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Rugby School 16+ French

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RUGBY SCHOOL

Sixth Form Entrance Examination

French

Specimen Paper

Time allowed: 1 hour

Instructions to candidates:

This paper consists of three sections.

Section A – Reading (15 marks)

Section B – Grammar (15 marks)

Section C – Writing (30 marks)

Equipment Required: **Pen**

NO DICTIONARIES ALLOWED

There are **60 marks** available in total.

Name: _____

Texte 1 : Lisez le texte ci-dessous et répondez aux questions en français. (10 marks)

Être bénévole à l'école Happy Chandara

Je viens de faire une expérience extraordinaire. Cet été, après avoir obtenu mon bac en France, j'ai travaillé trois mois au Cambodge, où j'étais bénévole à l'école *Happy Chandara*. C'est un établissement qui a été fondé par l'association française *Toute à l'école*, afin d'offrir une éducation primaire et secondaire gratuite aux filles des familles les plus pauvres de la région. Les enseignants sont khmers ou français.

Pendant l'année scolaire, les écolières suivent le programme national khmer et elles étudient en plus l'anglais, le français et l'informatique. L'été, des jeunes francophones comme moi peuvent venir travailler au club de loisirs pour les enfants que l'école vient de créer pour occuper les petites filles pendant les vacances.

Ce qui m'a motivée, c'est la mission de l'association : éduquer les filles en priorité. Dans les pays pauvres, quand une famille a la possibilité d'envoyer un enfant à l'école, c'est souvent le garçon qu'elle choisit. La fille, dès son plus jeune âge, est limitée aux tâches domestiques, puis elle doit travailler afin d'aider sa famille. C'est injuste, mais c'est fréquent !

Ainsi, sur tous les enfants scolarisés aujourd'hui dans le monde, un tiers seulement sont des filles. Et sur les 900 millions d'adultes qui ne savent pas lire, deux tiers sont des femmes. Ces millions de femmes n'ont pas l'éducation nécessaire pour se défendre contre les mariages forcés, l'exploitation ou la pauvreté... Ce sont pourtant les femmes qui sont chargées d'éduquer les générations futures. Il faudrait plus d'écoles comme *Happy Chandara* !

Morgane

1. Qui a créé l'école *Happy Chandara* ? [1]

.....
.....

2. Quel est l'objectif de cette école ? [1]

.....
.....

3. D'où viennent les professeurs ? [1]

.....
.....

4. Quelles matières sont étudiées en plus par les jeunes filles ? [1]

.....
.....

5. Quel était le rôle de Morgane ? [1]

.....
.....

6. Dans les familles pauvres, quels sont les rôles des jeunes filles ? [2]

.....
.....

7. Dans le monde entier, quelle est la proportion de filles dans les écoles ? [1]

.....
.....

8. Quels sont les risques principaux pour les femmes sans éducation ? [1]

.....
.....

9. Pourquoi est-ce important que les femmes soient bien éduquées ? [1]

.....
.....

Texte 2 : Lisez le texte ci-dessous et complétez les phrases avec un mot français choisi dans la grille. (5 marks)

Le musée du fromage

Ce musée est ouvert de 9 heures à 17 heures, 7 jours sur 7, y compris le dimanche. Il se trouve à la sortie de la ville, dans une jolie ferme qui a été construite il y a environ un siècle. Les groupes doivent réserver par courrier électronique au moins une semaine à l'avance. La visite, qui dure environ deux heures, finit par une dégustation gratuite de trois sortes de fromage.

Le prix d'entrée est de 4 € pour les adultes et de 3 € pour les enfants. Il y a des réductions pour les parents avec deux enfants.

acheter	ancienne	envoyer	étudiants	familles
grande	lire	manger	même	sauf

1. Le musée est ouvert tous les jours, le dimanche. [1]
2. La ferme est [1]
3. Pour réserver, il faut un e-mail. [1]
4. À la fin de la visite, on peut du fromage. [1]
5. Les paient moins cher. [1]

Section B – Grammar / 15 marks

Exercice 1 : conjuguez les verbes ci-dessous au présent de l'indicatif (5 marks)

1. Je le bus tous les matins (prendre)
2. Nous des escargots (manger)
3. Elles tout le temps (rougir)
4. Tu de bonne heure (se lever)
5. Vous un gâteau (faire)

Exercice 2 : conjuguez les verbes ci-dessous au passé composé (5 marks)

- 1. Il tout son café (boire)
- 2. Nous le même jour ! (naître)
- 3. Martin et Sofiane ma mère hier (aider)
- 4. Tu mon sac (prendre)
- 5. Elle tard hier soir (sortir)

Exercice 3 : traduisez les phrases ci-dessous en français (5 marks)

- 1. After she ate her breakfast, she went to school.
.....
.....
- 2. If I could buy a house, I would buy it in Spain.
.....
.....
- 3. Lucie has been learning French for 5 years.
.....
.....
- 4. We do not like at all going shopping.
.....
.....
- 5. I do my homework while listening to music.
.....
.....



Paper Notes: 16+ French Specimen Paper (16+ French Specimen Paper)

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Overview

This is **Rugby School's Sixth Form Entrance Examination in French**, a specimen paper designed for candidates applying for **Year 12 entry** (16+ entry point). The paper offers a complete one-hour assessment comprising **60 marks in total**, split across three core skill areas: reading comprehension, grammar and translation, and extended writing.

The reading section presents two authentic French texts. The first is a first-person account by a volunteer at a Cambodian girls' school, addressing themes of educational inequality and female empowerment. The second is a practical information text about a cheese museum, requiring candidates to select appropriate vocabulary from a grid. These texts test both detailed comprehension and lexical awareness at an intermediate to upper-intermediate level.

The paper is aimed at students who have completed **GCSE French** (or equivalent) and are seeking entry to Rugby School's Sixth Form. It assumes familiarity with present and past tenses, compound grammatical structures (including the conditional and pluperfect), and the ability to produce sustained written French on a familiar topic. No dictionaries are permitted, so candidates must rely on active vocabulary and grammatical knowledge developed over several years of study.

How this paper is organised

The paper is divided into **three weighted sections**. **Section A (Reading)** carries **15 marks** and consists of two texts: a longer comprehension passage with nine questions answered in French (10 marks), and a shorter gap-fill exercise requiring selection from a word grid (5 marks). **Section B (Grammar)** also carries **15 marks** and is split into three exercises of 5 marks each: present tense conjugation, passé composé conjugation, and five English-to-French translation sentences testing a range of tenses and structures.

Section C (Writing) is the most heavily weighted component at **30 marks**. Candidates must compose an email to a friend of between **130 and 150 words**, addressing five bullet-pointed prompts about a recent festival visit, local youth activities, and ideas for future events. The paper specifies a total exam duration of **one hour**, meaning candidates must allocate approximately 15 minutes to reading, 15 minutes to grammar, and 30 minutes to the extended writing task.

The rubric is presented bilingually where necessary, with instructions in French for the reading and grammar sections. Candidates write directly onto the answer paper, with dotted lines provided for responses.

Topics covered

- Reading comprehension of extended authentic French prose on social and cultural themes (educational charity work, gender inequality in developing countries)
- Vocabulary recognition and contextual gap-filling using a constrained word bank
- Present tense conjugation of regular -er, -ir, and -re verbs plus irregular high-frequency verbs (prendre, faire) and reflexive verbs (se lever)
- Passé composé formation with both avoir and être auxiliaries, including agreement of past participles and irregular past participle forms (boire, naître, prendre, sortir)
- Translation from English to French covering the pluperfect (après avoir + past participle), conditional structures (si + imperfect, conditional main clause), present perfect continuous (depuis + present tense), negation with ne...pas du tout, and present participle (en + participle)
- Extended writing in an informal register (email to a friend) on personal experience and opinions about leisure activities and community events
- Accurate use of past tenses in narrative contexts, subjunctive or conditional mood for hypothetical future plans, and opinion-giving structures with justification
- Time management across reading, grammar, and writing components within a one-hour exam window

How to use this paper for revision

- Practise conjugating high-frequency irregular verbs (faire, prendre, boire, naître, sortir) in both the present and passé composé, paying particular attention to whether they take avoir or être in the perfect tense.
- Revise agreement rules for past participles with être verbs and reflexive verbs, as these frequently trip up candidates in timed conditions.
- Build up your active vocabulary on common GCSE topics such as festivals, leisure, community, family, and social issues, so you can write fluently without a dictionary.
- For translation sentences, identify the tense and mood in the English sentence first, then map it to the correct French structure before you begin writing.
- Time yourself writing 130-150 word emails on past paper topics. Aim to spend five minutes planning, twenty minutes writing, and five minutes checking grammar and accents.
- Read a variety of authentic French texts (news articles, blogs, brochures) to become comfortable with different registers and to pick up idiomatic phrases for your own writing.
- Make a checklist of common grammatical features to review in your writing: subject-verb agreement, adjective agreement, correct use of articles, accent marks, and negative constructions.

Common mistakes to avoid

- Confusing auxiliary verbs in the passé composé: using avoir with movement or reflexive verbs (e.g. *il a sorti* instead of *il est sorti*) or forgetting to make the past participle agree with the subject when using être.
- Literal word-for-word translation from English, which often produces unnatural or incorrect French (e.g. translating 'I have been learning' as *j'ai été apprenant* rather than *j'apprends depuis*).
- Omitting or misplacing the second part of a negation (ne...pas, ne...jamais), particularly in compound tenses where *pas* must come between the auxiliary and the past participle.
- Forgetting accent marks (é, è, ê, à, ù) or confusing them, which can change meaning or indicate poor written accuracy even if the word is otherwise correct.
- Running over the word count in Section C or writing too little, both of which can cost marks. Practise hitting the 130-150 word target consistently.
- Mixing up tenses within a narrative or opinion piece, especially switching between past and present without clear reason, which disrupts coherence.

Exam technique

Allocate your hour carefully: aim for roughly **15 minutes on Section A**, **15 minutes on Section B**, and **30 minutes on Section C**. Start with the reading comprehension while your concentration is fresh. Read each text twice before attempting the questions, underlining key phrases that relate to the question prompts. Answer in full sentences unless the question allows otherwise, and keep your French clear and accurate rather than overly ambitious.

In the grammar section, tackle the conjugation exercises methodically. Write out verb endings in your head before committing them to paper, and double-check auxiliary verb choices for the *passé composé*. For the translation sentences, break each English sentence into chunks (subject, verb, object, time phrase) and translate piece by piece. Watch out for tense traps: English perfect continuous ('has been doing') typically maps to the French present with **depuis**, not a past tense.

For the extended writing task, spend the first five minutes planning. Jot down vocabulary and phrases for each bullet point, sketch a rough structure, and decide on your tenses. Aim for three or four short paragraphs to keep your email organised. Write clearly and check your work in the final five minutes, focusing on verb endings, agreements, accents, and negatives. If you are running short on time, prioritise completing all five bullet points over polishing every sentence, as missing a required element will cost marks.

What to revise alongside this paper

If you are preparing for this paper, ensure you are confident with **GCSE-level French grammar**, particularly the formation and use of the perfect, imperfect, and present tenses. Revise the full paradigm of common irregular verbs and practise switching between tenses in extended writing. Work through past GCSE papers or AS-level specimen materials to bridge the gap between school examinations and Sixth Form entrance standard.

Broaden your reading by exploring French websites, magazines, or graded readers aimed at intermediate learners. Pay attention to how opinions are expressed, how arguments are structured, and how different registers (formal vs informal) are signalled. This will feed directly into both your comprehension skills and your ability to write naturally in Section C.

Consider practising with other Sixth Form entrance papers in French, or with the early modules of AS French courses, which cover similar grammatical territory and require similar writing skills. Finally, revise idiomatic expressions, connectives (*donc*, *alors*,

pourtant, cependant), and time phrases to add fluency and coherence to your written work.

Key terms

Passé composé, Auxiliary verb (avoir / être), Past participle agreement, Present tense (indicative), Reflexive verb, Irregular verb, Conditional mood, Pluperfect (plus-que-parfait), Present participle (gérondif), Depuis + present tense, Negation (ne...pas, ne...jamais, ne...pas du tout), Subjunctive mood, Register (formal / informal), Authentic text, Word count management

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Mark Scheme – French specimen paper

Lecture - Exercice 1

1. Qui a créé l'école *Happy Chandara* ? [1]

L'association française *Toute à l'école*

2. Quel est l'objectif de cette école ? [1]

Offrir une éducation primaire et secondaire gratuite aux filles des familles les plus pauvres.

3. D'où viennent les professeurs ? [1]

Ils viennent du Cambodge ou de France / ils sont khmers ou français.

4. Quelles matières sont étudiées en plus par les jeunes filles ? [1]

L'anglais, le français et l'informatique.

5. Quel était le rôle de Morgane ? [1]

Bénévole au club de loisirs

6. Dans les familles pauvres, quels sont les rôles des jeunes filles ? [2]

Faire les tâches domestiques et travailler.

7. Dans le monde entier, quelle est la proportion de filles dans les écoles ? [1]

Un tiers

8. Quels sont les risques principaux pour les femmes sans éducation ? [1]

Les mariages forcés, l'exploitation et la pauvreté

9. Pourquoi est-ce important que les femmes soient bien éduquées ? [1]

Parce qu'elles éduquent les générations futures.

Lecture – exercice 2 :

1. Le musée est ouvert tous les jours, même le dimanche. [1]
2. La ferme est ancienne. [1]
3. Pour réserver, il faut envoyer un e-mail. [1]
4. À la fin de la visite, on peut manger du fromage. [1]
5. Les familles paient moins cher. [1]

Grammaire – exercice 1 :

1. Je prends le bus tous les matins (prendre)
2. Nous mangeons des escargots (manger)
3. Elles rougissent tout le temps (rougir)
4. Tu te lèves de bonne heure (se lever)
5. Vous faites un gâteau (faire)

Grammaire – exercice 2 :

1. Il a bu tout son café (boire)
2. Nous sommes nés le même jour ! (naître)
3. Martin et Sofiane ont aidé ma mère hier (aider)
4. Tu as pris mon sac (prendre)
5. Elle est sortie tard hier soir (sortir)

Grammaire – exercice 3 :

1. After she ate her breakfast, she went to school.

Après avoir mangé son petit-déjeuner, elle est allée à l'école.

2. If I could buy a house, I would buy it in Spain.

Si je pouvais acheter une maison, je l'achèterais en Espagne / je voudrais l'acheter en Espagne.

3. Lucie has been learning French for 5 years.

Lucie apprend le français depuis 5 ans.

4. We do not like at all going shopping.

Nous n'aimons pas du tout faire du shopping.

5. I do my homework while listening to music.

Je fais mes devoirs en écoutant de la musique

Ecriture

Content (15)

10-15	Imaginative, interesting and entertaining work. The candidate exploits the question and its implications fully, coming up with a thoughtful and imaginative response.
5-9	A good response covering the main point and implications of the question. A range of clear points.
0-4	Some details are communicated but mistakes sometimes interfere with the intended message. Communication is incomplete with few extra details.

Quality of Language (15)

10 – 15	A full range of tenses is used accurately. Adjectives and adverbs are employed consistently. Language is highly accurate and sometimes goes beyond what is expected at GCSE level.
5-9	Language used is generally accurate and past, present and future tenses are secure. Errors might be expected in more ambitious language but common structures and phrases are correct.
0-4	There is a noticeable degree of inaccuracy and tenses are incorrectly used or formed. Language is accurate enough to communicate a message using appropriate vocabulary and structures.

Answer-Key Notes: 16+ French Mark Scheme (16+ French Mark Scheme)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

How to use this answer key

This mark scheme provides model answers for all three sections: reading comprehension, grammar exercises, and a creative writing task. **Mark the reading and grammar questions strictly against the given answers**, awarding full marks only when the response matches exactly (or, for Q6 in Lecture Exercice 1, contains both required elements). For the grammar translation tasks, accept minor variations in word order or vocabulary if the meaning and structure are correct. The writing task is marked holistically using the two-band rubric; read the whole response before assigning a content score and a language score, then total them.

When reviewing errors, **distinguish between recall gaps and careless slips**. A student who writes 'ils sont français' for Q3 has understood the text; one who cannot identify any source is missing comprehension skills. Similarly, conjugation errors in Grammaire Exercice 2 often signal uncertainty about auxiliary choice or past-participle agreement, not just a momentary lapse.

Use the worked examples below for questions that test transferable skills: recognising synonyms, forming the passé composé with être, and translating English continuous or conditional structures into French.

Score interpretation

The paper totals 60 marks: 15 for reading, 15 for grammar, and 30 for writing. **A score above 48 (80 per cent) suggests readiness for Sixth Form French**, provided the writing response demonstrates secure use of three tenses and a range of connectives. Candidates scoring 36–47 typically handle straightforward comprehension and present-tense conjugation well but struggle with complex past tenses, the conditional, or synonym recognition in the gap-fill exercise.

Below 36 marks usually indicates gaps in core grammar—especially passé composé agreement and reflexive-verb conjugation—or difficulty extracting implicit information from longer texts. If most errors cluster in one section, targeted revision of that skill (e.g. participle agreement, or scanning for paraphrase) will yield quick gains.

For the writing task, a combined score below 12 out of 30 often reflects limited vocabulary or reliance on present tense alone. Candidates at this level benefit from

sentence-builder frames and regular low-stakes writing practice before attempting timed tasks.

Worked examples

Lecture – Exercice 1, Q1–9

Award marks only when the French matches the mark scheme precisely or conveys exactly the same information. Q6 is worth two marks because it requires both elements ('faire les tâches domestiques' and 'travailler'); one element earns one mark. Many students paraphrase rather than lift phrases from the text—acceptable if the meaning is identical, but risky. Answers to 'pourquoi' questions (Q9) must begin with 'parce que' or 'car' to show causal reasoning; a restatement without the conjunction scores zero even if factually correct.

Q2 : Offrir une éducation primaire et secondaire gratuite aux filles des familles les plus pauvres.

The text states the association was founded 'afin d'offrir une éducation primaire et secondaire gratuite aux filles des familles les plus pauvres'. Candidates who write only 'éduquer les filles' omit the key details—**free provision and targeting the poorest families**—and lose the mark. The question asks for the objective, so the infinitive 'offrir' is appropriate; a finite verb ('l'école offre...') is equally acceptable here.

Q5 : Bénévole au club de loisirs

Morgane describes herself as working 'au club de loisirs' during the summer; earlier she uses the noun 'bénévole'. **Simply writing 'bénévole' without specifying the club is incomplete** because the question asks for her role (what she did), not just her status. 'Travailler avec les enfants' is too vague and does not name the club de loisirs explicitly mentioned in the text.

Q7 : Un tiers

The passage states 'un tiers seulement sont des filles'. Candidates who write 'deux tiers' have misread or confused this sentence with the later statistic about illiterate adults (two-thirds of whom are women). **Careful candidates underline key figures as they read** to avoid mixing statistics that appear close together in the text.

Lecture – Exercice 2, Q1–5

This gap-fill tests **synonym recognition and grammatical fit**. Each blank must make sense in context and agree in gender and number with surrounding words. For example,

'ancienne' in Q2 must be feminine singular to match 'la ferme'. Students often choose a word that is semantically plausible but grammatically impossible—'grande' instead of 'ancienne', say—because they skim the sentence rather than checking agreement. Read the completed sentence aloud mentally; if it sounds unnatural, the choice is wrong.

Q1 : même

The sentence reads 'ouvert tous les jours, ... le dimanche'. The grid offers 'même' and 'sauf'; contextually, museums in France often close on Sundays, so emphasising that this one opens 'même le dimanche' (even on Sunday) makes sense. 'Sauf le dimanche' would mean it closes on Sunday, contradicting 'tous les jours'. **The word 'y compris' in the source text is a direct clue** that the museum includes Sunday in its opening days.

Q3 : envoyer

'Il faut' requires an infinitive. The text says groups must book 'par courrier électronique', which corresponds to 'envoyer un e-mail'. 'Acheter' (to buy) and 'lire' (to read) are infinitives but semantically wrong. **Candidates who choose 'étudier' may be guessing** without re-reading the sentence about reservations in the source text.

Grammaire – Exercices 1–3, Q1–15

Exercice 1 tests present-tense conjugation of irregular and reflexive verbs. **Award the mark only if the verb form is spelled correctly**; 'je prend' (missing the 's') scores zero because it is not identifiable as a correct conjugation. Exercice 2 requires the passé composé with the correct auxiliary and past-participle agreement. Common errors: using 'avoir' with 'naître' or 'sortir', and forgetting to agree 'née' / 'sortie' when the auxiliary is être. Exercice 3 rewards accurate translation of tense and structure; minor lexical variation is acceptable (e.g. 'je voudrais' vs 'j'achèterais' in Q2) if the grammar is sound.

Exercice 2, Q2 : Nous sommes nés le même jour !

'Naître' always takes être in the passé composé. The past participle is 'né'; because the subject is 'nous' (which could be masculine or mixed), the mark scheme shows 'nés' with an 's'. **Candidates who write 'nous avons nés' reveal confusion about intransitive verbs of motion and change**; 'naître' belongs to the small group (DR & MRS VANDERTRAMP) that require être.

Exercice 2, Q5 : Elle est sortie tard hier soir

'Sortir' takes être when used intransitively (meaning to go out). The past participle 'sortie' must agree with the feminine subject 'elle', so it gains an 'e'. **Omitting the agreement ('elle est sorti') loses the mark** because grammatical accuracy is explicitly assessed. The time phrase 'tard hier soir' can appear in any position after the verb without penalty.

Exercice 3, Q1 : Après avoir mangé son petit-déjeuner, elle est allée à l'école.

The English uses two finite verbs ('ate', 'went'); French prefers the **perfect infinitive 'après avoir mangé'** to show that one action preceded the other. 'Après qu'elle a mangé' is grammatically possible but more cumbersome and rarely used in written French. The main clause uses the passé composé ('est allée') with être because 'aller' is a verb of motion; the past participle agrees with 'elle'.

Exercice 3, Q3 : Lucie apprend le français depuis 5 ans.

English 'has been learning' (present perfect continuous) translates to the **present tense + 'depuis'** in French when the action is still ongoing. 'Lucie a appris' would mean she learned it (and may have stopped), so the present 'apprend' is essential. This construction trips up many candidates who assume any English perfect must become a French passé composé.

Écriture – Creative Writing Task

The writing task is marked using two fifteen-mark bands: content and quality of language. **Read the entire response once without marking**, then assign the content score by checking coverage of the five bullet points and the degree of development. A response in the 10–15 band will go beyond listing facts ('J'aime la musique') and offer reasons or comparisons ('J'aime la musique parce qu'elle me détend'). For quality of language, count how many tenses appear and whether they are used accurately; a candidate who attempts the conditional or pluperfect but makes errors can still score 5–9 if common structures are correct. Responses shorter than 130 words or longer than 150 rarely score full marks for content because they either omit detail or lose focus.

Content band 10–15 : Imaginative, interesting and entertaining work. The candidate exploits the question and its implications fully, coming up with a thoughtful and imaginative response.

To reach this band, the candidate must **address all five bullet points with specific detail and personal reflection**. For example, rather than writing 'Je suis allé au festival avec mes amis', a top-band response might say 'Je suis allé au festival avec mes trois meilleurs amis; nous avons acheté les billets en janvier parce que l'année dernière tout était complet'. The descriptor 'exploits the question and its implications fully' rewards candidates who infer what the examiner wants—event planning, personal opinion, future ideas—and volunteer that information without being prompted further.

Quality of Language band 10–15 : A full range of tenses is used accurately. Adjectives and adverbs are employed consistently. Language is highly accurate and sometimes goes beyond what is expected at GCSE level.

'A full range of tenses' means **at least three tenses used correctly in context**: typically passé composé (what happened at the festival), present (personal opinion), and future or conditional (what the candidate would like to organise). Candidates in this band also use subordinate clauses ('bien que', 'parce que', 'si + imperfect + conditional') and vary sentence openings with adverbs or time phrases. 'Goes beyond GCSE level' might include the subjunctive after 'bien que' or a relative pronoun like 'ce qui'.

Next steps

After marking, **make a checklist of recurring error types**—auxiliary choice in the passé composé, missing agreements, or synonym confusion in gap-fills—and note which bullet points in the writing task were skipped or underdeveloped. If grammar scores are strong but reading scores are weak, practise scanning techniques: underline key words in the question, then locate synonyms or paraphrases in the text rather than hunting for exact matches. If the writing task scored below 20 out of 30, spend ten minutes every other day writing a short paragraph (80–100 words) on a similar prompt, focusing on using three tenses and two conjunctions.

Candidates scoring above 48 should attempt past papers from other independent schools at Sixth Form entry level to maintain breadth; those scoring 36–47 will benefit most from targeted grammar drills (especially DR & MRS VANDERTRAMP verbs and agreement rules) before reattempting a full paper in four to six weeks. If time remains before the actual exam, translate short English paragraphs into French daily to build confidence with tense conversion and idiomatic phrasing—the skills that distinguish mid-range responses from top-band work.

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