify a feature)</b></p> <p>(E) - Sentence starters here vary, just start to give specific information about the factor</p> <p>(A) - <i>This meant that / This led to / This was important because ...</i></p>	<p>Don't just describe the information, actually explain what it is.</p> <p>The stimulus points given are just to help, you do not need to use them - the higher marks are only given for those that write about something not given in the points.</p> <p>The analysis has to clearly link back to the question of why something happened - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Make sure your analysis is actually connected to the evidence you provided.</p>

<p>3a</p>	<p>Study Sources B and C. How useful are Sources B and C for an enquiry into X</p> <p>Explain your answer, using Sources B and C and your knowledge of the historical context.</p> <p>(8 marks)</p>	<p>You need to write this question following SCOOP.</p> <p>Your answers need to include:</p> <p>SC - Source Content - what can you see in the picture / quotes from the source</p> <p>O - Own Knowledge - what do you know about the question area?</p> <p>O - Origin - who made the source and why does that make it useful?</p> <p>P - Purpose - why was it made? How does this make it useful?</p>	<p><i>Source B is useful for an enquiry into X as it shows... (insert quotes or describe details of the picture). This makes it useful for the enquiry because... (how do these details or quotes help finding out about the event). I know that... (insert your own knowledge about the enquiry area).</i></p> <p><i>The source is a (what type of source is it; diary, picture etc) created by (who made it) which makes it useful because... It was made for the purpose of... This makes it useful because</i></p> <p>Repeat the above for source B</p>	<p>You can get marks in this question for just talking about the sources and why they are useful without using any historical knowledge (EASY MARKS)</p> <p>All sources are useful to an extent.</p> <p>Keep linking your answer back to how useful the source is - keep using the wording of the question.</p> <p>For diary sources you could say “As the source is a diary it was not made for public viewing so therefore it is useful because it is the authors’ true thoughts at the time”</p> <p>For photos, if no one in the picture is looking at the camera you could say that it is useful as “it is not obviously staged therefore making it more useful because it is an accurate image of the event”</p>
<p>3b</p>	<p>Study Interpretations 1 and 2.</p> <p>They give different views about X (this will be the same question area as 3a)</p> <p>What is the main difference between these views?</p> <p>(4 marks)</p>	<p>Read each interpretation, you should be able to pick up on an overall belief of each interpretation on the topic i.e saying an event is a success or a failure.</p> <p>Pick out a quote for each source to support the belief you think the source has.</p>	<p><i>The main difference between the views in the interpretations is that they disagree on (insert view).</i></p> <p><i>Interpretation 1 states (“insert quote”). This suggests that...</i></p> <p><i>However, interpretation 2 has the view that... as it states (“insert quote”). This suggests that...</i></p>	<p>You do not need any historical knowledge for this question, just say what the difference is and give a quote or describe the picture for each viewpoint (EASY MARKS)</p> <p>To reach the top level marks for this question, you must include the “This suggests” sentence after each quote.</p>

<p>3c</p>	<p>Suggest one reason why Interpretations 1 and 2 give different views about X (this will be same question area as 3a)</p> <p>You may use Sources B and C to help explain your answer.</p> <p>(4 marks)</p>	<p>By this point you will have four sources / interpretations in your paper (2 from question 3a and 2 from question 3b).</p> <p>This question does not include the source given on question 1 of the paper.</p> <p>You need to match up the views in both sources to help your answer. You have already read all the information in questions 3a and 3b so these views should be clear to you at this point.</p>	<p><u>The interpretations may give different views about X because they have given weight to different sources.</u></p> <p>Source A shows / states (“insert quote”). This supports the view in interpretation X which shows / states (“insert quote”).</p> <p>However, source B shows / states “insert quote” which supports the view in interpretation X which shows / states (“insert quote”).</p>	<p>You do not need any historical knowledge for this question. Just match the interpretations originally given to the new sources (EASY MARKS)</p> <p>Remember the sentence starter that is underlined as it will get a mark for writing that.</p> <p>Do not write about the provenance of the sources / interpretations (who wrote it etc), this will not get you marks.</p>
<p>3d</p>	<p>How far do you agree with Interpretation 1/2 about X (same question area as 3a)?</p> <p>Explain your answer, using both interpretations and your knowledge of the historical context.</p> <p>(16 marks)</p> <p>(4 marks for SPaG)</p>	<p>You need to include quotes or descriptions of the picture and support with your own knowledge each time.</p> <p>Remember to link your answer back to if you actually agree with the view or agree to an extent.</p>	<p><b>The view in interpretation 1/2 is (insert the view - same way you did for question 3b). It states / shows (“insert quote” or a detail from the photo). This suggests that... I agree with this to a large / small extent because (add your own knowledge about the event to support the quote or detail). Interpretation 1/2 also states / shows (“insert quote” or a detail from the photo). This suggests that... I agree with this to a large / small extent because (add your own knowledge about the event to support the quote or detail).</b></p> <p><u>Paragraph 2</u>  <b>Repeat the above but for the other interpretation to challenge. However, I disagree with this to a large / small extent. The view in interpretation X. etc</b></p> <p><u>Paragraph 3 - conclusion</u>  <b>Overall, I agree / disagree / mostly agree / disagree etc with Interpretation 1/2 because...</b></p>	<p>By this point you will have looked at the interpretation several times across the last 2 questions so you can repeat parts of your previous answer in this.</p> <p>You need to link your paragraphs back to how far you agree.</p> <p>You can get marks in this question for stating what the quotes show and saying briefly if you agree with it or not (EASY MARKS) but obviously for good marks on this question you do need the historical knowledge to support.</p> <p>Your conclusion needs to be supported with reasons why and should be clear about how far you agree with it.</p>

MFL



French Foundation

- ★ Listening
- ★ Reading
- ★ Speaking
- ★ Writing



Westhoughton  
HIGH SCHOOL

## MFL Foundation Listening Exam

### Structure of the exam – 45 minutes

Section A – 12 questions including 1 question in two parts (Q11).

The crossover questions are Q7, Q8, Q9 and Q10. The crossover questions are the Grade 4 and 5 questions which means they are also on the Higher paper.

All topics, instructions and answers are written in English!

In Section A, some questions will require students to recall vocabulary and some questions will require you to process the language and infer a response (EG: the speaker says they work a lot and the multiple choice options are: difficult, tall and hardworking. Hardworking is therefore the answer.). Some questions will have distractors where students are required to fully understand what is being said and not just be able to identify vocabulary items.

Section B – 6 sentences to complete.

The topic and instructions are in English but you must complete sentences 1-3 in French / Spanish and write sentences 4-6 in full in French / Spanish!

You will hear 3 repeats of each transcript for each question.

Before the listening exam begins, you will have 5 minutes of reading time.

Use the reading time to read each question:

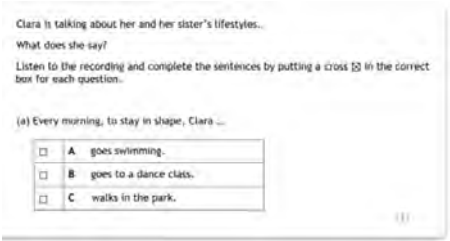
Note each question type.

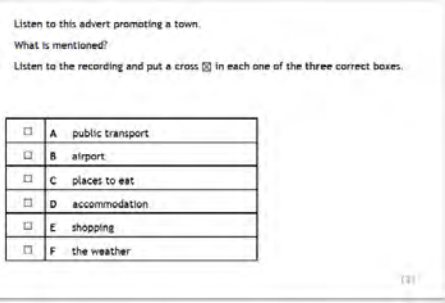
Note the topic of each question.

Think about what you might expect to hear based on the topic and the questions.

Note how to respond to each question –

Is it multiple choice? Do you need to write an open answer the question? Do you need to write in French or Spanish?

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
1, 5, 7, 10	<p>Put one <b>cross (x)</b> next to the answer you think is correct.</p> 	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q1 = Present timeframe</p> <p>Q5 = Present timeframe</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose an answer for each question based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand. Some multiple choice options are</p>

		<p>Q7 = Present and past timeframes</p> <p>Q10 = Present and future timeframes</p>		<p>mentioned but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<p>2, 4, 9</p>	<p>Put <b>crosses (x)</b> next to the answers you think are correct.</p> 	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q2 = Present time frame and simple conditional (Je voudrais / Me gustaría = I would like)</p> <p>Q4 = Present timeframe</p> <p>Q9 = Present and future timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose <b>three</b> answers based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<p>3, 8</p>	<p>Choose a word to complete each sentence from the word cloud.</p>	<p>Ensure you know the topic.</p> <p>Read the sentence starters – What kind of word (person, activity, food, transport) is needed to complete the sentence?</p> <p>Q3 = Present timeframe</p> <p>Q8 = Present and future</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose an answer for each sentence based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make logical guesses based on:</p>

	<p>Hugo is talking about helping the environment in a podcast. What does he say? Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <table style="width: 100%; text-align: center;"> <tr> <td>train</td> <td>bike</td> <td>car</td> <td>plane</td> </tr> <tr> <td>vegetables</td> <td>eggs</td> <td>fruit</td> <td>meat</td> </tr> <tr> <td>using paper bags</td> <td>recycling</td> <td>working in the garden</td> <td></td> </tr> </table> </div> <p>(a) When Hugo goes on holiday, he goes by _____.</p>	train	bike	car	plane	vegetables	eggs	fruit	meat	using paper bags	recycling	working in the garden		timeframes		The topic. What you have understood. The fact that the speakers are 16 years of age.
train	bike	car	plane													
vegetables	eggs	fruit	meat													
using paper bags	recycling	working in the garden														

6, 11b	<p>Write an open answer in English.</p> <p>Lucas, Manon and Rachid are talking about technology. What do they say? Listen to the recording and complete the following table in English. You do not need to write in full sentences.</p> <p>(a)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="text-align: center;">How to stay safe on social media</td> <td></td> </tr> <tr> <td style="text-align: center;">Lucas</td> <td style="height: 20px;"></td> <td style="text-align: right;">(1)</td> </tr> </table> <p>Myriam, Théo and Chloé are talking about the advantages and disadvantages of living in the countryside. What do they say? Listen to the podcast and complete the following tables in English. You do not need to write in full sentences.</p> <p>(a) Myriam</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Advantage</td> <td style="height: 20px;"></td> <td style="text-align: right;">(1)</td> </tr> <tr> <td>Disadvantage</td> <td style="height: 20px;"></td> <td style="text-align: right;">(1)</td> </tr> </table>		How to stay safe on social media		Lucas		(1)	Advantage		(1)	Disadvantage		(1)	<p>Ensure you know the topic.</p> <p>Q6 = Present timeframe</p> <p>Q11b = Present and past timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answer based on one piece of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
	How to stay safe on social media															
Lucas		(1)														
Advantage		(1)														
Disadvantage		(1)														

11a	<p>Write an open answer in English.</p> <p>(b) You also hear this report on events to celebrate diversity in France. Listen to the recording and answer the following questions in English. You do not need to write in full sentences.</p> <p>(i) Name <b>one</b> international day that France participates in.</p> <p>_____ (1)</p> <p>(ii) Name <b>one</b> type of event that towns organise to celebrate diversity.</p> <p>_____ (1)</p>	<p>Ensure you know the topic.</p> <p>Q11a = Present and past timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answer based on one piece of vocabulary that you understand.</p> <p>If you are unsure, make a</p>
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				<p>logical guess based on:  The topic.  What you have understood.  The fact that the speakers are 16 years of age.</p>
12	<p><b>Q1-3</b>  Complete the sentences completing the sentences in French / Spanish.  One word per gap.  <i>You are going to hear someone talking about music.</i></p> <p><small>Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word in Spanish.  Example: <i>Me encanta bailar mucho.</i></small></p> <p>1. Soy _____ de la _____ local.  2. Mi _____ es la _____.  3. Mi _____ toca el _____.</p> <p><b>Q4-6</b>  Write full sentences in French / Spanish.  <small>Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in Spanish.  Example: <i>Me gusta todo tipo de música.</i></small></p> <p>4. _____  5. _____  6. _____</p>	<p>Ensure you know the topic.</p> <p>The example links to the topic.</p> <p>Q2 and Q3 will each contain a word not on the vocabulary list.</p> <p>Q4-6 will only contain words from the vocabulary list.</p> <p>Present tense and simple conditional, immediate and future and future timeframe with the present tense.</p> <p>1<sup>st</sup> (I) and 3<sup>rd</sup> (He/She) person singular.</p>	<p>Write the words and sentences you hear.</p> <p>Make sure you write 20 words in total.</p> <p>Think about your knowledge of French phonics and the tricky letter combinations.</p> <p>OR</p> <p>Think about your knowledge of Spanish phonics and the tricky letters. Remember in Spanish you pronounce ALL letters EXCEPT h.</p> <p>Write the words and sentences you hear.</p> <p>Make sure you write 20 words in total.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you learn your phonics rules before the exam.</p> <p>Don't worry about not knowing the words you hear. Use your phonics knowledge and write what you hear.</p>

MFL Foundation Reading Exam

Structure of the exam – 45 minutes

Section A – 9 questions including 1 question in three parts (Q8).

The crossover questions are Q6, Q7 and Q8. The crossover questions are the Grade 4 and 5 questions which means they are also on the Higher paper.

All topics, instructions and answers are written in English!

In Section A, some questions will require students to recall vocabulary and some questions will require you to process the language and infer a response (EG: the speaker says they work a lot and the multiple choice options are: difficult, tall and hardworking. Hardworking is therefore the answer.). Some questions will have distractors where students are required to fully understand what is being said and not just be able to identify vocabulary items.

Section B – 5 thematically linked sentences to translate into English.

The topic and instructions are in English!

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>																																		
1, 3, 7, 8b	<p>Put one <b>cross (x)</b> next to the answer you think is correct.</p> <p>Who says what? Choose the correct answers. Put a cross ☒ in the correct column for each question.</p> <table border="1" data-bbox="226 959 689 1203"> <thead> <tr> <th>Who ...</th> <th>Alex</th> <th>Enzo</th> <th>Clara</th> </tr> </thead> <tbody> <tr> <td>(a) ... works in a shop?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(b) ... does sport?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(c) ... has a hot coffee?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(d) ... goes to town?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(e) ... helps their grandfather?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(f) ... does their homework?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(a) Complete the sentences below. Put a cross ☒ in the correct box for each question.</p> <p>(i) The town is ...</p> <table border="1" data-bbox="259 1382 647 1505"> <tbody> <tr> <td><input type="checkbox"/></td> <td>A new.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>B beautiful.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>C busy.</td> </tr> </tbody> </table>	Who ...	Alex	Enzo	Clara	(a) ... works in a shop?				(b) ... does sport?				(c) ... has a hot coffee?				(d) ... goes to town?				(e) ... helps their grandfather?				(f) ... does their homework?				<input type="checkbox"/>	A new.	<input type="checkbox"/>	B beautiful.	<input type="checkbox"/>	C busy.	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q1 = Present timeframe</p> <p>Q3 = Present timeframe</p> <p>Q7 = Mixture of timeframes; may include imperfect and conditional present tenses</p> <p>Q8b = Mixture of timeframes; may include imperfect and conditional present tenses</p>	<p>Choose an answer for each question based on what you read.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
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<input type="checkbox"/>	B beautiful.																																					
<input type="checkbox"/>	C busy.																																					

2, 5	<p>Put <b>crosses (x)</b> next to the answers you think are correct.</p> <p>Put a cross ☒ in each one of the <b>three</b> correct boxes.</p> <p>The hotel ...</p> <table border="1" data-bbox="226 427 676 783"> <tr> <td><input type="checkbox"/></td> <td>A is very small.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>B is near the station.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>C has a restaurant.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>D offers breakfast.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>E organises children's activities.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>F welcomes pets.</td> </tr> </table>	<input type="checkbox"/>	A is very small.	<input type="checkbox"/>	B is near the station.	<input type="checkbox"/>	C has a restaurant.	<input type="checkbox"/>	D offers breakfast.	<input type="checkbox"/>	E organises children's activities.	<input type="checkbox"/>	F welcomes pets.	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q2 = Present timeframe</p> <p>Q5 = Mixture of timeframes</p>	<p>Choose <b>three</b> answers based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<input type="checkbox"/>	A is very small.															
<input type="checkbox"/>	B is near the station.															
<input type="checkbox"/>	C has a restaurant.															
<input type="checkbox"/>	D offers breakfast.															
<input type="checkbox"/>	E organises children's activities.															
<input type="checkbox"/>	F welcomes pets.															
6, 8a	<p>Choose a word to complete each sentence from the word cloud.</p> <p>Complete the gap in each sentence using a word from the box below. There are more words than gaps.</p> <div data-bbox="226 1066 651 1150" style="border: 1px solid black; padding: 5px; display: flex; flex-wrap: wrap;"> <span style="margin-right: 10px;">comfortable</span> <span style="margin-right: 10px;">modern</span> <span style="margin-right: 10px;">practical</span>   <span style="margin-right: 10px;">museum</span> <span style="margin-right: 10px;">Eiffel Tower</span> <span style="margin-right: 10px;">stadium</span> <span style="margin-right: 10px;">theatre</span> </div> <p>(a) Hugo thinks his uniform is _____ . (1)</p> <p>(b) He didn't enjoy visiting the _____ last year. (1)</p> <p>(c) Yesterday his class went to the _____ . (1)</p>	<p>Ensure you know the topic.</p> <p>Read the sentence starters – What kind of word (person, activity, food, transport) is needed to complete the sentence?</p> <p>Q6 = Mixture of timeframes; may include imperfect and conditional tenses</p> <p>Q8a = Mixture of timeframes; may include imperfect and conditional tenses</p>	<p>Choose an answer for each sentence based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>												

4, 9	<p>Write an open answer in English.</p> <p>(a) Emma</p> <table border="1" data-bbox="230 129 689 220"> <tr> <td>One thing she likes to eat</td> <td>_____</td> </tr> <tr> <td>One sport she takes part in</td> <td>_____</td> </tr> </table> <p>Complete the tables in English. You do not need to write in full sentences.</p> <p>(a) Fatima</p> <table border="1" data-bbox="264 331 689 435"> <tr> <td>Her future education plans</td> <td>_____</td> </tr> <tr> <td>Reason why</td> <td>_____</td> </tr> </table>	One thing she likes to eat	_____	One sport she takes part in	_____	Her future education plans	_____	Reason why	_____	<p>Ensure you know the topic.</p> <p>Q4 = Mixture of timeframes</p> <p>Q9 = = Mixture of timeframes; may include imperfect and conditional tenses</p>	<p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you understand.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
One thing she likes to eat	_____											
One sport she takes part in	_____											
Her future education plans	_____											
Reason why	_____											
8c	<p>Write an open answer in English.</p> <p>(c) Answer the following questions in English. You do not need to write in full sentences.</p> <p>(i) What will her father make?</p> <p>_____</p> <p>(ii) Name one item Marie is hoping to get as a present.</p> <p>_____</p>	<p>Ensure you know the topic.</p>	<p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you understand.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>								
10	<p>Translate each sentence into English.</p>	<p>Ensure you know the topic.</p> <p>The example links to the topic.</p> <p>One past timeframe sentence will be used.</p>	<p>Translate the sentences into natural English ensuring that you have accounted for every French / Spanish word.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Don't worry about not knowing all the words in the sentences. Translate the words you do know.</p>								

		<p>The other 4 sentences will be present timeframe.</p> <p>One third person (He/She/They) will be used.</p>		
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## French Foundation Speaking Exam

**Before the speaking exam begins, you will have 14 minutes preparation time.**

**During the preparation time, you must:**

**Prepare how you will pronounce the sentences in the Read Aloud paragraph and think about what the follow up questions might be about based on the Thematic context and Sub-Topic of the paragraph.**

**Prepare how you will respond to each of the 5 Role Play prompts.**

**Choose one photo for the Picture Task and prepare a description of it. Then think about what the follow up questions might be about based on the Thematic Context.**

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
Part 1: Read aloud	<p>Read the scenario given on the card.</p> <p>Annotate the text to remind yourself how to pronounce tricky words.</p> <p>Take advantage of the 1 minute read aloud practice time before the exam begins.</p> <p>Read the text aloud.</p> <p>Answer the follow up questions.</p>	<p>Ensure you know the Thematic context and Sub-Topic of the Read Aloud during the preparation time this will help you when answering the follow up questions.</p> <p>The first follow up question will ask for your opinion:            Qu'est-ce que tu aimes...?            What do you like...? OR            Qu'est-ce que tu voudrais...?            What would you like...?</p>	<p>Think about your knowledge of French phonics and the tricky letter combinations.</p> <p>J'aime... / Je voudrais            + an activity related to the context.            I like... / I would like            + an activity related to the context.            The activities must be in the infinitive form.            EG:            écouter de la musique. – to listen to music.            faire un tour du monde. – to tour the world.            recycler du papier. – to recycle paper.</p> <p>You could also follow I like / I would like with a noun.            EG:            J'aime le poulet – I like chicken</p>	<p>Ensure you learn your phonics rules before the exam.</p> <p>Keep the answer short.</p>

		<p>The second follow up question will start:          Qu'est-ce que tu penses de...?          What do you think of...?</p>	<p>Je pense que c'est + an adjective.          I think that it is +          intéressant – interesting          super – super          ennuyeux / barbant – boring          facile – easy          difficile – difficult          important – important          utile / inutile – useful / useless          incroyable – incredible</p>	<p>Keep the answer short.</p> <p>If you don't know what is being asked, you can still respond.          EG:          Je pense que c'est super.          I think that it is super.</p> <p>Je pense que c'est important.          I think that it is important.</p>
<p>Part 2:          Role Play</p>	<p>Prepare a response to each prompt.</p>	<p>Ensure you know the Role Play scenario during the preparation time.</p> <p>Role Play Scenarios:          Café / restaurant          Shop / market / shopping centre          Hotel          Train station          Tourist information office          Cinema / theatre / concert hall          Campsite          Leisure centre          Doctor's surgery / hospital          In town</p>	<p>Think about French phonics so that you communicate clearly.</p> <p>Ensure you use at least two words in your response. Prepare a full sentence if you can.</p> <p>Remember you will have to ask one question so revise your question words:</p> <p>Est-ce que? – Do?          Qu'est-ce que? – What?          Que? – What?          Quand? – When?          Comment? – How?/What?          Qui? – Who?          Combien? – How much/many?          Où? – Where?          Pourquoi? – Why?</p>	<p>When preparing, number your response to each prompt matching the Role Play exam card.</p> <p>Keep the answers short.</p> <p>Common questions:</p> <p>C'est...? – Is it...?          Il y a...? – Is there...?          C'est combien? – How much is it?          À quelle heure ouvre...?          What time does ... open?          À quelle heure ferme...?          What time does ... close?          À quelle heure commence...?          What time does ... start?          À quelle heure finit...?          What time does ... end?</p>
<p>Part 3:          Picture Task</p>	<p>Choose one of the photos on the card.</p> <p>Describe the photo in detail including People, Location and Activity</p>	<p>People:          How many people are there?          Are they friends or family?          What are they wearing?          Can you describe their physical appearance?</p>	<p>People:          Sur la photo...          In the photo there is...          des amis - friends          une famille - a family          un garçon - a boy          une fille - a girl          ... garçons - ... boys          ... filles - ... girls          un homme - a man</p>	<p>Refer to the chatty mat (in your grammar and vocabulary book and also on SharePoint) for more ideas!</p> <p>Remember to give as many details as possible when describing the photo.</p>

		<p>Location: Where are they? What can you see in the background? What do you think the weather is like?</p> <p>Activity: What are they doing? Are they happy?</p> <p>Both questions will be about you own experiences / likes / dislikes / opinions of the Thematic Context related to the topic in the photo.</p> <p>The questions will be on the Thematic Context you have chosen.</p> <p>Remember that the exam board will</p>	<p>une femme - a woman ... hommes - ... men ... femmes - ... women Il/Elle porte (Ils/Elles portent) ... - He/She is (They are) wearing... Il/Elle a les cheveux... - He/She has... hair Ils/Elles ont les cheveux... - They have... hair</p> <p>Il y a... - There is... Il/Elle est (Ils/Elles sont) dans – He/She is (They are) in... une maison - a house un salon - a living room un jardin - a garden un parc - a park un bus - a bus des plantes - plants des arbres - trees Je pense que - I think that À mon avis - In my opinion il fait chaud - it is hot il fait beau - It is nice weather</p> <p>Il/Elle joue - He/She is playing Ils/Elles jouent - They are playing Il/Elle regarde - He/She is watching Ils/Elles regardent - They are watching Il/Elle est content(e) - He/She is happy Ils/Elles sont content(e)s - They are happy</p> <p>Listen to the question. Are there any words in the question that you can use in your answer? How do we flip the verbs in the sentence into the first person (I)? EG: Tu aimes...? / Aimes-tu...? -&gt; J'aime... Tu voudrais...? / Voudrais-tu...? -&gt; Je voudrais...</p> <p>Use sentence openers – EG: Le week-end – At the weekend Dans le passé – In the past</p>	<p>Know the question words so that you can work out what is being asked!</p> <p>Keep the answers short.</p> <p>Both questions require use of the present tense only.</p> <p>Know the question words so you can work out what you are being asked.</p>
Follow up questions				
Follow up conversation				

tell your teacher which Sub-Topic, within the Thematic Context, we must start the conversation with.

Le week-end dernier – Last weekend  
Le week-end prochain – Next weekend  
Dans le futur – In the future

Develop your answers – at least 2 sentences per question.

Use verbs accurately in the present, past and future tenses.

EG:

Je vais – I go	Je suis allé(e) – I went
Je mange – I eat	J'ai mangé – I ate
Je bois – I drink	J'ai bu – I drank
Je regarde – I watch	J'ai regardé – I watched
Je joue – I play	J'ai joué – I played
Je fais – I do	J'ai fait – I did / made
J'ai – I have	
Je suis – I am	

Je vais + infinitive – I am going to...

EG:

Je vais aller – I am going to go  
Je vais manger – I am going to eat

Give opinions using a range of language.

EG:

À mon avis – In my opinion  
Je pense que – I think that  
Je crois que – I believe that  
Pour moi – For me  
c'est – it is  
c'était – it was  
ce sera / ça va être – it will be / it is going to be  
très – very  
assez – quite  
un peu – a bit  
intéressant – interesting  
super – super  
ennuyeux / barbant – boring  
facile – easy  
difficile – difficult  
important – important  
utile / inutile – useful / useless  
incroyable – incredible

## French Foundation Writing Exam


### Structure of the exam – 1 hour and 15 minutes

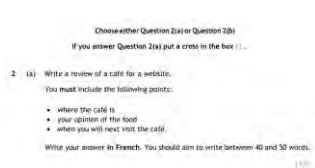
**Question 1 – Describe a photo**

**Question 2 – Write 40-50 words**

**Question 3 – Write 80-90 words**

**Question 4 – Translate 5 sentences into French**

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
1 – Describing a photo	<p>Write 4 simple sentences to describe a photo.</p>  <p><small>(Source: Pearson Asset Library AL1317407)</small></p> <p>1 Describe the photo. Write four short sentences in French.</p> <p>_____ (1)</p> <p>_____ (1)</p> <p>_____ (1)</p> <p>_____ (1)</p>	<p>The photo could be any scenario or location and it is not Thematic Context based.</p> <p>Think people, location and activity.</p>	<p>Sur la photo – In (On) the photo  il y a... - there is...  je vois... - I see...  des amis - friends  une famille - a family  un garçon - a boy  une fille - a girl  ... garçons - ... boys  ... filles - ... girls  un homme - a man  une femme - a woman  ... hommes - ... men  ... femmes - ... women  une maison - a house  un salon - a living room  un jardin - a garden  un parc - a park  un bus - a bus  des plantes - plants  des arbres - trees  Je pense que - I think that  À mon avis - In my opinion  il fait chaud - it is hot  il fait beau - it is nice weather</p>	<p>Ensure you know people and weather vocabulary.</p> <p>Keep each sentence simple.</p> <p>Example sentences include:  Sur la photo il y a une plage.  In the photo there is a beach.</p> <p>Je vois une famille.  I see a family.</p> <p>Il y a 5 personnes.  There are 5 people.</p> <p>Il fait beau.  It is nice weather.</p>
2 – Write 40-50 words	<p>Choose either 2a OR 2b – Put a cross in the box to indicate which</p>	<p>Write a review of... - The review could be any scenario from any of the Thematic Contexts.</p>	<p>Know a range of opinions so that you don't repeat vocabulary.  EG:</p>	<p>Leave a line in between each prompt so that it is clear to the examiner that you have</p>

	<p>task you have chosen.</p> <p>Write a response to each prompt:</p> 	<p>Although a review is a formal context, you do not have use a formal register.</p> <p>Prompt 1 = Describing in the present tense</p> <p>Prompt 2 = Opinion in the present tense</p> <p>Prompt 3 = Plans using the future timeframe</p>	<p>À mon avis – In my opinion  Je pense que – I think that  Je crois que – I believe that  Pour moi – For me  J’aime – I like  J’adore – I love  Je préfère – I prefer  Je n’aime pas – I don’t like  Je déteste – I hate  parce que – because  car – because  c’est – it is  ce sera – it will be  ça va être – it is going to be  très – very  assez – quite  un peu – a bit  intéressant – interesting  super – super  ennuyeux / barbant – boring  facile – easy  difficile – difficult  important – important  utile / inutile – useful / useless  incroyable – incredible</p> <p>Know sentence openers to refer to the future.  Dans le futur – In the future  À l’avenir – In the future</p> <p>Know how to use a range of verbs in the simple future tense.  Je vais + infinitive – I am going to...  EG:  Je vais aller – I am going to go  Je vais manger – I am going to eat</p>	<p>addressed each one.</p> <p>If you don’t have lots of ideas for one of the prompts, write at least one sentence and then write a bit more for at least one of the other prompts.</p>
<p>3 – Write 80-90 words</p>	<p>Choose either 3a OR 3b – Put a cross in the box to indicate which task you have chosen.</p>	<p>Write to a friend about... - The scenario could be from any of the Thematic Contexts.</p> <p>Prompt 1 = Describing in the present tense about the task topic</p>	<p>Use sentence openers –  EG:  Le week-end – At the weekend  Dans le passé – In the past  Le week-end dernier – Last weekend  Le week-end prochain – Next weekend  Dans le futur – In the future</p>	<p>Leave a line in between each prompt so that it is clear to the examiner that you have addressed each one.</p> <p>If you don’t have lots of ideas for one of the prompts, write at</p>

Write a response to each prompt:

Choose either Question 2(a) or Question 2(b).  
If you answer Question 2(a) put a cross in the box ( ).

2 (a) Write a review of a café for a website.  
You must include the following points:

- where the café is
- your opinion of the food
- when you will next visit the café

Write your answer in French. You should aim to write between 40 and 50 words.

Prompt 2 = Opinion in the present tense about the task topic

Prompt 3 = A past activity in the context of the task topic

Prompt 4 = A future activity in the context of the task topic

Use sequencers to develop your answers:

Tout d'abord – First of all

Puis – Then

Après – Afterwards

Plus tard – Later

Finalement – Finally

Use a range of conjunctions:

et – and

aussi – also

en plus – furthermore

mais – but

cependant – however

pourtant - however

parce que – because

car – because

Use verbs accurately in the present, past and future tenses.

EG:

Je vais – I go

Je suis allé(e) – I went

Je mange – I eat

J'ai mangé – I ate

Je bois – I drink

J'ai bu – I drank

Je regarde – I watch

J'ai regardé – I watched

Je joue – I play

J'ai joué – I played

Je fais – I do

J'ai fait – I did / made

J'ai – I have

Je suis – I am

Je vais + infinitive – I am going to...

EG:

Je vais aller – I am going to go

Je vais manger – I am going to eat

Know a range of opinions so that you don't repeat vocabulary.

EG:

À mon avis – In my opinion

Je pense que – I think that

Je crois que – I believe that

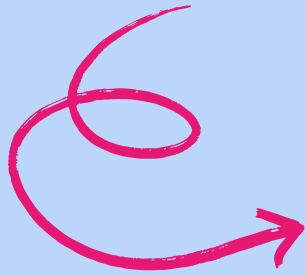
Pour moi – For me

J'aime – I like

least one sentence and then write a bit more for at least one of the other prompts.

			<p>J'adore – I love  Je préfère – I prefer  Je n'aime pas – I don't like  Je déteste – I hate  c'est – it is  c'était – it was  ce sera – it will be  ça va être – it is going to be  très – very  assez – quite  un peu – a bit  intéressant – interesting  super – super  ennuyeux / barbant – boring  facile – easy  difficile – difficult  important – important  utile / inutile – useful / useless  incroyable – incredible</p>	
4 – Translation into French	Translate the 5 thematically linked sentences into French.	<p>The sentences can be from any of the Thematic Contexts.</p> <p>Four sentences will be in the present timeframe.</p> <p>One sentence will be in the past timeframe.</p> <p>At least one sentence will be in the third person (he/she/they).</p>	<p>Translate the sentences into natural French ensuring that you have accounted for every English word.</p> <p>Know a range of vocabulary and grammatical structures so that you can access sentences from any Thematic Context.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Don't worry about not knowing all the words in the sentences. Translate the words you do know.</p>

MFL



French Higher

- ★ Listening
- ★ Reading
- ★ Speaking
- ★ Writing



Westhoughton  
HIGH SCHOOL

## MFL Higher Listening Exam

### Structure of the exam – 1 hour

Section A – 10 questions including 1 question in two parts (Q8 and Q9).

The crossover questions are Q1, Q2, Q3 and Q4. The crossover questions are the Grade 4 and 5 questions which means they are also on the Foundation paper.

All topics, instructions and answers are written in English!

In Section A, some questions will require students to recall vocabulary and some questions will require you to process the language and infer a response (EG: the speaker says they work a lot and the multiple choice options are: difficult, tall and hardworking. Hardworking is therefore the answer.). Some questions will have distractors where students are required to fully understand what is being said and not just be able to identify vocabulary items.

Section B – 6 sentences to complete.

The topic and instructions are in English but you must complete sentences 1-2 in French / Spanish and write sentences 3-6 in full in French / Spanish!

You will hear 3 repeats of each transcript for each question.

Before the listening exam begins, you will have 5 minutes of reading time.

Use the reading time to read each question:

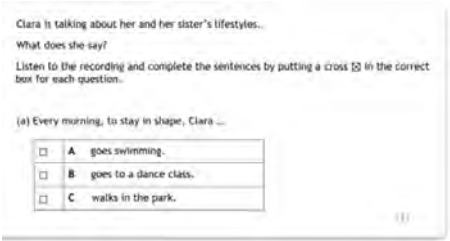
Note each question type.

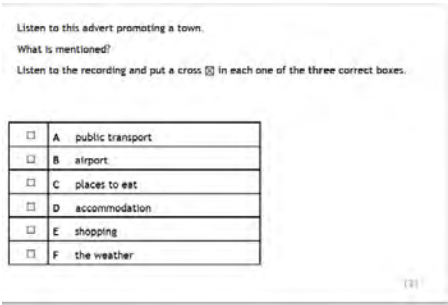
Note the topic of each question.

Think about what you might expect to hear based on the topic and the questions.

Note how to respond to each question –

Is it multiple choice? Do you need to write an open answer the question? Do you need to write in French or Spanish?

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
1, 4, 8	<p>Put one <b>cross (x)</b> next to the answer you think is correct.</p> 	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q1 = Present and past timeframes</p> <p>Q4 = Present and future</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose an answer for each question based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned</p>

		<p>timeframes</p> <p>Q8 = Present and simple conditional (je voudrais / me gustaría = I would like), future and past timeframes</p>		<p>but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
3, 9a	<p>Put <b>crosses (x)</b> next to the answers you think are correct.</p> 	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q3 = Present and future timeframes</p> <p>Q9a = Present tense, future and past timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose <b>three</b> answers based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
2, 6	<p>Choose a word to complete each sentence from the word cloud.</p>	<p>Ensure you know the topic.</p> <p>Read the sentence starters – What kind of word (person, activity, food, transport) is needed to</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose an answer for each sentence based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on</p>

	<p>Hugo is talking about helping the environment in a podcast. What does he say? Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; text-align: center;"> <tr> <td>train</td> <td>bike</td> <td>car</td> <td>plane</td> </tr> <tr> <td>vegetables</td> <td>eggs</td> <td>fruit</td> <td>meat</td> </tr> <tr> <td>using paper bags</td> <td>recycling</td> <td>working in the garden</td> <td></td> </tr> </table> </div> <p>(a) When Hugo goes on holiday, he goes by _____.</p>	train	bike	car	plane	vegetables	eggs	fruit	meat	using paper bags	recycling	working in the garden		<p>complete the sentence?</p> <p>Q2 = Present and future timeframes</p> <p>Q6 = Present tense and future timeframes</p>		<p>individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
train	bike	car	plane													
vegetables	eggs	fruit	meat													
using paper bags	recycling	working in the garden														
<p>5, 7</p>	<p>Write an open answer in English.</p> <p>Lucas, Manon and Rachid are talking about technology. What do they say? Listen to the recording and complete the following table in English. You do not need to write in full sentences.</p> <p>(a)</p> <table border="1" style="margin: 10px 0;"> <tr> <td></td> <td style="text-align: center;">How to stay safe on social media</td> <td></td> </tr> <tr> <td style="text-align: center;">Lucas</td> <td></td> <td style="text-align: right;">(1)</td> </tr> </table> <p>Myriam, Théo and Chloé are talking about the advantages and disadvantages of living in the countryside. What do they say? Listen to the podcast and complete the following tables in English. You do not need to write in full sentences.</p> <p>(a) Myriam</p> <table border="1" style="margin: 10px 0;"> <tr> <td style="text-align: center;">Advantage</td> <td></td> <td style="text-align: right;">(1)</td> </tr> <tr> <td style="text-align: center;">Disadvantage</td> <td></td> <td style="text-align: right;">(1)</td> </tr> </table>		How to stay safe on social media		Lucas		(1)	Advantage		(1)	Disadvantage		(1)	<p>Ensure you know the topic.</p> <p>Q5 = Present tense and future timeframes</p> <p>Q7 = Present timeframe</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
	How to stay safe on social media															
Lucas		(1)														
Advantage		(1)														
Disadvantage		(1)														
<p>9b</p>	<p>Write an open answer in English.</p> <p>(b) You also hear this report on events to celebrate diversity in France. Listen to the recording and answer the following questions in English. You do not need to write in full sentences.</p> <p>(i) Name <b>one</b> international day that France participates in.</p> <p>_____ (1)</p> <p>(ii) Name <b>one</b> type of event that towns organise to celebrate diversity.</p> <p>_____ (1)</p>	<p>Ensure you know the topic.</p> <p>Q9 = Present tense, future and past timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answer based on one piece of vocabulary that you understand.</p>												

				<p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<p>10</p>	<p><b>Q1-2</b> Complete the sentences completing the sentences in French / Spanish. One word per gap. <small>You are going to hear someone talking about food.</small> <small>Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap you will write one word in French.</small> <small>Example: J'aime les gâteaux et le chocolat.</small></p> <p>1. Le ..... est là .....</p> <p>2. J'aime ..... les ..... et les .....</p> <p><b>Q3-6</b> Write full sentences in French / Spanish. <small>Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.</small> <small>Example: Les glaces de ce magasin sont délicieuses.</small></p> <p>3. .... .....</p> <p>4. .... .....</p> <p>5. .... .....</p> <p>6. .... .....</p>	<p>Ensure you know the topic.</p> <p>The example links to the topic.</p> <p>Q1 will contain a word not on the vocabulary list.</p> <p>Q2 will contain two words not on the vocabulary list.</p> <p>Q3-6 will only contain words from the vocabulary list.</p> <p>Q5 and Q6 may be longer and contain more demanding grammatical structures.</p> <p>Present tense and simple conditional, immediate and future and future timeframe with the present tense.</p> <p>1<sup>st</sup> (I) and 3<sup>rd</sup> (He/She) person singular.</p>	<p>Write the words and sentences you hear.</p> <p>Make sure you write 30 words in total.</p> <p>Think about your knowledge of French phonics and the tricky letter combinations.</p> <p>OR</p> <p>Think about your knowledge of Spanish phonics and the tricky letters. Remember in Spanish you pronounce ALL letters EXCEPT h.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you learn your phonics rules before the exam.</p> <p>Don't worry about not knowing the words you hear. Use your phonics knowledge and write the words/sentences you hear.</p>

MFL Higher Reading Exam

Structure of the exam – 1 hour

Section A – 8 questions including 1 question in three parts (Q8) and 4 questions in two parts (Q4, Q5, Q6, Q7).

The crossover questions are Q1, Q2 and 3. The crossover questions are the Grade 4 and 5 questions which means they are also on the Higher paper.

All topics, instructions and answers are written in English!

In Section A, some questions will require students to recall vocabulary and some questions will require you to process the language and infer a response (EG: the speaker says they work a lot and the multiple choice options are: difficult, tall and hardworking. Hardworking is therefore the answer.). Some questions will have distractors where students are required to fully understand what is being said and not just be able to identify vocabulary items.

Section B – 5 thematically linked sentences to translate into English.

The topic and instructions are in English!

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>									
2, 3b, 4b, 7a	<p>Put one <b>cross (x)</b> next to the answer you think is correct.</p> <p>(a) Complete the sentences below.</p> <p>Put a cross <input checked="" type="checkbox"/> in the correct box for each question.</p> <p>(i) The town is ...</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>A</td> <td>new.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>B</td> <td>beautiful.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>C</td> <td>busy.</td> </tr> </table>	<input type="checkbox"/>	A	new.	<input type="checkbox"/>	B	beautiful.	<input type="checkbox"/>	C	busy.	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q2 = Mixture of timeframes; may include imperfect and conditional present tenses</p> <p>Q3 = Mixture of timeframes; may include imperfect and conditional present tenses</p> <p>Q4 = Varied use of timeframes; may include imperfect tenses and/or conditionals</p>	<p>Choose an answer for each question based on what you read.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<input type="checkbox"/>	A	new.											
<input type="checkbox"/>	B	beautiful.											
<input type="checkbox"/>	C	busy.											

		<p>Q7 = Wide range of timeframes; may include imperative or subjunctive moods</p>														
<p>5a, 6a</p>	<p>Put <b>crosses (x)</b> next to the answers you think are correct.</p> <p>Put a cross ☒ in each one of the <b>three</b> correct boxes.</p> <p>The hotel ...</p> <table border="1" data-bbox="226 461 676 820"> <tr> <td><input type="checkbox"/></td> <td>A is very small.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>B is near the station.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>C has a restaurant.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>D offers breakfast.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>E organises children's activities.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>F welcomes pets.</td> </tr> </table>	<input type="checkbox"/>	A is very small.	<input type="checkbox"/>	B is near the station.	<input type="checkbox"/>	C has a restaurant.	<input type="checkbox"/>	D offers breakfast.	<input type="checkbox"/>	E organises children's activities.	<input type="checkbox"/>	F welcomes pets.	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q5 = Varied use of timeframes; may include imperfect tenses and/or conditionals</p> <p>Q6a = Wide range of timeframes; may include imperative or subjunctive moods</p>	<p>Choose <b>three</b> answers based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<input type="checkbox"/>	A is very small.															
<input type="checkbox"/>	B is near the station.															
<input type="checkbox"/>	C has a restaurant.															
<input type="checkbox"/>	D offers breakfast.															
<input type="checkbox"/>	E organises children's activities.															
<input type="checkbox"/>	F welcomes pets.															
<p>Q1, 3a</p>	<p>Choose a word to complete each sentence from the word cloud.</p> <p>Complete the gap in each sentence using a word from the box below. There are more words than gaps.</p> <div data-bbox="226 1102 651 1185" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> <span>comfortable</span> <span>modern</span> <span>practical</span>   <span>museum</span> <span>Eiffel Tower</span> <span>stadium</span> <span>theatre</span> </div> <p>(a) Hugo thinks his uniform is _____ . (1)</p> <p>(b) He didn't enjoy visiting the _____ last year. (1)</p> <p>(c) Yesterday his class went to the _____ . (1)</p>	<p>Ensure you know the topic.</p> <p>Read the sentence starters – What kind of word (person, activity, food, transport) is needed to complete the sentence?</p> <p>Q1 = Mixture of timeframes; may include imperfect and conditional tenses</p> <p>3a = Mixture of timeframes; may include imperfect and conditional</p>	<p>Choose an answer for each sentence based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>												

		present tenses										
5b, 6b	<p>Write an open answer in English.</p> <p>(a) Emma</p> <table border="1" data-bbox="226 261 689 357"> <tr> <td>One thing she likes to eat</td> <td></td> </tr> <tr> <td>One sport she takes part in</td> <td></td> </tr> </table> <p>Complete the tables in English. You do not need to write in full sentences.</p> <p>(a) Fatima</p> <table border="1" data-bbox="262 464 689 568"> <tr> <td>Her future education plans</td> <td></td> </tr> <tr> <td>Reason why</td> <td></td> </tr> </table>	One thing she likes to eat		One sport she takes part in		Her future education plans		Reason why		<p>Ensure you know the topic.</p> <p>Q5 = Varied use of timeframes; may include imperfect tenses and/or conditionals</p> <p>Q6 = Wide range of timeframes; may include imperative or subjunctive moods</p>	<p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you understand.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
One thing she likes to eat												
One sport she takes part in												
Her future education plans												
Reason why												
3c, 4a, 7b, 8	<p>Write an open answer in English.</p> <p>(c) Answer the following questions in English. You do not need to write in full sentences.</p> <p>(i) What will her father make?</p> <hr/> <p>(ii) Name one item Marie is hoping to get as a present.</p> <hr/>	<p>Ensure you know the topic.</p> <p>Q3 = Mixture of timeframes; may include imperfect and conditional present tenses</p> <p>Q4 = Varied use of timeframes; may include imperfect tenses and/or conditionals</p> <p>Q7 = Wide range of timeframes; may include imperative or subjunctive moods</p> <p>Q8 = Wide range of timeframes; may include imperative or subjunctive moods</p>	<p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you understand.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>								

9	Translate each sentence into English.	<p>Ensure you know the topic.</p> <p>Present and past timeframes will be used.</p> <p>One future timeframe sentence may be used.</p> <p>At least one but no more than 2 third person (he/she/they) sentences will be used.</p>	Translate the sentences into natural English ensuring that you have accounted for every French / Spanish word.	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Don't worry about not knowing all the words in the sentences. Translate the words you do know.</p>

## French Higher Speaking Exam

**Before the speaking exam begins, you will have 14 minutes preparation time.**

**During the preparation time, you must:**

**Prepare how you will pronounce the sentences in the Read Aloud paragraph and think about what the follow up questions might be about based on the Thematic context and Sub-Topic of the paragraph.**

**Prepare how you will respond to each of the 5 Role Play prompts.**

**Choose one photo for the Picture Task and prepare a description of it. Then think about what the follow up questions might be about based on the Thematic Context.**

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
Part 1: Read aloud	<p>Read the scenario given on the card.</p> <p>Annotate the text to remind yourself how to pronounce tricky words.</p> <p>Take advantage of the 1 minute read aloud practice time before the exam begins.</p> <p>Read the text aloud.</p> <p>Answer the follow up questions.</p>	<p>Ensure you know the Thematic context and Sub-Topic of the Read Aloud during the preparation time this will help you when answering the follow up questions.</p> <p>The first follow up question will ask for your opinion:            Tu aimes... / Aimes-tu...?            Do you like...?            Qu'est-ce que tu aimes...?            What do you like...?            Qu'est-ce que tu voudrais...?            What would you like...?            Quel(le) est ton/ta... préféré(e)?            What is your favourite...?</p>	<p>Think about your knowledge of French phonics and the tricky letter combinations.</p> <p>J'aime... / Je voudrais            + an activity related to the context.            I like... / I would like            + an activity related to the context.            The activities must be in the infinitive form.            EG:            écouter de la musique. – to listen to music.            faire un tour du monde. – to tour the world.            recycler du papier. – to recycle paper.</p> <p>You could also follow I like / I would like with a noun.            EG:            J'aime le poulet – I like chicken</p>	<p>Ensure you learn your phonics rules before the exam.</p> <p>Keep the answer short.</p>

		<p>The second follow up question will start:          Quel est ton avis sur...?          What is your opinion on...?</p>	<p>Je pense que c'est + an adjective.          I think that it is +          intéressant – interesting          super – super          ennuyeux / barbant – boring          facile – easy          difficile – difficult          important – important          utile / inutile – useful / useless          incroyable – incredible</p>	<p>Keep the answer short.</p> <p>If you don't know what is being asked, you can still respond.          EG:          Je pense que c'est super.          I think that it is super.</p> <p>Je pense que c'est important.          I think that it is important.</p>
Part 2: Role Play	Prepare a response to each prompt.	<p>Ensure you know the Role Play scenario during the preparation time.</p> <p>Role Play Scenarios:          Café / restaurant          Shop / market / shopping centre          Hotel          Train station          Tourist information office          Cinema / theatre / concert hall          Campsite          Leisure centre          Doctor's surgery / hospital          In town</p>	<p>Think about French phonics so that you communicate clearly.</p> <p>Ensure you use at least two words in your response. Prepare a full sentence if you can.</p> <p>One of the prompts will require you to use the future tense.</p> <p>Remember you will have to ask two questions so revise your question words:</p> <p>Est-ce que? – Do?          Qu'est-ce que? – What?          Que? – What?          Quand? – When?          Comment? – How?/What?          Qui? – Who?          Combien? – How much/many?          Où? – Where?          Pourquoi? – Why?</p>	<p>When preparing, number your response to each prompt matching the Role Play exam card.</p> <p>Keep the answers short.</p> <p>Je vais + infinitive –          I am going to          On va + infinitive –          We are going to</p> <p>Common questions:</p> <p>C'est...? – Is it...?          Il y a...? – Is there...?          C'est combien? – How much is it?          À quelle heure ouvre...?          What time does ... open?          À quelle heure ferme...?          What time does ... close?          À quelle heure commence...?          What time does ... start?          À quelle heure finit...?          What time does ... end?</p>

<p>Part 3: Picture Task</p>	<p>Choose one of the photos on the card.</p> <p>Describe the photo in detail including People, Location and Activity</p>	<p>People: How many people are there? Are they friends or family? What are they wearing? Can you describe their physical appearance?</p> <p>Location: Where are they? What can you see in the background? What do you think the weather is like?</p> <p>Activity: What are they doing? Are they happy?</p>	<p>People: Sur la photo... In the photo there is... des amis - friends une famille - a family un garçon - a boy une fille - a girl ... garçons - ... boys ... filles - ... girls un homme - a man une femme - a woman ... hommes - ... men ... femmes - ... women Il/Elle porte (Ils/Elles portent) ... - He/She is (They are) wearing... Il/Elle a les cheveux... - He/She has... hair Ils/Elles ont les cheveux... - They have... hair</p> <p>Il y a... - There is... Il/Elle est (Ils/Elles sont) dans – He/She is (They are) in... une maison - a house un salon - a living room un jardin - a garden un parc - a park un bus - a bus des plantes - plants des arbres - trees Je pense que - I think that À mon avis - In my opinion il fait chaud - it is hot il fait beau - It is nice weather</p> <p>Il/Elle joue - He/She is playing Ils/Elles jouent - They are playing Il/Elle regarde - He/She is watching Ils/Elles regardent - They are watching Il/Elle est content(e) - He/She is happy Ils/Elles sont content(e)s - They are happy</p>	<p>Refer to the chatty mat (in your grammar and vocabulary book and also on SharePoint) for more ideas!</p> <p>Remember to give as many details as possible when describing the photo.</p>
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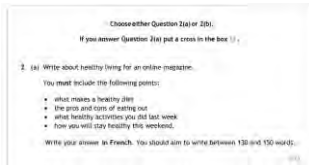
	Follow up questions	Both questions will be about you own experiences / likes / dislikes / opinions of the Thematic Context related to the topic in the photo but the second question requires you to use the past tense.	<p>Listen to the questions. Are there any words in the question that you can use in your answer? How do we flip the verbs in the sentence into the first person (I)? EG: Tu aimes...? / Aimes-tu...? -&gt; J'aime... Tu voudrais...? / Voudrais-tu...? -&gt; Je voudrais...</p> <p>For the past tense question, how do we use verbs in the past tense – first person (I)? Je suis allé(e) – I went J'ai joué – I played J'ai écouté – I listened J'ai recyclé – I recycled J'ai mangé – I ate J'ai étudié – I studied</p>	<p>Know the question words so that you can work out what is being asked!</p> <p>Keep the answers short.</p> <p>Use the correct tense needed to answer the question.</p> <p>Know the question words so you can work out what you are being asked.</p>
	Follow up conversation	<p>The questions will be on the Thematic Context you have chosen.</p> <p>Remember that the exam board will tell your teacher which Sub-Topic, within the Thematic Context, we must start the conversation with.</p>	<p>Use sentence openers – EG: Normalement – Normally En général – Generally De nos jours – Nowadays Le week-end – At the weekend Dans le passé – In the past Hier – Yesterday La semaine dernière – Last week Le week-end dernier – Last weekend Dans le futur / À l'avenir – In the future Demain – Tomorrow La semaine prochaine – Next week Le week-end prochain – Next weekend</p> <p>Use verbs accurately in the present, past and future tenses. EG: Je vais – I go Je mange – I eat Je bois – I drink Je regarde – I watch Je joue – I play Je fais – I do J'ai – I have</p> <p>Je suis allé(e) – I went J'ai mangé – I ate J'ai bu – I drank J'ai regardé – I watched J'ai joué – I played J'ai fait – I did / made</p>	<p>Develop your answers – at least 3 sentences per question.</p> <p>Include WOW phrases to access the higher grades: EG: ... est plus ... que... – ... is more... than... ... est moins ... que... – ... is less... than... ... est aussi... que... – ... is as... as... C'est le pire – It's the worst thing C'est le meilleur – It's the best thing La chose la plus <u>importante</u> est... – The most <u>important</u> thing is... Ce que j'aime le plus est – What I like most is... Ce que je préfère est... – What I prefer is... C'est mon truc –</p>

			<p>Je suis – I am</p> <p>Je vais + infinitive – I am going to... EG: Je vais aller – I am going to go Je vais manger – I am going to eat</p> <p>Give opinions using a range of language. EG: À mon avis – In my opinion Je pense que – I think that Je crois que – I believe that Pour moi – For me Je dirais que – I would say that c'est – it is c'était – it was ce sera / ça va être – it will be / it is going to be très – very assez – quite un peu – a bit Quel(le)...! – What a...! intéressant – interesting super – super ennuyeux / barbant – boring facile – easy difficile – difficult important – important utile / inutile – useful / useless incroyable – incredible</p>	<p>It's my thing Ce n'est pas mon truc – It's not my thing Je ne pense que que ce soit... – I don't think that it is... Bien que ce soit... – Although it is... Il faut que <u>je fasse</u>... – I must <u>do</u>... Autant que je sache... – As far as I know... soit ... soit... – either... or... En <u>mangeant</u>, <u>je parle avec</u>... – On/While <u>eating</u>, <u>I talk with</u>... Avant de + infinitive – Before <u>doing</u>... Après avoir <u>fait</u>... – After having <u>done</u>... Après être <u>allé(e)</u>... – After having <u>gone</u>... Je viens de... + infinitive – I have just... J'aurais dû <u>étudié</u>... – I should have <u>studied</u>... J'aurais préféré + infinitive... – I would have preferred to... Si j'étais riche,... – If I were rich,... (I would...) Si j'étais président(e), ... – If I were president, ... (I would...)</p>
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			<p>Je bois – I drink                      J'ai bu – I drank  Je regarde – I watch                J'ai regardé – I watched  Je joue – I play                        J'ai joué – I played  Je fais – I do                            J'ai fait – I did / made  J'ai – I have  Je suis – I am</p> <p>Je vais + infinitive – I am going to...  EG:  Je vais aller – I am going to go  Je vais manger – I am going to eat</p> <p>Know a range of opinions so that you don't repeat vocabulary.  EG:  À mon avis – In my opinion  Je pense que – I think that  Je crois que – I believe that  Pour moi – For me  J'aime – I like  J'adore – I love  Je préfère – I prefer  Je n'aime pas – I don't like  Je déteste – I hate  c'est – it is  c'était – it was  ce sera – it will be  ça va être – it is going to be  très – very  assez – quite  un peu – a bit  intéressant – interesting  super – super  ennuyeux / barbant – boring  facile – easy  difficile – difficult  important – important  utile / inutile – useful / useless  incroyable – incredible</p>	
2 – Write 130-150 words	Choose either 2a OR 2b – Put a cross in the box to indicate which task you have chosen.	Write an article/blog about... - The article/blog could be any scenario from any of the Thematic Contexts.	Normalement – Normally En général – Generally De nos jours – Nowadays Le week-end – At the weekend	Leave a line in between each prompt so that it is clear to the examiner that you have addressed each one.

Write a response to each prompt:



Although an article/blog is a formal context, you do not have to use a formal register.

Prompt 1 = Describing in the present tense about the task topic

Prompt 2 = The pros and cons of.. the task topic

Prompt 3 = A past activity in the context of the task topic

Prompt 4 = A future activity in the context of the task topic

Dans le passé – In the past

Use sentence openers –

EG:

Hier – Yesterday

La semaine dernière – Last week

Le week-end dernier – Last weekend

Dans le futur / À l'avenir – In the future

Demain – Tomorrow

La semaine prochaine – Next week

Le week-end prochain – Next weekend

Use sequencers to develop your answers:

Tout d'abord – First of all

Puis – Then

Après – Afterwards

Plus tard – Later

Finalement – Finally

Use a range of conjunctions:

et – and

aussi – also

en plus – furthermore

mais – but

cependant – however

pourtant - however

si - if

parce que – because

car – because

puisque – since

étant donné que – given that

Use verbs accurately in the present, past and future tenses.

EG:

Je vais – I go

Je mange – I eat

Je bois – I drink

Je regarde – I watch

Je joue – I play

Je fais – I do

J'ai – I have

Je suis – I am

Je suis allé(e) – I went

J'ai mangé – I ate

J'ai bu – I drank

J'ai regardé – I watched

J'ai joué – I played

J'ai fait – I did / made

Develop your answers – at least 3 extended sentences per question.

For prompt 2, start your answer with:

Il y a beaucoup d'avantages et d'inconvénients.

Then list at least one pro and one con.

EG:

- the pros and cons of eating school lunch

Il y a beaucoup d'avantages et d'inconvénients. Je dirais que j'adore la pizza puisque c'est très savoureux et aussi ce que j'aime le plus, c'est l'eau car ça ne coûte rien. Cependant, c'est trop cher et en plus la nourriture ce n'est pas saine.

Include WOW phrases to access the higher grades:

EG:

... est plus ... que... –

... is more... than...

... est moins ... que... –

... is less... than...

... est aussi... que... –

... is as... as...

C'est le pire –

It's the worst thing

C'est le meilleur –

It's the best thing

La chose la plus importante est... –

The most important thing is...

Ce que j'aime le plus est –

What I like most is...

Ce que je préfère est... –

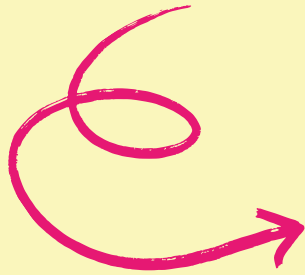
What I prefer is...

C'est mon truc –

			<p>Je vais + infinitive – I am going to...  EG:  Je vais aller – I am going to go  Je vais manger – I am going to eat</p> <p>Know a range of opinions so that you don't repeat vocabulary.  EG:  À mon avis – In my opinion  Je pense que – I think that  Je crois que – I believe that  Pour moi – For me  J'aime – I like  J'adore – I love  Je préfère – I prefer  Je n'aime pas – I don't like  Je déteste – I hate  c'est – it is  c'était – it was  ce sera – it will be  ça va être – it is going to be  très – very  assez – quite  un peu – a bit  intéressant – interesting  super – super  ennuyeux / barbant – boring  facile – easy  difficile – difficult  important – important  utile / inutile – useful / useless  incroyable – incredible</p>	<p>It's my thing  Ce n'est pas mon truc –  It's not my thing  Je ne pense que que ce soit...  – I don't think that it is...  Bien que ce soit... –  Although it is...  Il faut que <u>je fasse</u>... –  I must <u>do</u>...  Autant que je sache... –  As far as I know...  soit ... soit... – either... or...  En <u>mangeant</u>, <u>je parle avec</u>...  – On/While <u>eating</u>, <u>I talk with</u>...  Avant de + infinitive –  Before <u>doing</u>...  Après avoir <u>fait</u>... –  After having <u>done</u>...  Après être <u>allé(e)</u>... –  After having <u>gone</u>...  Je viens de... + infinitive –  I have just...  J'aurais dû <u>étudié</u>... –  I should have <u>studied</u>...  J'aurais préféré + infinitive... –  I would have preferred to...  Si j'étais riche,... –  If I were rich,... (I would...)  Si j'étais président(e), ... –  If I were president, ... (I would...)</p> <p>If you don't have lots of ideas for one of the prompts, write at least one sentence and then write a bit more for at least one of the other prompts.</p>
3 – Translation into French	Translate the 5 thematically linked sentences into French.	The sentences can be from any of the Thematic Contexts.	<p>Translate the sentences into natural French ensuring that you have accounted for every English word.</p> <p>Know a range of vocabulary and grammatical structures so that you can access sentences from</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Don't worry about not knowing all the words in the sentences.</p>

		<p>Present, past and future timeframes (future used only if necessary for the coherence of the text).</p> <p>Variety of first (I) and third (he/she/they) person sentences.</p>	<p>any Thematic Context.</p>	<p>Translate the words you do know.</p>
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# MFL



Spanish Foundation

- ★ Listening
- ★ Reading
- ★ Speaking
- ★ Writing



Westhoughton  
HIGH SCHOOL

## MFL Foundation Listening Exam

### Structure of the exam – 45 minutes

Section A – 12 questions including 1 question in two parts (Q11).

The crossover questions are Q7, Q8, Q9 and Q10. The crossover questions are the Grade 4 and 5 questions which means they are also on the Higher paper.

All topics, instructions and answers are written in English!

In Section A, some questions will require students to recall vocabulary and some questions will require you to process the language and infer a response (EG: the speaker says they work a lot and the multiple choice options are: difficult, tall and hardworking. Hardworking is therefore the answer.). Some questions will have distractors where students are required to fully understand what is being said and not just be able to identify vocabulary items.

Section B – 6 sentences to complete.

The topic and instructions are in English but you must complete sentences 1-3 in French / Spanish and write sentences 4-6 in full in French / Spanish!

You will hear 3 repeats of each transcript for each question.

Before the listening exam begins, you will have 5 minutes of reading time.

Use the reading time to read each question:

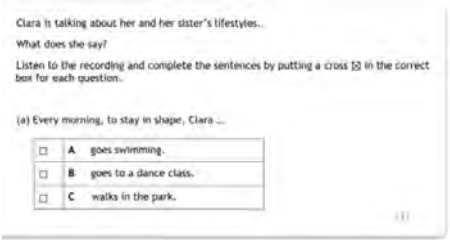
Note each question type.

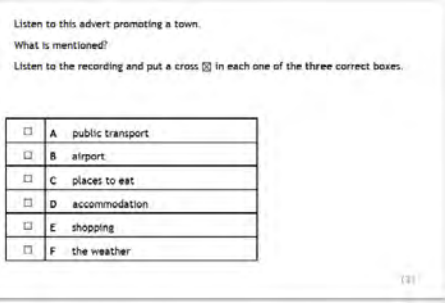
Note the topic of each question.

Think about what you might expect to hear based on the topic and the questions.

Note how to respond to each question –

Is it multiple choice? Do you need to write an open answer the question? Do you need to write in French or Spanish?

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
1, 5, 7, 10	<p>Put one <b>cross (x)</b> next to the answer you think is correct.</p> 	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q1 = Present timeframe</p> <p>Q5 = Present timeframe</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose an answer for each question based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand. Some multiple choice options are</p>

		<p>Q7 = Present and past timeframes</p> <p>Q10 = Present and future timeframes</p>		<p>mentioned but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<p>2, 4, 9</p>	<p>Put <b>crosses (x)</b> next to the answers you think are correct.</p> 	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q2 = Present time frame and simple conditional (Je voudrais / Me gustaría = I would like)</p> <p>Q4 = Present timeframe</p> <p>Q9 = Present and future timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose <b>three</b> answers based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<p>3, 8</p>	<p>Choose a word to complete each sentence from the word cloud.</p>	<p>Ensure you know the topic.</p> <p>Read the sentence starters – What kind of word (person, activity, food, transport) is needed to complete the sentence?</p> <p>Q3 = Present timeframe</p> <p>Q8 = Present and future</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose an answer for each sentence based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make logical guesses based on:</p>

	<p>Hugo is talking about helping the environment in a podcast. What does he say? Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; text-align: center;"> <tr> <td>train</td> <td>bike</td> <td>car</td> <td>plane</td> </tr> <tr> <td>vegetables</td> <td>eggs</td> <td>fruit</td> <td>meat</td> </tr> <tr> <td>using paper bags</td> <td>recycling</td> <td>working in the garden</td> <td></td> </tr> </table> </div> <p>(a) When Hugo goes on holiday, he goes by _____.</p>	train	bike	car	plane	vegetables	eggs	fruit	meat	using paper bags	recycling	working in the garden		timeframes		The topic. What you have understood. The fact that the speakers are 16 years of age.
train	bike	car	plane													
vegetables	eggs	fruit	meat													
using paper bags	recycling	working in the garden														

6, 11b	<p>Write an open answer in English.</p> <p>Lucas, Manon and Rachid are talking about technology. What do they say? Listen to the recording and complete the following table in English. You do not need to write in full sentences.</p> <p>(a)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td colspan="2">How to stay safe on social media</td> </tr> <tr> <td>Lucas</td> <td></td> <td>(1)</td> </tr> </table> <p>Myriam, Théo and Chloé are talking about the advantages and disadvantages of living in the countryside. What do they say? Listen to the podcast and complete the following tables in English. You do not need to write in full sentences.</p> <p>(a) Myriam</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Advantage</td> <td></td> <td>(1)</td> </tr> <tr> <td>Disadvantage</td> <td></td> <td>(1)</td> </tr> </table>		How to stay safe on social media		Lucas		(1)	Advantage		(1)	Disadvantage		(1)	<p>Ensure you know the topic.</p> <p>Q6 = Present timeframe</p> <p>Q11b = Present and past timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answer based on one piece of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
	How to stay safe on social media															
Lucas		(1)														
Advantage		(1)														
Disadvantage		(1)														

11a	<p>Write an open answer in English.</p> <p>(b) You also hear this report on events to celebrate diversity in France. Listen to the recording and answer the following questions in English. You do not need to write in full sentences.</p> <p>(i) Name <b>one</b> international day that France participates in.</p> <p>_____ (1)</p> <p>(ii) Name <b>one</b> type of event that towns organise to celebrate diversity.</p> <p>_____ (1)</p>	<p>Ensure you know the topic.</p> <p>Q11a = Present and past timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answer based on one piece of vocabulary that you understand.</p> <p>If you are unsure, make a</p>
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				<p>logical guess based on:  The topic.  What you have understood.  The fact that the speakers are 16 years of age.</p>
<p>12</p>	<p><b>Q1-3</b>  Complete the sentences completing the sentences in French / Spanish.  One word per gap.  <i>You are going to hear someone talking about music.</i></p> <p><small>Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word in Spanish.  Example: <i>Me encanta bailar mucho.</i></small></p> <p>1. Soy _____ de la _____ local.  2. Mi _____ es la _____.  3. Mi _____ toca el _____.</p> <p><b>Q4-6</b>  Write full sentences in French / Spanish.  <small>Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in Spanish.  Example: <i>Me gusta todo tipo de música.</i></small></p> <p>4. _____  5. _____  6. _____</p>	<p>Ensure you know the topic.</p> <p>The example links to the topic.</p> <p>Q2 and Q3 will each contain a word not on the vocabulary list.</p> <p>Q4-6 will only contain words from the vocabulary list.</p> <p>Present tense and simple conditional, immediate and future and future timeframe with the present tense.</p> <p>1<sup>st</sup> (I) and 3<sup>rd</sup> (He/She) person singular.</p>	<p>Write the words and sentences you hear.</p> <p>Make sure you write 20 words in total.</p> <p>Think about your knowledge of French phonics and the tricky letter combinations.</p> <p>OR</p> <p>Think about your knowledge of Spanish phonics and the tricky letters. Remember in Spanish you pronounce ALL letters EXCEPT h.</p> <p>Write the words and sentences you hear.</p> <p>Make sure you write 20 words in total.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you learn your phonics rules before the exam.</p> <p>Don't worry about not knowing the words you hear. Use your phonics knowledge and write what you hear.</p>

MFL Foundation Reading Exam

Structure of the exam – 45 minutes

Section A – 9 questions including 1 question in three parts (Q8).

The crossover questions are Q6, Q7 and Q8. The crossover questions are the Grade 4 and 5 questions which means they are also on the Higher paper.

All topics, instructions and answers are written in English!

In Section A, some questions will require students to recall vocabulary and some questions will require you to process the language and infer a response (EG: the speaker says they work a lot and the multiple choice options are: difficult, tall and hardworking. Hardworking is therefore the answer.). Some questions will have distractors where students are required to fully understand what is being said and not just be able to identify vocabulary items.

Section B – 5 thematically linked sentences to translate into English.

The topic and instructions are in English!

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>																																		
1, 3, 7, 8b	<p>Put one <b>cross (x)</b> next to the answer you think is correct.</p> <p>Who says what? Choose the correct answers. Put a cross ☒ in the correct column for each question.</p> <table border="1" data-bbox="226 959 689 1203"> <thead> <tr> <th>Who ...</th> <th>Alex</th> <th>Enzo</th> <th>Clara</th> </tr> </thead> <tbody> <tr> <td>(a) ... works in a shop?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(b) ... does sport?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(c) ... has a hot coffee?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(d) ... goes to town?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(e) ... helps their grandfather?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(f) ... does their homework?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(a) Complete the sentences below. Put a cross ☒ in the correct box for each question.</p> <p>(i) The town is ...</p> <table border="1" data-bbox="259 1382 647 1505"> <tbody> <tr> <td><input type="checkbox"/></td> <td>A new.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>B beautiful.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>C busy.</td> </tr> </tbody> </table>	Who ...	Alex	Enzo	Clara	(a) ... works in a shop?				(b) ... does sport?				(c) ... has a hot coffee?				(d) ... goes to town?				(e) ... helps their grandfather?				(f) ... does their homework?				<input type="checkbox"/>	A new.	<input type="checkbox"/>	B beautiful.	<input type="checkbox"/>	C busy.	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q1 = Present timeframe</p> <p>Q3 = Present timeframe</p> <p>Q7 = Mixture of timeframes; may include imperfect and conditional present tenses</p> <p>Q8b = Mixture of timeframes; may include imperfect and conditional present tenses</p>	<p>Choose an answer for each question based on what you read.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
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2, 5	<p>Put <b>crosses (x)</b> next to the answers you think are correct.</p> <p>Put a cross ☒ in each one of the <b>three</b> correct boxes.</p> <p>The hotel ...</p> <table border="1" data-bbox="226 427 676 783"> <tr> <td><input type="checkbox"/></td> <td>A is very small.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>B is near the station.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>C has a restaurant.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>D offers breakfast.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>E organises children's activities.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>F welcomes pets.</td> </tr> </table>	<input type="checkbox"/>	A is very small.	<input type="checkbox"/>	B is near the station.	<input type="checkbox"/>	C has a restaurant.	<input type="checkbox"/>	D offers breakfast.	<input type="checkbox"/>	E organises children's activities.	<input type="checkbox"/>	F welcomes pets.	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q2 = Present timeframe</p> <p>Q5 = Mixture of timeframes</p>	<p>Choose <b>three</b> answers based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
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<input type="checkbox"/>	F welcomes pets.															
6, 8a	<p>Choose a word to complete each sentence from the word cloud.</p> <p>Complete the gap in each sentence using a word from the box below. There are more words than gaps.</p> <div data-bbox="226 1066 651 1150" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> <span>comfortable</span> <span>modern</span> <span>practical</span>   <span>museum</span> <span>Eiffel Tower</span> <span>stadium</span> <span>theatre</span> </div> <p>(a) Hugo thinks his uniform is _____ . (1)</p> <p>(b) He didn't enjoy visiting the _____ last year. (1)</p> <p>(c) Yesterday his class went to the _____ . (1)</p>	<p>Ensure you know the topic.</p> <p>Read the sentence starters – What kind of word (person, activity, food, transport) is needed to complete the sentence?</p> <p>Q6 = Mixture of timeframes; may include imperfect and conditional tenses</p> <p>Q8a = Mixture of timeframes; may include imperfect and conditional tenses</p>	<p>Choose an answer for each sentence based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>												

4, 9	<p>Write an open answer in English.</p> <p>(a) Emma</p> <table border="1" data-bbox="230 132 687 220"> <tr> <td>One thing she likes to eat</td> <td>_____</td> </tr> <tr> <td>One sport she takes part in</td> <td>_____</td> </tr> </table> <p>Complete the tables in English. You do not need to write in full sentences.</p> <p>(a) Fatima</p> <table border="1" data-bbox="262 331 687 435"> <tr> <td>Her future education plans</td> <td>_____</td> </tr> <tr> <td>Reason why</td> <td>_____</td> </tr> </table>	One thing she likes to eat	_____	One sport she takes part in	_____	Her future education plans	_____	Reason why	_____	<p>Ensure you know the topic.</p> <p>Q4 = Mixture of timeframes</p> <p>Q9 = = Mixture of timeframes; may include imperfect and conditional tenses</p>	<p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you understand.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
One thing she likes to eat	_____											
One sport she takes part in	_____											
Her future education plans	_____											
Reason why	_____											
8c	<p>Write an open answer in English.</p> <p>(c) Answer the following questions in English. You do not need to write in full sentences.</p> <p>(i) What will her father make?</p> <p>_____</p> <p>(ii) Name one item Marie is hoping to get as a present.</p> <p>_____</p>	<p>Ensure you know the topic.</p>	<p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you understand.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>								
10	<p>Translate each sentence into English.</p>	<p>Ensure you know the topic.</p> <p>The example links to the topic.</p> <p>One past timeframe sentence will be used.</p>	<p>Translate the sentences into natural English ensuring that you have accounted for every French / Spanish word.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Don't worry about not knowing all the words in the sentences. Translate the words you do know.</p>								

		<p>The other 4 sentences will be present timeframe.</p> <p>One third person (He/She/They) will be used.</p>		
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## Spanish Foundation Speaking Exam

**Before the speaking exam begins, you will have 14 minutes preparation time.**

**During the preparation time, you must:**

**Prepare how you will pronounce the sentences in the Read Aloud paragraph and think about what the follow up questions might be about based on the Thematic context and Sub-Topic of the paragraph.**

**Prepare how you will respond to each of the 5 Role Play prompts.**

**Choose one photo for the Picture Task and prepare a description of it. Then think about what the follow up questions might be about based on the Thematic Context.**

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
Part 1: Read aloud	<p>Read the scenario given on the card.</p> <p>Annotate the text to remind yourself how to pronounce tricky words.</p> <p>Take advantage of the 1 minute read aloud practice time before the exam begins.</p> <p>Read the text aloud.</p> <p>Answer the follow up questions.</p>	<p>Ensure you know the Thematic context and Sub-Topic of the Read Aloud during the preparation time this will help you when answering the follow up questions.</p> <p>The first follow up question will ask for your opinion: ¿Qué te gusta...? What do you like...? ¿Qué te gustaría...? – What would you like...?</p>	<p>Think about your knowledge of Spanish phonics and the tricky letters. Remember in Spanish you pronounce ALL letters EXCEPT h.</p> <p>Me gusta / me gustaría... + an activity related to the context. I like... / I would like... + an activity related to the context. The activities must be in the infinitive form. EG: escuchar la música. – to listen to music. hacer turismo. – to go sightseeing. reciclar papel. – to recycle paper. You could also follow I like / I would like with a noun. EG: Me gusta el pollo – I like chicken</p>	<p>Ensure you learn your phonics rules before the exam.</p> <p>Keep the answer short.</p>

		<p>The second follow up question will start:  ¿Qué piensas de...?  What do you think of...?</p>	<p>Pienso que es + an adjective.  I think that it is +  interesante – interesting  súper – super  aburrido – boring  fácil – easy  difícil – difficult  importante – important  útil / inútil – useful / useless  increíble – incredible</p>	<p>Keep the answer short.</p> <p>If you don't know what is being asked, you can still respond.  EG:  Pienso que es súper.  I think that it is super.</p> <p>Pienso que es importante.  I think that it is important.</p>
Part 2: Role Play	<p>Prepare a response to each prompt.</p>	<p>Ensure you know the Role Play scenario during the preparation time.</p> <p>Role Play Scenarios:  Café / restaurant  Shop / market / shopping centre  Hotel  Train station  Tourist information office  Cinema / theatre / concert hall  Campsite  Leisure centre  Doctor's surgery / hospital  In town</p>	<p>Think about Spanish phonics so that you communicate clearly.</p> <p>Ensure you use at least two words in your response. Prepare a full sentence if you can.</p> <p>Remember you will have to ask one question so revise your question words:</p> <p>¿Qué? – What?  ¿Cuál? – What?/Which?  ¿Cuándo? – When?  ¿Cómo? – How?/What?  ¿Quién? – Who?  ¿Cuánto? – How much/many?  ¿Dónde? – Where?  ¿Por qué? – Why?</p>	<p>When preparing, number your response to each prompt matching the Role Play exam card.</p> <p>Keep the answers short.</p> <p>Common questions:</p> <p>¿Es...? – Is it...?  ¿Hay...? – Is there...?  ¿Cuánto es? – How much is it?  ¿A qué hora abre...?  What time does ... open?  ¿A qué hora cierra...?  What time does ... close?  ¿A qué hora comienza/empieza...?  What time does ... start?  ¿A qué hora termina...?  What time does ... end?</p>
Part 3: Picture Task	<p>Choose one of the photos on the card.</p> <p>Describe the photo in detail including People, Location and Activity</p>	<p>People:  How many people are there?  Are they friends or family?  What are they wearing?  Can you describe their physical appearance?</p>	<p>People:  En la foto...  In the photo there is...  amigos / amigas - friends  una familia - a family  un chico / niño - a boy  una chica / niña - a girl  ... chicos / niños - ... boys  ... chicas / niñas - ... girls</p>	<p>Refer to the chatty mat (in your grammar and vocabulary book and also on SharePoint) for more ideas!</p> <p>Remember to give as many details as possible when describing the photo.</p>

		<p>Location: Where are they? What can you see in the background? What do you think the weather is like?</p> <p>Activity: What are they doing? Are they happy?</p> <p>Both questions will be about you own experiences / likes / dislikes / opinions of the Thematic Context related to the topic in the photo.</p>	<p>un hombre - a man una mujer - a woman ... hombres - ... men ... mujeres - ... women Lleva / Está llevando (Llevan / Están llevando)... - He/She is (They are) wearing...</p> <p>Tiene(n) el pelo... - He/She has (They have)... hair</p> <p>Hay... - There is... Está (Están) en – He/She is (They are) in... una casa - a house un salón - a living room un jardín - a garden un parque - a park un autobús - a bus plantas - plants árboles - trees Pienso que - I think that En mi opinión - In my opinion hace calor - it is hot hace sol - It is sunny</p> <p>Juega / Está jugando - He/She is playing Juegan / Están jugando - They are playing Ve / Está viendo - He/She is watching Ven / Están viendo - They are watching Está contento/a - He/She is happy Están contentos/as - They are happy</p> <p>Listen to the question. Are there any words in the question that you can use in your answer? How do we flip the verbs in the sentence into the first person (I)? EG: ¿Te gusta...? -&gt; Me gusta... ¿Qué piensas de...? -&gt; Pienso que...</p>	<p>Know the question words so that you can work out what is being asked!</p> <p>Keep the answers short.</p> <p>Both questions require use of the present tense only.</p> <p>Know the question words so you can work out what you are</p>
	Follow up questions	The questions will be on the Thematic Context you have chosen.	Use sentence openers – EG:	
	Follow up conversation			

Remember that the exam board will tell your teacher which Sub-Topic, within the Thematic Context, we must start the conversation with.

Normalmente – Normally  
En el pasado – In the past  
En el futuro – In the future

Use verbs accurately in the present, past and future tenses.

EG:

Voy – I go	Fui – I went
Como – I eat	Comí – I ate
Bebo – I drink	Bebí – I drank
Veo – I watch	Vi – I watched
Juego – I play	Jugué – I played
Hago – I do	Hice – I did / made
Tengo – I have	
Soy / Estoy – I am	

Voy a + infinitive – I am going to...

EG:

Voy a ir – I am going to go  
Voy a comer – I am going to eat

Give opinions using a range of language.

EG:

En mi opinión – In my opinion  
Pienso que – I think that  
Creo que – I believe that  
Para mí – For me  
es – it is  
fue – it was  
será / va a ser – it will be / it is going to be  
muy – very  
bastante – quite  
un poco – a bit  
interesante – interesting  
súper – super  
aburrido – boring  
fácil – easy  
difícil – difficult  
importante – important  
útil / inútil – useful / useless  
increíble – incredible

being asked.

Develop your answers – at least 2 sentences per question.

## Spanish Foundation Writing Exam


### Structure of the exam – 1 hour and 15 minutes

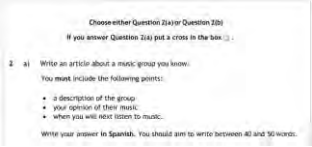
**Question 1 – Describe a photo**

**Question 2 – Write 40-50 words**

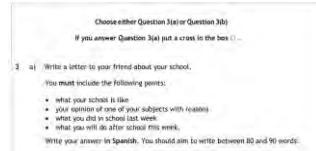
**Question 3 – Write 80-90 words**

**Question 4 – Translate 5 sentences into Spanish**

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
1 – Describing a photo	<p>Write 4 simple sentences to describe a photo.</p>  <p>1 Describe the photo. Write four short sentences in Spanish.</p> <p>_____ (2)</p> <p>_____ (2)</p> <p>_____ (2)</p> <p>_____ (2)</p>	<p>The photo could be any scenario or location and it is not Thematic Context based.</p> <p>Think people, location and activity.</p>	<p>En la foto – In the photo                      hay... - there is...                      veo... - I see...                      amigo - friends                      una familia - a family                      un chico / niño - a boy                      una chica / niña - a girl                      ... chicos - ... boys                      ... chicas - ... girls                      un hombre - a man                      una mujer - a woman                      ... hombres - ... men                      ... mujeres - ... women                      una casa - a house                      un salón - a living room                      un jardín - a garden                      un parque - a park                      un autobús - a bus                      plantas - plants                      árboles - trees                      Pienso que - I think that                      En mi opinión - In my opinion                      hace calor - it is hot                      hace sol - it is sunny</p>	<p>Ensure you know people and weather vocabulary.</p> <p>Keep each sentence simple.</p> <p>Example sentences include:                      En la foto, hay una playa.                      In the photo there is a beach.</p> <p>Veo una familia.                      I see a family.</p> <p>Hay 5 personas.                      There are 5 people.</p> <p>Hace calor.                      It is hot.</p>
2 – Write 40-50 words	<p>Choose either 2a OR 2b – Put a cross in the box to indicate which</p>	<p>Write a review of... - The review could be any scenario from any of the Thematic Contexts.</p>	<p>Know a range of opinions so that you don't repeat vocabulary.                      EG:</p>	<p>Leave a line in between each prompt so that it is clear to the examiner that you have</p>

	<p>task you have chosen.</p> <p>Write a response to each prompt:</p> 	<p>Although a review is a formal context, you do not have use a formal register.</p> <p>Prompt 1 = Describing in the present tense</p> <p>Prompt 2 = Opinion in the present tense</p> <p>Prompt 3 = Plans using the future timeframe</p>	<p>En mi opinión – In my opinion  Pienso que – I think that  Creo que – I believe that  Para mí – For me  Me gusta(n) – I like  Me encanta(n) – I love  Prefiero – I prefer  No me gusta(n) – I don't like  Detesto / Odio – I hate  es – it is  será / va a ser – it will be / it is going to be  muy – very  bastante – quite  un poco – a bit  interesante – interesting  súper – super  aburrido – boring  fácil – easy  difícil – difficult  importante – important  útil / inútil – useful / useless  increíble – incredible</p> <p>Know sentence openers to refer to the future.  En el futuro – In the future</p> <p>Know how to use a range of verbs in the simple future tense.  Voy a + infinitive – I am going to...  EG:  Voy a ir – I am going to go  Voy a comer – I am going to eat</p>	<p>addressed each one.</p> <p>If you don't have lots of ideas for one of the prompts, write at least one sentence and then write a bit more for at least one of the other prompts.</p>
<p>3 – Write 80-90 words</p>	<p>Choose either 3a OR 3b – Put a cross in the box to indicate which task you have chosen.</p>	<p>Write to a friend about... - The scenario could be from any of the Thematic Contexts.</p> <p>Prompt 1 = Describing in the present tense about the task topic</p> <p>Prompt 2 = Opinion in the present tense about the task topic</p>	<p>Use sentence openers –  EG:  Normalmente – Normally  En el pasado – In the past  En el futuro – In the future</p> <p>Use sequencers to develop your answers:  Primero – First of all  Luego – Then  Después – Afterwards  Más tarde – Later</p>	<p>Leave a line in between each prompt so that it is clear to the examiner that you have addressed each one.</p> <p>If you don't have lots of ideas for one of the prompts, write at least one sentence and then write a bit more for at least one of the other prompts.</p>

Write a response to each prompt:



Prompt 3 = A past activity in the context of the task topic

Prompt 4 = A future activity in the context of the task topic

Finalmente – Finally

Use a range of conjunctions:

y – and

también – also

además – furthermore

pero – but

sin embargo – however

no obstante – however

porque – because

Use verbs accurately in the present, past and future tenses.

EG:

Voy – I go

Fui – I went

Como – I eat

Comí – I ate

Bebo – I drink

Bebí – I drank

Veo – I watch

Vi – I watched

Juego – I play

Jugué – I played

Hago – I do

Hice – I did / made

Tengo – I have

Soy / Estoy – I am

Voy a + infinitive – I am going to...

EG:

Voy a ir – I am going to go

Voy a comer – I am going to eat

Know a range of opinions so that you don't repeat vocabulary.

EG:

En mi opinión – In my opinion

Pienso que – I think that

Creo que – I believe that

Para mí – For me

Me gusta(n) – I like

Me encanta(n) – I love

Prefiero – I prefer

No me gusta(n) – I don't like

Detesto / Odio – I hate

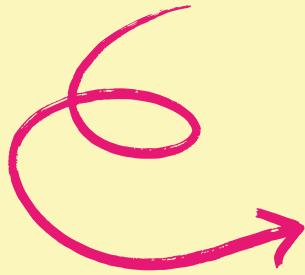
es – it is

fue – it was

será / va a ser – it will be / it is going to be

			muy – very bastante – quite un poco – a bit interesante – interesting súper – super aburrido – boring fácil – easy difícil – difficult importante – important útil / inútil – useful / useless increíble – incredible	
4 – Translation into Spanish	Translate the 5 thematically linked sentences into Spanish.	The sentences can be from any of the Thematic Contexts.  Four sentences will be in the present timeframe.  One sentence will be in the past timeframe.  At least one sentence will be in the third person (he/she/they).	Translate the sentences into natural Spanish ensuring that you have accounted for every English word.  Know a range of vocabulary and grammatical structures so that you can access sentences from any Thematic Context.	Ensure you have revised the vocabulary lists for the whole course.  Don't worry about not knowing all the words in the sentences. Translate the words you do know.

MFL



Spanish Higher

- ★ Listening
- ★ Reading
- ★ Speaking
- ★ Writing



Westhoughton  
HIGH SCHOOL

## MFL Higher Listening Exam

### Structure of the exam – 1 hour

Section A – 10 questions including 1 question in two parts (Q8 and Q9).

The crossover questions are Q1, Q2, Q3 and Q4. The crossover questions are the Grade 4 and 5 questions which means they are also on the Foundation paper.

All topics, instructions and answers are written in English!

In Section A, some questions will require students to recall vocabulary and some questions will require you to process the language and infer a response (EG: the speaker says they work a lot and the multiple choice options are: difficult, tall and hardworking. Hardworking is therefore the answer.). Some questions will have distractors where students are required to fully understand what is being said and not just be able to identify vocabulary items.

Section B – 6 sentences to complete.

The topic and instructions are in English but you must complete sentences 1-2 in French / Spanish and write sentences 3-6 in full in French / Spanish!

You will hear 3 repeats of each transcript for each question.

Before the listening exam begins, you will have 5 minutes of reading time.

Use the reading time to read each question:

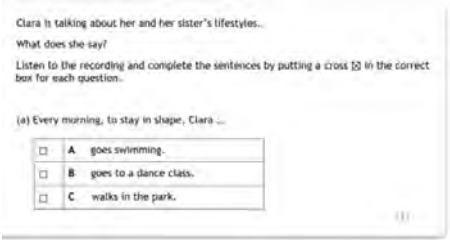
Note each question type.

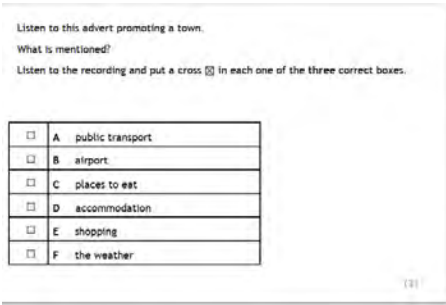
Note the topic of each question.

Think about what you might expect to hear based on the topic and the questions.

Note how to respond to each question –

Is it multiple choice? Do you need to write an open answer the question? Do you need to write in French or Spanish?

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
1, 4, 8	<p>Put one <b>cross (x)</b> next to the answer you think is correct.</p> 	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q1 = Present and past timeframes</p> <p>Q4 = Present and future</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose an answer for each question based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned</p>

		<p>timeframes</p> <p>Q8 = Present and simple conditional (je voudrais / me gustaría = I would like), future and past timeframes</p>		<p>but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<p>3, 9a</p>	<p>Put <b>crosses (x)</b> next to the answers you think are correct.</p> 	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q3 = Present and future timeframes</p> <p>Q9a = Present tense, future and past timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose <b>three</b> answers based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<p>2, 6</p>	<p>Choose a word to complete each sentence from the word cloud.</p>	<p>Ensure you know the topic.</p> <p>Read the sentence starters – What kind of word (person, activity, food, transport) is needed to</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Choose an answer for each sentence based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on</p>

	<p>Hugo is talking about helping the environment in a podcast. What does he say? Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; text-align: center;"> <tr> <td>train</td> <td>bike</td> <td>car</td> <td>plane</td> </tr> <tr> <td>vegetables</td> <td>eggs</td> <td>fruit</td> <td>meat</td> </tr> <tr> <td>using paper bags</td> <td>recycling</td> <td>working in the garden</td> <td></td> </tr> </table> </div> <p>(a) When Hugo goes on holiday, he goes by _____.</p>	train	bike	car	plane	vegetables	eggs	fruit	meat	using paper bags	recycling	working in the garden		<p>complete the sentence?</p> <p>Q2 = Present and future timeframes</p> <p>Q6 = Present tense and future timeframes</p>		<p>individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
train	bike	car	plane													
vegetables	eggs	fruit	meat													
using paper bags	recycling	working in the garden														

<p>5, 7</p>	<p>Write an open answer in English.</p> <p>Lucas, Manon and Rachid are talking about technology. What do they say? Listen to the recording and complete the following table in English. You do not need to write in full sentences.</p> <p>(a)</p> <table border="1" style="margin: 10px 0;"> <tr> <td></td> <td style="text-align: center;">How to stay safe on social media</td> <td></td> </tr> <tr> <td style="text-align: center;">Lucas</td> <td></td> <td style="text-align: right;">(1)</td> </tr> </table> <p>Myriam, Théo and Chloé are talking about the advantages and disadvantages of living in the countryside. What do they say? Listen to the podcast and complete the following tables in English. You do not need to write in full sentences.</p> <p>(a) Myriam</p> <table border="1" style="margin: 10px 0;"> <tr> <td style="text-align: center;">Advantage</td> <td></td> <td style="text-align: right;">(1)</td> </tr> <tr> <td style="text-align: center;">Disadvantage</td> <td></td> <td style="text-align: right;">(1)</td> </tr> </table>		How to stay safe on social media		Lucas		(1)	Advantage		(1)	Disadvantage		(1)	<p>Ensure you know the topic.</p> <p>Q5 = Present tense and future timeframes</p> <p>Q7 = Present timeframe</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answers based on individual pieces of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
	How to stay safe on social media															
Lucas		(1)														
Advantage		(1)														
Disadvantage		(1)														

<p>9b</p>	<p>Write an open answer in English.</p> <p>(b) You also hear this report on events to celebrate diversity in France. Listen to the recording and answer the following questions in English. You do not need to write in full sentences.</p> <p>(i) Name <b>one</b> international day that France participates in.</p> <p>_____ (1)</p> <p>(ii) Name <b>one</b> type of event that towns organise to celebrate diversity.</p> <p>_____ (1)</p>	<p>Ensure you know the topic.</p> <p>Q9 = Present tense, future and past timeframes</p>	<p>During the reading and thinking time, think about the vocabulary you might hear based on the topic.</p> <p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you listen to and understand the whole recording and don't choose your answer based on one piece of vocabulary that you understand.</p>
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				<p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
10	<p><b>Q1-2</b> Complete the sentences completing the sentences in French / Spanish. One word per gap.</p> <p><small>You are going to hear someone talking about food.</small></p> <p><small>Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap you will write one word in French.</small></p> <p><small>Example: J'aime les gâteaux et le chocolat.</small></p> <p>1. Le ..... est là .....</p> <p>2. J'aime ..... les ..... et les .....</p> <p><b>Q3-6</b> Write full sentences in French / Spanish.</p> <p><small>Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in French.</small></p> <p><small>Example: Les glaces de ce magasin sont délicieuses.</small></p> <p>3. .... .....</p> <p>4. .... .....</p> <p>5. .... .....</p> <p>6. .... .....</p>	<p>Ensure you know the topic.</p> <p>The example links to the topic.</p> <p>Q1 will contain a word not on the vocabulary list.</p> <p>Q2 will contain two words not on the vocabulary list.</p> <p>Q3-6 will only contain words from the vocabulary list.</p> <p>Q5 and Q6 may be longer and contain more demanding grammatical structures.</p> <p>Present tense and simple conditional, immediate and future and future timeframe with the present tense.</p> <p>1<sup>st</sup> (I) and 3<sup>rd</sup> (He/She) person singular.</p>	<p>Write the words and sentences you hear.</p> <p>Make sure you write 30 words in total.</p> <p>Think about your knowledge of French phonics and the tricky letter combinations.</p> <p>OR</p> <p>Think about your knowledge of Spanish phonics and the tricky letters. Remember in Spanish you pronounce ALL letters EXCEPT h.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you learn your phonics rules before the exam.</p> <p>Don't worry about not knowing the words you hear. Use your phonics knowledge and write the words/sentences you hear.</p>

MFL Higher Reading Exam

Structure of the exam – 1 hour

Section A – 8 questions including 1 question in three parts (Q8) and 4 questions in two parts (Q4, Q5, Q6, Q7).

The crossover questions are Q1, Q2 and 3. The crossover questions are the Grade 4 and 5 questions which means they are also on the Higher paper.

All topics, instructions and answers are written in English!

In Section A, some questions will require students to recall vocabulary and some questions will require you to process the language and infer a response (EG: the speaker says they work a lot and the multiple choice options are: difficult, tall and hardworking. Hardworking is therefore the answer.). Some questions will have distractors where students are required to fully understand what is being said and not just be able to identify vocabulary items.

Section B – 5 thematically linked sentences to translate into English.

The topic and instructions are in English!

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>									
2, 3b, 4b, 7a	<p>Put one <b>cross (x)</b> next to the answer you think is correct.</p> <p>(a) Complete the sentences below.</p> <p>Put a cross <input checked="" type="checkbox"/> in the correct box for each question.</p> <p>(i) The town is ...</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>A</td> <td>new.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>B</td> <td>beautiful.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>C</td> <td>busy.</td> </tr> </table>	<input type="checkbox"/>	A	new.	<input type="checkbox"/>	B	beautiful.	<input type="checkbox"/>	C	busy.	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q2 = Mixture of timeframes; may include imperfect and conditional present tenses</p> <p>Q3 = Mixture of timeframes; may include imperfect and conditional present tenses</p> <p>Q4 = Varied use of timeframes; may include imperfect tenses and/or conditionals</p>	<p>Choose an answer for each question based on what you read.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<input type="checkbox"/>	A	new.											
<input type="checkbox"/>	B	beautiful.											
<input type="checkbox"/>	C	busy.											

		<p>Q7 = Wide range of timeframes; may include imperative or subjunctive moods</p>																				
<p>5a, 6a</p>	<p>Put <b>crosses (x)</b> next to the answers you think are correct.</p> <p>Put a cross ☒ in each one of the <b>three</b> correct boxes.</p> <p>The hotel ...</p> <table border="1" data-bbox="226 461 676 820"> <tr> <td><input type="checkbox"/></td> <td>A</td> <td>is very small.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>B</td> <td>is near the station.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>C</td> <td>has a restaurant.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>D</td> <td>offers breakfast.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>E</td> <td>organises children's activities.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>F</td> <td>welcomes pets.</td> </tr> </table>	<input type="checkbox"/>	A	is very small.	<input type="checkbox"/>	B	is near the station.	<input type="checkbox"/>	C	has a restaurant.	<input type="checkbox"/>	D	offers breakfast.	<input type="checkbox"/>	E	organises children's activities.	<input type="checkbox"/>	F	welcomes pets.	<p>Ensure you know the topic.</p> <p>Ensure you know transferable vocabulary and grammar.</p> <p>Q5 = Varied use of timeframes; may include imperfect tenses and/or conditionals</p> <p>Q6a = Wide range of timeframes; may include imperative or subjunctive moods</p>	<p>Choose <b>three</b> answers based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand. Some multiple choice options are mentioned but do not answer the question.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
<input type="checkbox"/>	A	is very small.																				
<input type="checkbox"/>	B	is near the station.																				
<input type="checkbox"/>	C	has a restaurant.																				
<input type="checkbox"/>	D	offers breakfast.																				
<input type="checkbox"/>	E	organises children's activities.																				
<input type="checkbox"/>	F	welcomes pets.																				
<p>Q1, 3a</p>	<p>Choose a word to complete each sentence from the word cloud.</p> <p>Complete the gap in each sentence using a word from the box below. There are more words than gaps.</p> <table border="1" data-bbox="226 1102 651 1185"> <tr> <td>comfortable</td> <td>modern</td> <td>practical</td> </tr> <tr> <td>museum</td> <td>Eiffel Tower</td> <td>stadium</td> <td>theatre</td> </tr> </table> <p>(a) Hugo thinks his uniform is _____ . (1)</p> <p>(b) He didn't enjoy visiting the _____ last year. (1)</p> <p>(c) Yesterday his class went to the _____ . (1)</p>	comfortable	modern	practical	museum	Eiffel Tower	stadium	theatre	<p>Ensure you know the topic.</p> <p>Read the sentence starters – What kind of word (person, activity, food, transport) is needed to complete the sentence?</p> <p>Q1 = Mixture of timeframes; may include imperfect and conditional tenses</p> <p>3a = Mixture of timeframes; may include imperfect and conditional</p>	<p>Choose an answer for each sentence based on what you hear.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make logical guesses based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>											
comfortable	modern	practical																				
museum	Eiffel Tower	stadium	theatre																			

		present tenses										
5b, 6b	<p>Write an open answer in English.</p> <p>(a) Emma</p> <table border="1" data-bbox="226 261 689 357"> <tr> <td>One thing she likes to eat</td> <td></td> </tr> <tr> <td>One sport she takes part in</td> <td></td> </tr> </table> <p>Complete the tables in English. You do not need to write in full sentences.</p> <p>(a) Fatima</p> <table border="1" data-bbox="262 464 689 568"> <tr> <td>Her future education plans</td> <td></td> </tr> <tr> <td>Reason why</td> <td></td> </tr> </table>	One thing she likes to eat		One sport she takes part in		Her future education plans		Reason why		<p>Ensure you know the topic.</p> <p>Q5 = Varied use of timeframes; may include imperfect tenses and/or conditionals</p> <p>Q6 = Wide range of timeframes; may include imperative or subjunctive moods</p>	<p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you understand.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answer based on one piece of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>
One thing she likes to eat												
One sport she takes part in												
Her future education plans												
Reason why												
3c, 4a, 7b, 8	<p>Write an open answer in English.</p> <p>(c) Answer the following questions in English. You do not need to write in full sentences.</p> <p>(i) What will her father make?</p> <hr/> <p>(ii) Name one item Marie is hoping to get as a present.</p> <hr/>	<p>Ensure you know the topic.</p> <p>Q3 = Mixture of timeframes; may include imperfect and conditional present tenses</p> <p>Q4 = Varied use of timeframes; may include imperfect tenses and/or conditionals</p> <p>Q7 = Wide range of timeframes; may include imperative or subjunctive moods</p> <p>Q8 = Wide range of timeframes; may include imperative or subjunctive moods</p>	<p>Write your answers in as much detail as possible.</p> <p>Often the answers will require a verb and any adjectives or adverbs (describing words) you understand.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Ensure you read and understand the whole text and don't choose your answers based on individual pieces of vocabulary that you understand.</p> <p>If you are unsure, make a logical guess based on: The topic. What you have understood. The fact that the speakers are 16 years of age.</p>								

9	Translate each sentence into English.	Ensure you know the topic.  Present and past timeframes will be used.  One future timeframe sentence may be used.  At least one but no more than 2 third person (he/she/they) sentences will be used.	Translate the sentences into natural English ensuring that you have accounted for every French / Spanish word.	Ensure you have revised the vocabulary lists for the whole course.  Don't worry about not knowing all the words in the sentences. Translate the words you do know.

## Spanish Higher Speaking Exam

**Before the speaking exam begins, you will have 14 minutes preparation time.**

**During the preparation time, you must:**

**Prepare how you will pronounce the sentences in the Read Aloud paragraph and think about what the follow up questions might be about based on the Thematic context and Sub-Topic of the paragraph.**

**Prepare how you will respond to each of the 5 Role Play prompts.**

**Choose one photo for the Picture Task and prepare a description of it. Then think about what the follow up questions might be about based on the Thematic Context.**

<u>Question No.</u>	<u>Task expectation</u>	<u>Content</u>	<u>How to answer</u>	<u>Top Tip(s)</u>
Part 1: Read aloud	<p>Read the scenario given on the card.</p> <p>Annotate the text to remind yourself how to pronounce tricky words.</p> <p>Take advantage of the 1 minute read aloud practice time before the exam begins.</p> <p>Read the text aloud.</p> <p>Answer the follow up questions.</p>	<p>Ensure you know the Thematic context and Sub-Topic of the Read Aloud during the preparation time this will help you when answering the follow up questions.</p> <p>The first follow up question will ask for your opinion:            ¿Te gusta...? – Do you like...?            ¿Qué te gusta...? – What do you like...?            ¿Cuál es tu... favorito/a? – What is your favourite...?            ¿Qué te gustaría...? – What would you like...?</p>	<p>Think about your knowledge of Spanish phonics and the tricky letters. Remember in Spanish you pronounce ALL letters EXCEPT h.</p> <p>Me gusta / me gustaría...            + an activity related to the context.            I like... / I would like...            + an activity related to the context.            The activities must be in the infinitive form.            EG:            escuchar la música. – to listen to music.            hacer turismo. – to go sightseeing.            reciclar papel. – to recycle paper.            You could also follow I like / I would like with a noun.            EG:            Me gusta el pollo – I like chicken</p>	<p>Ensure you learn your phonics rules before the exam.</p> <p>Keep the answer short.</p>

		<p>The second follow up question will start:  ¿Cuál es tu opinión de/sobre...?  What is your opinion of/on...?</p>	<p>Pienso que es + an adjective.  I think that it is +  interesante – interesting  súper – super  aburrido – boring  fácil – easy  difícil – difficult  importante – important  útil / inútil – useful / useless  increíble – incredible</p>	<p>Keep the answer short.</p> <p>If you don't know what is being asked, you can still respond.  EG:  Pienso que es súper.  I think that it is super.</p> <p>Pienso que es importante.  I think that it is important.</p>
Part 2: Role Play	Prepare a response to each prompt.	<p>Ensure you know the Role Play scenario during the preparation time.</p> <p>Role Play Scenarios:  Café / restaurant  Shop / market / shopping centre  Hotel  Train station  Tourist information office  Cinema / theatre / concert hall  Campsite  Leisure centre  Doctor's surgery / hospital  In town</p>	<p>Think about Spanish phonics so that you communicate clearly.</p> <p>Ensure you use at least two words in your response. Prepare a full sentence if you can.</p> <p>One of the prompts will require you to use the future tense.</p> <p>Remember you will have to ask two questions so revise your question words:</p> <p>¿Qué? – What?  ¿Cuál? – What?/Which?  ¿Cuándo? – When?  ¿Cómo? – How?/What?  ¿Quién? – Who?  ¿Cuánto? – How much/many?  ¿Dónde? – Where?  ¿Por qué? – Why?</p>	<p>When preparing, number your response to each prompt matching the Role Play exam card.</p> <p>Keep the answers short.</p> <p>Voy a + infinitive –  I am going to  Vamos a + infinitive –  We are going to</p> <p>Common questions:</p> <p>¿Es...? – Is it...?  ¿Hay...? – Is there...?  ¿Cuánto es? – How much is it?  ¿A qué hora abre...?  What time does ... open?  ¿A qué hora cierra...?  What time does ... close?  ¿A qué hora comienza/empieza...?  What time does ... start?  ¿A qué hora termina...?  What time does ... end?</p>

<p>Part 3: Picture Task</p>	<p>Choose one of the photos on the card.</p> <p>Describe the photo in detail including People, Location and Activity</p>	<p>People: How many people are there? Are they friends or family? What are they wearing? Can you describe their physical appearance?</p> <p>Location: Where are they? What can you see in the background? What do you think the weather is like?</p> <p>Activity: What are they doing? Are they happy?</p>	<p>People: En la foto... In the photo there is... amigos / amigas - friends una familia - a family un chico / niño - a boy una chica / niña - a girl ... chicos / niños - ... boys ... chicas / niñas - ... girls un hombre - a man una mujer - a woman ... hombres - ... men ... mujeres - ... women Lleva / Está llevando (Llevan / Están llevando)... - He/She is (They are) wearing...</p> <p>Tiene(n) el pelo... - He/She has (They have)... hair</p> <p>Hay... - There is... Está (Están) en – He/She is (They are) in... una casa - a house un salón - a living room un jardín - a garden un parque - a park un autobús - a bus plantas - plants árboles - trees Pienso que - I think that En mi opinión - In my opinion hace calor - it is hot hace sol - It is sunny</p> <p>Juega / Está jugando - He/She is playing Juegan / Están jugando - They are playing Ve / Está viendo - He/She is watching Ven / Están viendo - They are watching Está contento/a - He/She is happy Están contentos/as - They are happy</p>	<p>Refer to the chatty mat (in your grammar and vocabulary book and also on SharePoint) for more ideas!</p> <p>Remember to give as many details as possible when describing the photo.</p>
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	<p>Follow up questions</p>	<p>Both questions will be about you own experiences / likes / dislikes / opinions of the Thematic Context related to the topic in the photo but the second question requires you to use the past tense.</p>	<p>Listen to the questions. Are there any words in the question that you can use in your answer? How do we flip the verbs in the sentence into the first person (I)? EG: ¿Te gusta...? -&gt; Me gusta... ¿Qué piensas de...? -&gt; Pienso que...  For the past tense question, how do we use verbs in the past tense – first person (I)? Fui – I went Jugué – I played Escuché – I listened Reciclé – I recycled Comí – I ate Estudíé – I studied</p>	<p>Know the question words so that you can work out what is being asked!</p> <p>Keep the answers short.</p> <p>Use the correct tense needed to answer the question.</p> <p>Know the question words so you can work out what you are being asked.</p>
	<p>Follow up conversation</p>	<p>The questions will be on the Thematic Context you have chosen.</p> <p>Remember that the exam board will tell your teacher which Sub-Topic, within the Thematic Context, we must start the conversation with.</p>	<p>Use sentence openers – EG: Normalmente – Normally Por lo general – Generally Hoy en día – Nowadays En el pasado – In the past Ayer – Yesterday La semana pasada – Last week En el futuro – In the future Mañana – Tomorrow La semana que viene – Next week La semana próxima – Next week  Use verbs accurately in the present, past and future tenses. EG: Voy – I go                      Fui – I went Como – I eat                      Comí – I ate Bebo – I drink                      Bebí – I drank Veo – I watch                      Vi – I watched Juego – I play                      Jugué – I played Hago – I do                      Hice – I did / made Tengo – I have Soy / Estoy – I am</p>	<p>Develop your answers – at least 3 sentences per question.</p> <p>Include WOW phrases to access the higher grades: EG: ... es más ... que... – ... is more... than... ... es menos ... que... – ... is less... than... ... es tan ... como... – ... is as... as... Es lo peor – It's the worst thing El lo mejor – It's the best thing Lo más <u>importante</u> es... – The most <u>important</u> thing is... Lo que me gusta más es – What I like most is... Lo que prefiero es... – What I prefer is... Es lo mío – It's my thing No es lo mío – It's not my thing Lo paso <u>bien</u> –</p>

			<p>Voy a + infinitive – I am going to...  EG:  Voy a ir – I am going to go  Voy a comer – I am going to eat</p> <p>Give opinions using a range of language.  EG:  En mi opinión – In my opinion  Pienso que – I think that  Creo que – I believe that  Para mí – For me  Diría que – I would say that  es – it is  fue – it was  será / va a ser – it will be / it is going to be  muy – very  bastante – quite  un poco – a bit  ¡Qué...! – How...!  interesante – interesting  súper – super  aburrido – boring  fácil – easy  difícil – difficult  importante – important  útil / inútil – useful / useless  increíble – incredible</p>	<p>I have a <u>good</u> time  Lo pasé <u>bien</u> –  I had a <u>good</u> time  Lo pasamos <u>bien</u> –  We have/had a <u>good</u> time  No creo que sea... –  I don't think that it is...  Ojalá que sea... –  Let's hope it is...  Al <u>comer</u>, <u>hablo</u> con... –  On/While <u>eating</u>, I talk with...  Antes de + infinitive –  Before <u>doing</u>...  Después de + infinitive –  After <u>doing</u>...  Acabo de... + infinitive –  I have just...  Suelo / Solemos... + infinitive  – I usually / We usually...  Debería haber <u>estudiado</u>... –  I should have <u>studied</u>...  Si fuera rico/a, ... –  If I were rich,... (I would...)  Si fuera presidente, ... –  If I were president, ... (I would...)</p>
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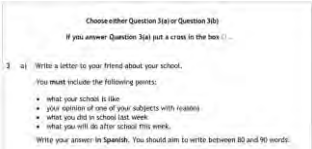
**Spanish Higher Writing Exam**

**Structure of the exam – 1 hour and 20 minutes**

**Question 1 – Write 80-90 words**

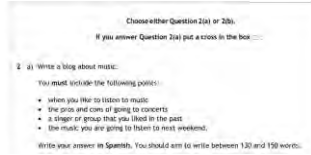
**Question 2 – Write 130-150 words**

**Question 3 – Translate a short paragraph into Spanish**

<b><u>Question No.</u></b>	<b><u>Task expectation</u></b>	<b><u>Content</u></b>	<b><u>How to answer</u></b>	<b><u>Top Tip(s)</u></b>
1 – Write 80-90 words	<p>Choose either 1a OR 1b – Put a cross in the box to indicate which task you have chosen.</p> <p>Write a response to each prompt:</p> 	<p>Write to a friend about... - The scenario could be from any of the Thematic Contexts.</p> <p>Prompt 1 = Describing in the present tense about the task topic</p> <p>Prompt 2 = Opinion in the present tense about the task topic</p> <p>Prompt 3 = A past activity in the context of the task topic</p> <p>Prompt 4 = A future activity in the context of the task topic</p>	<p>Use sentence openers – EG:                      Normalmente – Normally                      En el pasado – In the past                      En el futuro – In the future</p> <p>Use sequencers to develop your answers:                      Primero – First of all                      Luego – Then                      Después – Afterwards                      Más tarde – Later                      Finalmente – Finally</p> <p>Use a range of conjunctions:                      y – and                      también – also                      además – furthermore                      pero – but                      sin embargo – however                      no obstante – however                      porque – because</p> <p>Use verbs accurately in the present, past and future tenses.                      EG:                      Voy – I go                      Fui – I went                      Como – I eat                    Comí – I ate                      Bebo – I drink                Bebí – I drank                      Veo – I watch                Vi – I watched                      Juego – I play                Jugué – I played</p>	<p>Leave a line in between each prompt so that it is clear to the examiner that you have addressed each one.</p> <p>If you don't have lots of ideas for one of the prompts, write at least one sentence and then write a bit more for at least one of the other prompts.</p>

			<p>Hago – I do                      Hice – I did / made  Tengo – I have  Soy / Estoy – I am</p> <p>Voy a + infinitive – I am going to...  EG:  Voy a ir – I am going to go  Voy a comer – I am going to eat</p> <p>Know a range of opinions so that you don't repeat vocabulary.  EG:  En mi opinión – In my opinion  Pienso que – I think that  Creo que – I believe that  Para mí – For me  Me gusta(n) – I like  Me encanta(n) – I love  Prefiero – I prefer  No me gusta(n) – I don't like  Detesto / Odio – I hate  es – it is  fue – it was  será / va a ser – it will be / it is going to be  muy – very  bastante – quite  un poco – a bit  interesante – interesting  súper – super  aburrido – boring  fácil – easy  difícil – difficult  importante – important  útil / inútil – useful / useless  increíble – incredible</p>	
2 – Write 130-150 words	Choose either 2a OR 2b – Put a cross in the box to indicate which task you have chosen.	<p>Write an article/blog about... - The article/blog could be any scenario from any of the Thematic Contexts.</p> <p>Although an article/blog is a formal context, you do not have use a formal register.</p>	<p>Use sentence openers –  EG:  Normalmente – Normally  Por lo general – Generally  Hoy en día – Nowadays  En el pasado – In the past  Ayer – Yesterday  La semana pasada – Last week</p>	<p>Leave a line in between each prompt so that it is clear to the examiner that you have addressed each one.</p> <p>Develop your answers – at least 3 extended sentences per question.</p>

Write a response to each prompt:



Prompt 1 = Describing in the present tense about the task topic

Prompt 2 = The pros and cons of.. the task topic

Prompt 3 = A past activity in the context of the task topic

Prompt 4 = A future activity in the context of the task topic

En el futuro – In the future  
Mañana – Tomorrow  
La semana que viene – Next week  
La semana próxima – Next week

Use sequencers to develop your answers:

Primero – First of all  
Luego – Then  
Después – Afterwards  
Más tarde – Later  
Finalmente – Finally

Use a range of conjunctions:

y – and  
también – also  
además – furthermore  
pero – but  
sin embargo – however  
no obstante – however  
aunque – although  
si - if  
porque – because  
ya que – since  
dado que – given that

Use verbs accurately in the present, past and future tenses.

EG:

Voy – I go	Fui – I went
Como – I eat	Comí – I ate
Bebo – I drink	Bebí – I drank
Veo – I watch	Vi – I watched
Juego – I play	Jugué – I played
Hago – I do	Hice – I did / made
Tengo – I have	
Soy / Estoy – I am	

Voy a + infinitive – I am going to...

EG:

Voy a ir – I am going to go  
Voy a comer – I am going to eat

Know a range of opinions so that you don't repeat

For prompt 2, start your answer with:

Hay muchas ventajas y desventajas.

Then list at least one pro and one con.

EG:

- the pros and cons of eating school lunch

Hay muchas ventajas y desventajas. Diría que me encanta mucho la pizza ya que es muy sabrosa y también lo que más me gusta es el agua porque no cuesta nada. Sin embargo, es demasiado caro y además la comida no es sana.

Include WOW phrases to access the higher grades:

EG:

... es más ... que... –

... is more... than...

... es menos ... que... –

... is less... than...

... es tan ... como... –

... is as... as...

Es lo peor – It's the worst thing

El lo mejor – It's the best thing

Lo más importante es... –

The most important thing is...

Lo que me gusta más es –

What I like most is...

Lo que prefiero es... –

What I prefer is...

Es lo mío – It's my thing

No es lo mío –

It's not my thing

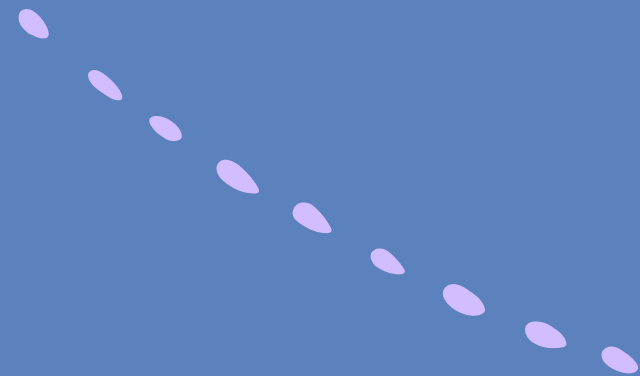
Lo paso bien –

I have a good time

Lo pasé bien –

I had a good time

			<p>vocabulary.  EG:  En mi opinión – In my opinion  Pienso que – I think that  Creo que – I believe that  Para mí – For me  Me gusta(n) – I like  Me encanta(n) – I love  Prefiero – I prefer  No me gusta(n) – I don't like  Detesto / Odio – I hate  es – it is  fue – it was  será / va a ser – it will be / it is going to be  muy – very  bastante – quite  un poco – a bit  interesante – interesting  súper – super  aburrido – boring  fácil – easy  difícil – difficult  importante – important  útil / inútil – useful / useless  increíble – incredible</p>	<p>Lo pasamos <u>bien</u> –  We have/had a <u>good</u> time  No creo que sea... –  I don't think that it is...  Ojalá que sea... –  Let's hope it is...  Al <u>comer</u>, <u>hablo</u> con... –  On/While <u>eating</u>, I talk with...  Antes de + infinitive –  Before <u>doing</u>...  Después de + infinitive –  After <u>doing</u>...  Acabo de... + infinitive –  I have just...  Suelo / Solemos... + infinitive  – I usually / We usually...  Debería haber <u>estudiado</u>... –  I should have <u>studied</u>...  Si fuera rico/a, ... –  If I were rich,... (I would...)  Si fuera presidente, ... –  If I were president, ... (I would...)</p> <p>If you don't have lots of ideas for one of the prompts, write at least one sentence and then write a bit more for at least one of the other prompts.</p>
<p>3 –  Translation into Spanish</p>	<p>Translate the 5 thematically linked sentences into Spanish.</p>	<p>The sentences can be from any of the Thematic Contexts.</p> <p>Present, past and future timeframes (future used only if necessary for the coherence of the text).</p> <p>Variety of first (I) and third (he/she/they) person sentences.</p>	<p>Translate the sentences into natural Spanish ensuring that you have accounted for every English word.</p> <p>Know a range of vocabulary and grammatical structures so that you can access sentences from any Thematic Context.</p>	<p>Ensure you have revised the vocabulary lists for the whole course.</p> <p>Don't worry about not knowing all the words in the sentences. Translate the words you do know.</p>



**MUSIC**



# Eduqas Music GCSE Listening and Appraising Examination (40%)

As you know, your listening and appraising exam will consist of 8 questions – 2 on each area of study:

Area of Study 1: Musical Forms and Devices

Area of Study 2: Film Music

Area of Study 3: Music for Ensemble

Area of Study 4: Popular Music

Each question is worth 12 marks and will be divided into smaller sections, each being worth one, two or three marks.

The Eduqas GCSE Music exam is designed to test your ability to respond to a range of musical situations, combining both practical knowledge and theoretical understanding.

1 mark questions.	Think about the context, period or style of the music and select an appropriate response. Only enter/select one answer. Only the first answer will be marked (even if the second one is correct). In a multiple choice question if more than one answer is selected, 0 marks will be given (even if one of the selected answers was correct).
2 or 3 mark questions.	Enter each answer on a separate line. If multiple answers are on one line only the first will be marked. Don't repeat answers For example: 'accelerando' and 'gets faster' as these mean the same thing.
Comparison questions.	Read the question carefully. Are they asking for similarities or contrasts – make sure you know. Be specific about which extract you are referring to and make your points clearly; one at a time.
Giving musical examples.	Use specific bar/beat numbers as references For example: Bar 36, beat 2 to bar 37, beat 1.

## Tips:

- **Practice listening to different pieces of music** regularly to familiarize yourself with common musical elements and styles.
- **Learn the set works** in detail, including their structure, instruments, and the stylistic features associated with each. **There will always be a 12 mark question allocated to each of the set works – Bach Badinerie and Toto's Africa.**
- **Revise your music theory** regularly, including scales, intervals, chords, and notation.
- **Develop your analytical skills** by regularly analyzing pieces of music, writing down your observations, and comparing them to other pieces.

# Long Answer Question Prompt Sheet

There will be also be one 'long answer' question which is worth 10 marks. Here you will be expected to comment on how the musical elements are combined and used to create specific effects or portray emotions or stories. Use the prompt sheet below to structure your answers:

Start with your 4 "Easy Wins"!

1. What is the **tempo** at the beginning? Does it get faster, slower or stay consistent in the middle section? What is the tempo at the end?
2. What are the **dynamics** at the start of the piece? Does it get louder, quieter or stay the same towards the middle section? What are the dynamics like at the end?
3. What is the **tonality** of the piece? Does is sound happy (major), sad (minor) or is it ambiguous? Does this change in the middle section? What is the tonality at the end of the piece?
4. What **instruments** can you hear playing the main melody? What instruments are accompanying in the background? Does this change in the middle section or at the end? Are the instruments using any specific techniques that you can hear?

Now sprinkle in the detail

## Rhythm

Do you hear any rhythmic devices? syncopation, triplets, dotted rhythms, swung rhythms, use of rests or silence etc. Can you tell what the metre is?

## Structure

Is there a discernible structure within the extract. Do any of the musical ideas repeat?

## Melody

What shape is the melody? ascending, descending, fanfare, conjunct, disjunct?

Can you identify and specific intervals? E.g. perfect 5ths? What is the range of the melody? Is the melody legato or staccato? Can you hear any repeated ideas?

## Texture

What is the texture at the start of the extract? (Monophonic, **homophonic**, polyphonic)

Does this change? Thicker, thinner, layering. Do you hear any imitation between parts?

(Remember, homophonic is the most common)

## Harmony

Do you hear any cadences at the ends of sections. Do they sound finished or unfinished?

(Remember, perfect cadence is the most common)

Can you hear any pedal notes? How quickly does the harmonic rhythm change? Do you hear any dissonance?

(If it sounds like "normal" music you can say it is Diatonic.)

## Practice Answering Long Questions

- Use the prompt sheet to complete one of the long answer questions below.
- You can listen to the extract 4 times. You then have 6 minutes to complete your answer
- Start by filling in your MAD TSHIRT table
- Next convert your answer into sentences.
- REMEMBER, you MUST link your musical points to the emotion in the question – don't just say *what* the music does, say *why* it does it. e.g. the slow tempo and minor tonality combined with the legato descending melody line all help to create a feeling of sadness as the character mourns the loss of their friend.

	Beginning	Middle	End
MELODY			
ARTICULATION			
DYNAMICS			
TEXTURE			
STRUCTURE			
HARMONY			
INSTRUMENTATION			
RHYTHM			
TEMPO/TIME SIGNATURE			

### Suggested Listening

- 1) Star Wars Theme [https://m.youtube.com/watch?v=\\_D0ZQPqeJkk](https://m.youtube.com/watch?v=_D0ZQPqeJkk)

Listen from 0:00 to 1:16

*Explain how the composer has created a feeling of energy and excitement.*

- 2) Spring <https://m.youtube.com/watch?v=l-dYNttdgl0>

Listen from 0:00 to 1:12

*This piece represents Spring. Explain how the composer has captured the feeling of new life and Spring.*

- 3) Romeo and Juliet Theme <https://m.youtube.com/watch?v=TEVGLXVhhns>

Listen from 0:50 to 2:30

*The piece is the theme for the two main characters. Explain how the composer creates a feeling of love and longing.*

- 4) Shrek <https://m.youtube.com/watch?v=7m-WkTeMSFI>

Listen to 36:46 to 38:14

*This piece is the soundtrack for the flight of the dragon. Explain how the composer creates a feeling of magic and excitement.*



**RELIGIOUS**  
**STUDIES**



# GCSE RS - The ABCD Answer Builder

**A** Answer it (Recall/Assert)

I can...

- ✓ Write a **full sentence** that **clearly answers** the question **directly**.
- ✓ Use **key vocabulary** where **appropriate**.

**B** Back it up (Explain)

I can...

- ✓ **Explain** why this point is **true** or **important**
- ✓ **Explain** my **idea** or **view** with **reasons** ('because') and **examples** ('for example')

(+) **Back up with sources of wisdom and authority** (eg teachings, holy texts, quotes)

**C** Challenge it (Analyse)

I can...

- ✓ **Analyse** why others **disagree** with this using **SWOT analysis** where appropriate.
- ✓ **Explain** **contrasting** or **opposing views** or ideas with **reasons** ('because...') and **examples** ('For example...')

(+) **Back up with sources of wisdom and authority** (teachings, holy texts, quotes)

**D** Decide (Evaluate)

I can...

- ✓ Give a clear personal judgement
- ✓ Justify this by providing counter arguments and explaining why one viewpoint is stronger than the other

# There are 4 types of GCSE Religious Studies questions:

**A-Type Questions = 3 marks** "State three..."

Give 3 clear statements no explanation needed.

A = Answer it.  
A = Answer it.  
A = Answer it.



**B-Type Question = 4 marks** "Explain two..."

Explain two reasons or beliefs so use A+B twice.

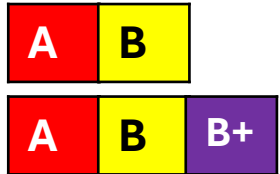
A + B = Answer it + Back it up  
A + B = Answer it + Back it up



**C-Type Question = 5 marks** "Explain two... include a source of wisdom and authority"

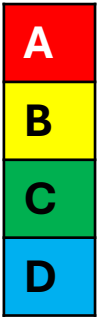
Explain two detailed points and in addition give at least 1 relevant source of wisdom and authority to back this up

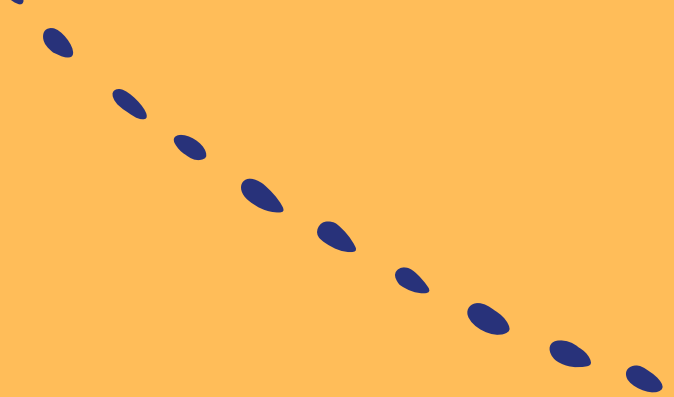
A + B + B = Answer it + Back it up  
A + B + B = Answer it + Back it up + SWA



**D-Type Question = 12 marks** "Evaluate" a statement

- ✓ Give arguments for the statement
- ✓ Give arguments against the statement
- ✓ Include religious teachings
- ✓ Reach a clear justified conclusion





# PSYCHOLOGY



Westhoughton  
HIGH SCHOOL



**Paper 1: Cognition and Behaviour**

Question Type	Question wording	How to answer	Top Tip(s)
Multiple Choice	<p>Which is the best example of information that would be stored as procedural memory? Shade <b>one</b> box. [1]</p> <p>Which <b>two</b> of the following are commonly understood to be advantages of case studies? Shade <b>two</b> boxes. [2]</p>	<ol style="list-style-type: none"> <li>1. Check how many marks this question is worth – are you shading 1 or 2 answers?</li> <li>2. Use a process of elimination – get rid of the answers you know are definitely incorrect first.</li> <li>3. Colour in the answer bean! If you change your mind, put a cross in the box and colour in the correct answer bean. If you change your mind back to your original answer, put a circle around the crossed-out box!</li> </ol>	<p>Never leave this question blank! If in doubt – guess!</p> <p>Don't shade more than it asks you to, this will detract from your mark.</p>
Design an experiment	<p>You have been asked to investigate the effect of context on the accuracy of memory.</p> <p>Describe how you would design an experiment to do this.</p> <p>You need to include the following information in your answer:</p> <ul style="list-style-type: none"> <li>• What would you ask participants to do and what data would you collect</li> <li>• One extraneous variable that could affect your results and how you would control it</li> <li>• The results you would expect to find from your experiment.</li> </ul> <p align="center"><b>[6 marks]</b></p>	<ol style="list-style-type: none"> <li>1. Check how many questions this mark is worth.</li> <li>2. Use the bullet pointed list as a success criteria, most bullet points will be worth 2 marks. For example, <i>“one extraneous variable that could affect your results and how you would control it”</i>, here you will get one mark for identifying an extraneous variable, and one mark for stating how you would minimise that variable (usually through standardisation procedures).</li> <li>3. If it doesn't ask for it in the bullet points, you do not include it in your answer. For example, if it doesn't ask about the sampling method, you do not write about the sampling method.</li> </ol>	<p>Tick off each item on the success criteria (the bullet points) as you go.</p>
Definition	<p>Define the term capacity as it relates to memory. <b>[2 marks]</b></p> <p>Define the term conformity. <b>[2 marks]</b></p> <p>What are “false memories”? <b>[2 marks]</b></p>	<ol style="list-style-type: none"> <li>1. Make sure you understand what the word refers to in psychology, not in everyday language.</li> <li>2. Definition answers should be one sentence (or two short ones).</li> <li>3. Identify the key feature of that term.</li> </ol>	<p>You <b>cannot use</b> the word you are being asked to define in the definition. For example you could not use either “false” or “memory” in the definition of a false memory.</p>

<p>Outline <b>or</b> Describe</p>	<p>Outline the stages of the multi-store model of memory. <b>[3 marks]</b> Describe the role of schemas in cognitive development. <b>[3 marks]</b></p>	<ol style="list-style-type: none"> <li>1. You are being asked to give factual knowledge.</li> <li>2. Give the main points, in full but concise sentences.</li> <li>3. Use psychology terms.</li> <li>4. If outlining/describing a study you give the Aim, Method, Results, and Conclusion.</li> <li>5. If outlining/describing a theory, you explain the key terms associated with that study.</li> </ol>	<p>You do not offer an evaluation for these questions.</p>
<p>Evaluate</p>	<p>Evaluate one biological explanation for depression. <b>[4 marks]</b>  Evaluate Asch's study of conformity. <b>[5 marks]</b></p>	<p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>● One strength/weakness of _____ is____.</li> <li>● For example, _____.</li> <li>● This is a strength or weakness because_____.</li> </ul> <p>For the evaluation of a <b>theory</b>, your point sentence should include a <b>SCOUT</b> word.</p> <p>For the evaluation of a <b>study</b>, your point sentence should include a <b>GRAVED</b> word.</p>	<p>Always aim to write two PEE paragraphs, unless is specifically asks for one.</p> <p>Check whether the question is asking you specifically for strengths or weaknesses. If it doesn't say, then either are acceptable.</p>
<p>Briefly evaluate</p>	<p>Briefly evaluate one weakness of Piaget's theory of cognitive development. <b>[2 marks]</b>  Briefly evaluate the use of questionnaires in psychological research. <b>[3 marks]</b></p>	<p>Exactly as with a full evaluate question, however you only need to make one point/write one paragraph.</p>	<p>Stick to the PEE structure.</p>

<p>Describe and Evaluate - <b>Theory</b></p>	<p>Describe and evaluate the Multi-Store Model of Memory. <b>[9 marks]</b></p> <p>Describe and evaluate Gibson's Direct Theory of Perception. <b>[9 marks]</b></p>	<p><b>AO1 [4 marks]:</b> For your first paragraph, concisely, and in full sentences, write down</p> <ul style="list-style-type: none"> <li>• First sentence = the theory in a 'nutshell'.</li> <li>• Describe the key components or stages of that theory.</li> <li>• Include any important definitions relating to that theory.</li> </ul> <p><b>AO3 [5 marks]:</b> For your second and third paragraph, concisely, and in full sentences write <b>two</b> PEE paragraphs. These can be a strength and a weakness, a strength and a strength, or a weakness and a weakness. Use the <b>SCOUT</b> terms to help you.</p> <ul style="list-style-type: none"> <li>• <i>One strength/weakness of this study is...</i></li> <li>• <i>For example...</i></li> <li>• <i>This is strength/weakness because...</i></li> </ul>	<p><b>SCOUT</b> stands for:</p> <ul style="list-style-type: none"> <li>• <b>Supporting evidence</b> (are there studies that support the ideas of the theory?)</li> <li>• <b>Conflicting evidence</b> (are there any studies that have found the theory to be inaccurate?)</li> <li>• <b>Other theory</b> (has anyone else proposed a differing theory?)</li> <li>• <b>Usefulness</b> (how can this theory be used to improve our day-to-day lives?)</li> <li>• <b>Testable</b> (can the ideas of this theory be tested using an experiment?)</li> </ul> <p>If this question says that it is only worth <b>[6 marks]</b> you only need to write 1 evaluative paragraph.</p> <p>Always write in full sentences!</p>
<p>Describe and Evaluate - <b>Study</b></p>		<p><b>AO1 [4 marks]:</b> For your first paragraph, concisely, and in full sentences, write down</p> <ul style="list-style-type: none"> <li>• The <b>aim</b> (<i>Bartlett wanted to investigate....</i>)</li> <li>• The <b>method</b> (<i>He recruited xx participants and asked them to...</i>)</li> <li>• The <b>results</b> (<i>His results showed that...</i>)</li> <li>• The <b>conclusion</b> (<i>This study concluded that...</i>)</li> </ul> <p>Your conclusion should link to the aim.</p> <p><b>AO3 [5 marks]:</b> For your second and third paragraph, concisely, and in full sentences write <b>two</b> PEE paragraphs. These can be a strength and a weakness, a strength and a strength, or a weakness and a weakness. Use the <b>GRAVED</b> terms to help you.</p> <ul style="list-style-type: none"> <li>• <i>One strength/weakness of this study is...</i></li> <li>• <i>For example...</i></li> <li>• <i>This is strength/weakness because...</i></li> </ul>	<p><b>GRAVED</b> stands for:</p> <ul style="list-style-type: none"> <li>• <b>Generalisable</b> (do the participants represent the full target population?)</li> <li>• <b>Reliable</b> (can we repeat the study?)</li> <li>• <b>Applicable</b> (can we use this information to help us in life?)</li> <li>• <b>Valid</b> (does this experiment reflect real life?)</li> <li>• <b>Ethical</b> (could this experiment cause anyone harm?)</li> <li>• <b>Design</b> (has the experiment used a matched pairs, repeated measures, or independent groups design?)</li> </ul> <p>If this question says that it is only worth <b>[6 marks]</b> you only need to write 1 evaluative paragraph.</p> <p>Always write in full sentences!</p>

Case Study	<p>Read the following information [...]</p> <p>[...]</p> <p>Outline how culture can affect perception. Refer to both Marc and Jose's comments in your answer.</p> <p style="text-align: right;"><b>[4 marks]</b></p>	<p><b>AO1 [2 marks]</b> – Identify and explain the psychological phenomenon referenced in the question.</p> <ul style="list-style-type: none"> <li>• <i>E.g. Culture refers to... this can affect a person's perception by...</i></li> </ul> <p><b>AO2 [2 marks]</b> – Explain how it links to the case study referenced in the question.</p> <ul style="list-style-type: none"> <li>• <i>E.g. This links to the scenario because...</i></li> <li>• <i>E.g. Therefore, in the scenario...</i></li> </ul>	<p>Use the person's name from the question in your answer.</p> <p><i>E.g. If the question references Marc and Jose, be sure to use both of their names in your answer.</i></p>
Diagram	<p>Sketch the Muller-Lyer illusion</p> <p style="text-align: right;"><b>[2 marks]</b></p>	<ol style="list-style-type: none"> <li>1. Always use a pencil – never a pen!</li> <li>2. You may need to use a ruler too.</li> <li>3. Check whether you are being asked to label the diagram too.</li> </ol>	<p>AQA penalises diagrams only when they're:</p> <ul style="list-style-type: none"> <li>✗ messy</li> <li>✗ incorrect</li> <li>✗ missing labels</li> <li>✗ not what the question asked for</li> </ul> <p>You do NOT need shading, colours, or detailed shapes.</p>
Graph	<p>Use the graph paper to sketch a scatter diagram to show the results shown in <b>Table 3</b>. Provide a suitable title and labels for your diagram.</p> <p style="text-align: right;"><b>[4 marks]</b></p>	<ol style="list-style-type: none"> <li>1. <b>Check what type of graph it is asking for.</b> <ul style="list-style-type: none"> <li>• <b>Bar chart</b> – categories</li> <li>• <b>Scatter graph</b> – correlations</li> <li>• <b>Histogram</b> – grouped, continuous data</li> </ul> </li> <li>2. <b>Draw and label the axis.</b> <ul style="list-style-type: none"> <li>• <b>X-Axis</b> – categories or conditions</li> <li>• <b>Y-Axis</b> – scores</li> </ul> </li> <li>3. <b>Plot the data really carefully.</b> <ul style="list-style-type: none"> <li>• Make bars the same width</li> <li>• Leave gaps between bars in a bar chart, bars are touching on a histogram.</li> <li>• Start the Y-axis at zero</li> <li>• Plot points accurately in a scatter graph</li> <li>• Add a line of best fit ONLY if asked</li> </ul> </li> <li>4. <b>Give your graph a title.</b> <ul style="list-style-type: none"> <li>• <i>A bar chart to show the number of people who....</i></li> <li>• <i>A scatter graph to show the relationship between ___ and ___.</i></li> <li>• <i>A histogram to show the relationship between ___ and ___.</i></li> </ul> </li> </ol>	<p>Use a pencil.</p> <p>Keep it simple and clear. <b>DO NOT:</b></p> <ul style="list-style-type: none"> <li>• Shade bars</li> <li>• Add unnecessary detail</li> <li>• Draw wobbly curves</li> <li>• Add extra decoration</li> </ul> <p>Simple shapes, straight lines, and clear labels = full marks.</p> <p><b>You are awarded marks for:</b></p> <ol style="list-style-type: none"> <li>1. The title</li> <li>2. Correctly labelled axis</li> <li>3. Correct scale and plotting.</li> <li>4. Correct type of graph</li> </ol>

<p>Maths!</p>	<p>Calculate the median for the average mental well-being scores shown in <b>Table 3</b>.  <b>[1 mark]</b></p>	<p><b>Mean:</b></p> <ul style="list-style-type: none"> <li>● Add all the scores together.</li> <li>● Divide the total by how many scores there are.</li> </ul> <p><b>Mode:</b></p> <ul style="list-style-type: none"> <li>● Look for the score that appears the most times.</li> </ul> <p><b>Range:</b></p> <ul style="list-style-type: none"> <li>● Find the highest number.</li> <li>● Find the lowest number.</li> <li>● Subtract lowest from highest.</li> </ul> <p><b>Median:</b></p> <ul style="list-style-type: none"> <li>● Put the scores in order (lowest to highest).</li> <li>● Find the middle value.</li> </ul>	<ul style="list-style-type: none"> <li>● Always show your working out, you may still get a mark if your answer is wrong but your working out is sound.</li> <li>● Check where you are meant to write your answer! If there is a specific line for your answer, write it on there.</li> </ul>
<p>Using results</p>	<p>Use your knowledge of <b>one</b> factor that affects perception to explain the results shown in <b>Table 1</b> (on page 10).  <b>[4 marks]</b></p>	<ol style="list-style-type: none"> <li>1. Find the results you are meant to use. Look back at the graph, table, bar chart, description.</li> <li>2. Understand what the results show (does one group score higher, is one condition faster, is there a pattern, is there a difference, does one variable go up when the other goes up?)</li> <li>3. Link the results to psychology, they must connect to a concept such as a theory, a study, a research methods concept.</li> <li>4. Use the data directly – quote the numbers.</li> </ol>	<p>If you do not make a direct reference to the numbers in the data sets, you will not get the marks.</p>

<p>Synoptic (AO2)</p>	<p>Read the following information [...] Use your knowledge of <b>both</b> negative schemas as an explanation for depression <b>and</b> Dweck's Mindset theory of learning to explain why these two students responded in different ways.</p> <p>Briefly evaluate <b>both</b> negative schemas as an explanation for depression <b>and</b> Dweck's Mindset theory.</p> <p style="text-align: center;"><b>[9 marks]</b></p>	<p>A synoptic question requires you to combine your knowledge of two different modules in Psychology, an AO2 synoptic question will also include a mini-case study/scenario.</p> <ol style="list-style-type: none"> <li>1. Identify the topics you're being tested on (memory, perception, development, research methods, social influence, language and thought, neuropsychology, or psych problems).</li> <li>2. Identify the command words in the question, are you being asked to explain, apply, discuss, or evaluate?</li> <li>3. Read the scenario carefully.</li> <li>4. Apply your knowledge of psychology to the scenario.</li> <li>5. Have you referenced the results from the scenario (if given) in your answer?</li> </ol>	<p>Highlight or underline key words in the scenario.</p> <p>If the question is worth 9 marks you will be awarded:</p> <ul style="list-style-type: none"> <li>● <b>AO1</b> (demonstrate your knowledge) – 3 marks</li> <li>● <b>AO2</b> (link to the scenario) – 3 marks</li> <li>● <b>AO3</b> (evaluate) – 3 marks</li> </ul>
<p>Synoptic (AO1 and AO3)</p>	<p>The psychologist Carol Dweck developed a theory about the way in which our mindset affects learning. Donald Hebb was a neuropsychologist who developed the theory of learning and neuronal growth.</p> <p>Explain what Dweck means by 'fixed mindset' and 'growth mindset'.</p> <p>Briefly describe Hebb's theory.</p> <p>Discuss whether or not Hebb's theory supports the idea that having a growth mindset is an advantage when learning.</p>	<p>A synoptic question requires you to combine your knowledge of two different modules in Psychology.</p> <p><b>Step 1</b> – read the question and highlight the command words.</p> <ul style="list-style-type: none"> <li>● Explain or describe or outline (AO1)</li> <li>● Discuss or evaluate (AO3)</li> </ul> <p><b>Step 2</b> – split your answer into the different sub-tasks. Look for the command words.  <i>e.g. using the example:</i></p> <ul style="list-style-type: none"> <li>● <i>part 1 Dweck's mindset theory</i></li> <li>● <i>part 2 Hebb's theory</i></li> <li>● <i>part 3 link together to evaluate Dweck</i></li> </ul> <p><b>Step 3</b> – assess your answer using the question. Once you have completed your answer, re-read the question and tick off the parts of the question you have answered.</p>	<ul style="list-style-type: none"> <li>● Use separate mini paragraphs for each subtask of the question.</li> <li>● Keep using words from the question to ensure you are staying on task.</li> <li>● Avoid unnecessary information – if it doesn't answer the question don't include it.</li> </ul>