

Introduction to Applied French GCSE for teachers at centres introducing the qualification

8NLP05

Aims and Objectives

- To provide an introduction to the course and an overview of the course structure**
- To provide guidance in the assessment of Speaking and Writing**
- To provide practice in marking Speaking and Writing assessments**
- To address concerns and promote good practice in the teaching of the qualification.**

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The Units

Unit 1 (part one)

Applied Oral Communication - Interactions

Preparation

Interactions are intended to be seen as 'extended role-plays'. They have developed out of the role-plays in GCSE French (1226) but, it is hoped, they give the candidates greater scope to interact at a mature level and to use their own imagination and initiative more. They also provide the opportunity for teachers to use stimulus materials of their own which will motivate their students and allow them to perform to the best of their ability.

Each candidate prepares his or her interaction from a printed stimulus which they are given **three school days** before the test, for example:

on the **Monday** when the test is on the following **Thursday**,
on the **Wednesday** when the test is on the following **Monday**,
on the **Wednesday** when the test is on the following **Tuesday** but the school is on holiday on the **Monday**,
etc..

Candidates take the stimulus into the test and refer to it during the test. They are not expected to memorise it and they must not make any notes on it. They are not allowed to use any notes during the interactions.

The role of the teacher-examiner is set out on the stimulus. Try to ensure that you play your part appropriately so that the scenario becomes as authentic as possible for the candidate. At the same time, however, keep an eye on the candidate's tasks and ensure that you give him or her the opportunities to fulfil them. For example, if the stimulus requires the candidate to ask questions and he/she is not doing so, you may want to say something like:

'Vous voulez me poser des questions?'

In order to access the higher mark bands candidates need to show that they can respond appropriately to the unexpected. You may want, therefore, to have 'up your sleeve' a few questions whose answers are not printed on the stimulus so that the candidate has to 'think on his/her feet'.

Remember that for most stimuli you are taking the part of a French person who knows no English. If a weak candidate uses a lot of English, therefore, it is perfectly acceptable to pretend you do not understand and to ask them to explain something differently.

Always keep in mind the principle that your role is to allow the candidate to show to the best of their ability what they know, understand and can do.

Remember to keep an eye on the clock! The timings for the interactions, as set out in the specification, are between **two and three minutes**. There is nothing to be gained in prolonging the activity beyond these times. The specification advises that interactions only extend to the full three minutes when a higher level of performance is being given. There is no need to go beyond two minutes for a learner with minimal language skills. It is important, that candidates are given the opportunity to do all their tasks within the time limit, but it is equally important that the tests do not overrun.

Sample stimuli appear in the specification and others are available online from Edexcel. You may devise your own stimuli, however, and may prefer to do so.

No candidate may be given a stimulus that they have already seen and worked through in class.

It is perfectly in order for several candidates to be given the same stimulus, but it is not envisaged that every candidate from a centre will use exactly the same stimuli. Indeed where candidates in a centre are

tested on several different days the candidates on the second and subsequent days may not use the same stimulus as candidates on the first day because this would break the rule about candidates seeing their stimulus no more than **three school days** before the test (see above): candidates on the second and subsequent days of testing would have had access, through their fellow students, to the stimuli for more than the three days allowed.

Should teacher-examiners use *tu* or *vous*?

This is entirely dependent on the context and the situation in which the candidate plays his/her role. Candidates – and teacher-examiners – should adopt whatever register is appropriate. You might want to remind candidates to make sure they are consistent, however: once they decide whether to use *tu* or *vous* they should stick to it. (A common mistake is to waver between the two, particularly in the use of *ton*, *ta* or *toi* when using *vous*, or *votre* when using *tu*.)

Devising your own stimuli

Although there are sample stimuli in the specification teachers are encouraged to produce their own for their own candidates.

Stimuli may be in French or in English or a mixture of both. If the stimulus is in French the candidate will be expected to use language which does not appear on the stimulus. He/she will not gain credit for using language which is merely lifted from the stimulus. For this reason many teachers may prefer to use an English stimulus. This may also allow for greater authenticity. On the other hand a stimulus in English may cause weak candidates to resort to English too much. Teachers are free to decide what will suit their own candidates best.

Some stimuli are 'tight' in that they instruct the candidate to perform a list of specific tasks (see Leisure and Tourism stimulus 3 in the Applied French specification). Others are 'loose', ie they do not specify exactly what the candidate must ask or find out, they leave it up to the candidate to use his or her initiative more (see Business stimulus 1 in the Applied French specification).

There are advantages and disadvantages to either approach. If you do decide to use a stimulus with a tightly defined series of tasks for the candidate, this may provide a supporting structure which some candidates find very helpful. On the other hand, if the candidate omits one or more of the tasks he/she will automatically lose access to the highest 'communication' marks. It is also important to make sure that the candidate has sufficient time to do all the tasks within the time allocation (maximum three minutes, as mentioned above). It may be best to phrase the candidates' instructions as

'You may mention...'
'You may ask...' rather than

'You must mention...'
'You must ask...'

as this gives the candidate greater flexibility and a better chance of gaining a high 'communication' mark.

You might want to use differentiated versions of the same stimulus for different candidates. For example, stimulus 2 (see Appendix) shows how Leisure and Tourism sample stimulus 2 from the Applied French specification has been 'customised' to the candidate's own locality, in order to make it more relevant to the candidate.

Remember that the material covered by the Interactions must come from the candidate's chosen 'context' (ie *Leisure and Tourism, Business, or Media and Communications*). Bear in mind, also, that what is covered in the Interactions must not overlap with anything covered in the candidate's Presentation/Follow-up or their written coursework even though everything comes from the same 'context'.

Prompting

Interactions are not meant to be monologues and the teacher-examiner's role is to 'move the dialogue along' in as appropriate a way as possible while allowing the candidate to show what he/she knows, understands, and can do. Avoid, as far as possible, 'closed' questions, ie those requiring a simple *oui* or *non* answer, or an answer of a single word.

Some candidates feel overwhelmed by open-ended questions, however, and you may need to prompt them. In doing so try to avoid 'feeding' vocabulary and structures. For example, if a candidate is required to tell you what he/she had to eat your open-ended question might be:

Qu'est-ce que vous avez mangé?

If the candidate offers no reply you might make suggestions :

Des frites? Du poulet?..

In doing so try to avoid mentioning the item that the candidate is *likely* to say: candidates gain no reward for merely repeating an item which you 'feed' them – they only gain credit for vocabulary which they themselves offer.

Assessing Interactions

General principles

Each candidate is required to submit marks for **three** speaking interactions. **All** of these **must** be recorded and sent to Edexcel. If they wish, candidates may do more than three interactions during the course of their studies and they may choose the best three to submit. The specification for GCSE Applied French suggests that **five** interactions from each candidate might be a useful number to aim for.

Each interaction is marked by the same criteria and to the same standard irrespective of when the candidate does it. An interaction done in the first term of Year 10, for example should be marked to exactly the same standards as one done towards the end of Year 11.

The assessment criteria are reproduced in Appendix 000 on page 000 of this guide. Each interaction is marked under two headings: 'Communication' and 'Application of Language'. Marks are awarded positively on a scale of 0 – 5 under each heading and reflect the extent to which the candidate successfully meets the criteria. There are thus 10 possible marks in total for each interaction. Since each candidate is assessed on **three** interactions the maximum marks for interactions is 30.

The criteria have been developed very closely with Edexcel's GCSE French specification (1226) so that the standards between the two specifications are comparable. (There are subtle differences, however, so it is important to use the criteria for Applied French when marking Applied French! The

criteria were also amended and refined during the pilot phase of Applied French so please ensure that you use the most up-to-date version and not one from an earlier version of the specification.) It is useful to spend some time reading through the criteria and considering what phrases such as *'Extends replies and takes initiative'*, *'Minimal hesitation'*, *'Produces minimal responses'* etc actually mean in terms of a student at GCSE level.

Under each heading the marks are divided into six bands. When marking a candidate's performance it is helpful to decide first of all into which band the performance falls. Many markers find it useful to start in the middle and work upwards or downwards. Ask yourself first of all: does this candidate deserve to score 3 or is he/she better/worse than this? If so, look at the next band above/below and decide whether the descriptions you see there are a better match to what you hear.

This process is best regarded as one of 'best fit'. Sometimes not every description listed against a mark in a band will apply but nevertheless that mark fits the candidate than any other. Always apply the 'best fit' principle.

There is no requirement that the 'Communication' mark and the 'Application of Language' mark should mirror one another in any way. Each category should be taken independently and the mark should be awarded without regard to the mark given in the other category. Although, in practice, a candidate's marks in the two categories are often similar, there is no requirement as such that this should be the case.

There is no separate category for rewarding pronunciation. If pronunciation is so poor that it impedes communication this will be reflected in the 'communication' mark. Particularly good pronunciation may conversely play a part in pushing the 'communication' mark up.

Internal and External Moderation

In order to ensure that the work of all candidates is marked to consistent standards, Edexcel requires that centres submit a sample of candidates' work. This is marked again by Edexcel's external moderators to check that the mark given by the centre is correct. Before the sample of candidates' work is sent to Edexcel for moderation a process of internal moderation within a centre must take place. This is to ensure that all the teachers teaching the Applied French course have marked to the same standard. If this process reveals that one or more teachers have marked more leniently or more harshly than the others in their centre the marks must be adjusted before the samples are sent off to Edexcel.

If the process of external moderation shows that a centre has marked harshly or leniently the marks of candidates from that centre are adjusted accordingly. Please note that this adjustment is applied to *all* candidates from the centre, not just those whose work was included in the sample.

Interactions - Commentaries on the recordings

Please see Appendix 1 for copies of the stimuli

Interaction 1 - Track 1

Stimulus - no 1 (taken from Applied French specification, pages 82-84)

Communication

We start by looking at the description for '3'. The candidate conveys simple opinions and responds to straightforward tasks although she is not able to cope with more complex questions. There is a degree of hesitation although she is not unduly reliant on the teacher examiner. '3' would therefore seem to be a good fit.

We check in the 2 box to make sure we have not been too generous. Here, 'Responses invariably limited' and 'Does not attempt some of the tasks' are too harsh a description of this candidate.

We check in the 4 box to make sure we have not been too harsh. Here 'Extends replies and takes initiative' and 'Develops more elaborate responses' seem to be too generous a description of the candidate.

We therefore conclude that 3 is the most appropriate mark for her.

Application of language

We start by looking at the description for '3'. The candidate deploys mostly predicable lexical items. She is able to use different tenses with a modest amount of success. There are many errors but they are not serious enough to affect communication. '3' seems to be the appropriate mark.

We check in the 2 box to make sure we have not been too generous. Here 'Little or no awareness of tense concept' is too harsh and we cannot say that she 'Deploys a very limited/repetitive range of structure and lexis'. A mark of 2 would, therefore, be too low.

We check in the 4 box to make sure we have not been too harsh. Here, 'Generally at ease with subordination' is too generous, as is 'Reasonably wide and mostly appropriate range of structure and lexis'

We therefore confirm that 3 is the most appropriate mark.

Interaction 2 - Track 2

Stimulus - no 2 (Norwich)

Communication

We start by looking at the description for '3'. The description seems to be too generous so we look in the box below. Here 'Conveys *some* information without ambiguity' is appropriate, as is 'Responses invariably limited and restricted to straightforward questions'. 'Some prompting necessary' is also applicable'. This suggests that '2' is the best mark. A look at the '1' description confirms this. The mark awarded is therefore 2.

Application of language

We start by looking at the description for '3'. The description is too generous, so we look in the box below. Here 'Short main clause structures predominantly used' seems to be generous because the candidate often replies with single words or very short phrases. We therefore look in the 1 box. Here we find the best fit: 'Operates only in most basic structures', 'Rarely offers complete sentences', 'Consistently inaccurate language'.

The appropriate mark is therefore 1.

Interaction 3 - Track 3

Stimulus - no 3 (taken from Applied French specification, pages 85-87)

Communication

We start by looking at the description for '3' and realize almost immediately that this would be too generous. We therefore look at '2'. Here again the description seems to be too generous. The descriptions for '1' include 'Conveys little relevant information', 'Limited comprehension of basic questions and limited response', 'Communication impaired by poor pronunciation and language error',

and 'Extremely hesitant', all of which seem applicable. We have to consider whether, in fact, a mark of 0 is more applicable. In this case, however, we cannot truthfully say that there is 'No effective communication'. The appropriate mark is therefore 1.

Application of language

Again, we start by looking at the description for '3'. It is clear that this is too high a mark, so we look at '2'. Here again, the description is too generous, so we look at '1'. Here we find a good fit: 'Operates only in most basic structures', 'Consistently inaccurate language impedes basic communication most of the time'. Again, we have to consider whether a mark of 0 would be more appropriate. In this case, however, the appropriate mark is 1.

Interaction 4 - Track 4

Stimulus - no 4 (Parc Astérix)

Communication

We start by looking at the description for '3'. The description seems to be too harsh for this candidate so we look in the 4 box. Here, 'Extends replies and takes initiative/develops more elaborate responses' is appropriate, as is 'Minimal hesitation and little or no prompting necessary to sustain interaction'. We check in the 5 box to see whether this would be a better fit. Here, however, 'Expands opinions and attitudes' and 'Justifies opinions' seem to be a little too generous. The most appropriate mark is therefore 4.

Application of language

We start by looking at the description for '3'. The description is too harsh: the candidate does more than 'Use different tenses with some ambiguity', for example. The '4' description seems to be a better fit: 'At ease with subordination', 'Reasonably wide and mostly appropriate range of structure and lexis', for example. We need to check whether '5' would be better, but here the wording seems to be too generous: 'More complex lexical items', 'A wide range of structures'. The most appropriate mark is therefore 4.

Further marked samples of Interactions, with commentaries guidance will be available in the 'Applied French Speaking Guide' to be published during 2008-09.

Guidelines

The specification for Applied French GCSE contains important guidelines, which are reproduced here: The candidate may choose an appropriate topic for presentation. This should be of interest to the candidate but must also relate to the appropriate context (*Leisure and Tourism, Business or Media and Communications*). Learners may need some initial guidance on how to handle research for their presentations and how to undertake appropriate preparation. The presentation should not be seen as an exercise in copying and rote-learning sentence after sentence but rather as an opportunity for creative oral communication. It is advisable that learners become used to preparing for and giving presentations through regular practice – possibly with expanded notes or reference to PowerPoint slides.

As with the interactions, it is important to watch the timing of the presentation (**1-2 minutes**) and the follow-up questions (**1-2 minutes**) very carefully.

Choice of topic

Candidates must remain within the broad context of their specialist area (*Business, Media and Communications or Leisure and Tourism*) but within this they are free to choose their own topics for the presentation and follow-up. Care must be taken to ensure that the topic chosen for the presentation and follow-up does not overlap with the topic chosen for the candidate's written coursework. It is, however, possible for candidates to take the same general theme for the two assessments as long as each deals with an entirely different aspect of it and there is no overlap. For example, a candidate specialising in 'Business' might submit written coursework consisting of a series of letters applying for a work placement. That candidate's oral presentation might give an account of his/her experiences during the actual work placement. Both pieces of work are on 'work placement' but both are distinct in terms of content.

Similarly, a candidate specialising in 'Leisure and Tourism' might produce a brochure on his/her local area for French tourists for the written coursework submission, and, for the oral presentation, might give an account of a visit by a group of French visitors to that same area. There is scope, within the same general context, to cover material from an entirely different angle.

Candidates' notes

According to the specification for Applied French GCSE candidates may take notes into the examination room and use these as prompts during their presentation. Candidates may not, of course, take in a 'script' and read this out. Their notes must consist of no more than 30 words in the form of bullet points or a 'spider diagram' and should fit onto an A5 piece of paper.

A candidate may choose to talk, for his/her presentation, about a graph, diagram or chart or to use any other visual aids on which French words appear. In this case the words featured on the visual aid do **not** count as the candidate's 'notes': he/she may take up to 30 words of notes in addition to any visuals he/she uses. However, in assessing such a candidate's performance the teacher-examiner will need to be aware of the extent to which the candidate draws on the language featured on the visual aids and the extent to which he/she uses original language. The performance must be assessed solely on the basis of the candidate's own language.

Tips for the conduct of the presentation and follow-up

- Keep to the time limits and make sure that the timing of the follow-up questions and answers matches the timing of the presentation: both sections of the test should be the same length. Each of the two sections should be between 1-2 minutes each, maximum 2-4 minutes for the test overall.
- If candidates, out of nervousness, or for any other reason, are inclined to 'rush' their presentation and deliver it without a sense of understanding it is perfectly acceptable to interject, perhaps with a question for clarification, or even just to ask them to speak more slowly!
- Ensure that the follow-up questions allow candidates to show to the best of their ability what they know, understand and can do. In particular give more able candidates opportunities to use different tenses, express opinions, and show off their range of vocabulary and structure.
- Try to make the follow-up into as natural a dialogue as possible. Try to maintain the 'flow' and avoid any sense of it being an 'interrogation', ie a battery of unconnected questions. Listen to the candidates' answers, and use questions which build on and develop naturally out of what he/she has just said. On the other hand to interrupt an able candidate in full flow and divert them onto a different, perhaps unexpected tack, can give them the opportunity to demonstrate high levels of spontaneity and responsiveness,
- Use open-ended questions as much as possible. Avoid anything which may elicit a single-word answer.
- Avoid long periods during which a candidate says nothing. Be aware of the time factor: it is very easy for 20 seconds or more to slip by if a candidate is unforthcoming, and this represents a large proportion of the time allowed. After a short pause give the candidate a different question, or rephrase your original question so that they are able to say *something* and thus to demonstrate what they *can* rather than what they *cannot* do.
- Don't waste time correcting a candidate's language during the test. Remember that this is an *assessment* rather than a *teaching* situation.
- Use either *tu* or *vous* depending on your usual practice and on what the candidates are accustomed to from their lessons with you.

Assessing Presentations and Follow-up

General principles

Each candidate is required to submit **one** Presentation and Follow-up. This must be recorded within the dates specified by Edexcel and a sample sent to Edexcel.

Where more than one teacher in a centre teaches Applied French the centre must carry out internal moderation (see above) to ensure that all teachers at the centre have marked to the same standard before the sample is sent to Edexcel.

The assessment criteria are reproduced in Appendix 2 of this booklet. As with the 'Interactions' the criteria have been developed very closely with Edexcel's GCSE French specification (1226) so that the standards between the two specifications are comparable. (There are subtle differences, however, so it is important to use the criteria for Applied French when marking Applied French!)

Learners are marked for *Communication and Content*, *Application of Language and Accuracy*. The *Communication and Content* mark, out of 16, is divided into two: 8 marks for the presentation, and 8 marks for the follow-up questions and answers. The two sections of the test should be assessed independently. Sometimes there is a marked contrast in the quality of a candidate's work between the two sections: some gain a much higher mark in their presentation than in the follow-up, others do the opposite.

The *Application of Language and Accuracy* marks, however, are applied *globally* across both parts of the test. Each carries a total of 7 marks.

The total for the entire test is 30.

In applying the criteria please see the principles for assessing 'Interactions'. The principles are the same. (Do ensure, however, that you use the 'Interactions' criteria when assessing interactions and the 'Presentation and Follow-up' criteria when assessing presentations and follow-up! Most teacher-examiners at some time or other have discovered that they have been referring to the wrong set of criteria and have had to re-do their marking. Many find it helpful to label the two sets of criteria in bold, contrasting colours.)

As with the interactions, there is no requirement that the marks in the three categories should mirror one another in any way. Each category should be taken independently and the mark awarded without regard to the mark given in the other category. Although, in practice, a candidate's marks in the three categories are often similar, there is no requirement as such that this should be the case.

As with the interactions, there is no separate category for rewarding pronunciation. It is mentioned in all bands of the 'Accuracy' criteria and should be regarded as one contributing factor in the candidate's overall level of accuracy.

Presentation and Follow-up Commentaries on the recordings

Presentation and Follow-up 1 - Track 5

Communication and Content - i) Presentation

We start in the 4-5 box. All descriptions seem to fit this candidate well. Should we go for 4 or for 5? We need to ask whether the candidate *tends* towards the box above or towards the box below. The descriptions in the 6-7 box seem overly generous for this candidate, whereas he almost (but not quite) fits some of those in the 2-3 box, such as 'Delivery inconsistent' and 'Some coherence in the presentation of ideas'.

The most appropriate mark is therefore 4.

Communication and Content - ii) Follow-up questions and answers

We start in the 4-5 box and, again, find a good fit. Once again we need to loom in the boxes above and below to see whether the candidate should be awarded 5 or 4. In this case, again, he *tends* towards the 2-3 box rather than the 6-7 box and the most appropriate mark is therefore 4.

Application of Language (applied globally)

We start with '4' and again find a good match between these descriptions and this candidate's performance, for example: 'Uses reasonably wide and mostly appropriate range of structure and lexis'. We look in the 5 and the 3 boxes to decide whether a higher or lower mark than '4' would be more appropriate, but discover that 5 is too generous whereas '3' is too harsh. We confirm that the most appropriate mark is therefore 4.

Accuracy (applied globally)

We start with '4' and find that the descriptions fit well: 'Generally accurate in simple, basic language despite a fair number of significant errors', 'Less accurate in more unfamiliar language situations'. '5' would be too generous: 'Generally at ease with subordination', 'Reasonably wide and mostly appropriate range of structure and lexis', and '3' would be too harsh: 'High incidence of errors', 'Frequent and basic inaccuracy'. The most appropriate mark is therefore 4.

Presentation and Follow-up 2 - Track 6

Communication and Content - i) Presentation

We start in the 4-5 box and find that it is too harsh a description for this candidate. We need to look in the 6-7 box. Here we find a better fit: 'Very relevant coverage of topic with minor omissions', 'Mostly logical and coherent structure'. Should we go for '6' or for '7'? We need to ask whether the performance *tends* towards the 8 box or the 4-5 box. '8' states 'Comprehensive coverage of topic' and 'Highly confident delivery' which seem a little too generous for this candidate, whereas '4-5' states 'Good attempt at logical and coherent structure but with lapses' which is, on balance, rather closer to what we have here. We conclude, therefore, that the most appropriate mark is 6.

Communication and Content - ii) Follow-up questions and answers

We start in the 4-5 box and move straight away to the next box up where the '6-7' descriptions seem to be a better fit. Again, in order to decide whether to go for 6 or 7 we need to decide whether the performance *tends* towards the higher box or the lower box. In this case it *tends* rather more towards the 8 box ('Responds very well to a wide range of question types', 'Expresses a wide range of opinions with frequent justification') rather than to the 4-5 box ('Deals with open questions but rarely expands', 'Experiences problems with more complex question forms'), so the most appropriate mark is therefore 7.

Application of Language (applied globally)

We start with '4' and move up immediately. The 5 box also seems to be a little harsh for this very good candidate, so we move up one more to the 6-7 box where we find a better fit: 'A wide range of structure and lexis as appropriate to the task', 'Some use of more complex lexical items'. Does the performance *tend* towards the bottom or the top of the box, ie should we award 6 or 7? We have to decide to what extent the performance *tends* towards the 5 box. In this case it does so, and the most appropriate mark is therefore 6.

Accuracy (Applied globally)

Again we start with 4 but realise immediately that the performance is worth more than this, so we look in the next box up. Here again, a mark of 5 seems too harsh, so we look in the 6-7 box. Here we find a good fit which accurately describes the candidate's performance. As before, it *tends* towards the lower end rather than the upper end of the box, so the most appropriate mark is therefore 6.

Presentation and Follow-up 3 - Track 7

Communication and Content - i) Presentation

We start in the 4-5 box but need to move down almost immediately. In the 2-3 box there seems to be a reasonable fit: 'Limited coverage of topic' applies (The presentation is rather short, but at just *under* one minute it *almost* at the minimum recommended length), as does 'Delivery inconsistent'. We check to see whether '1' would be a better fit, but here 'Minimal coverage' and 'Halting delivery' are too harsh. However, the performance *tends* towards 1 rather than 0, so the most appropriate mark is therefore 2.

Communication and Content - ii) Follow-up questions and answers

We start in the 4-5 box, but, once again, move down immediately. The 2-3 box is also too generous for this candidate, so we look in the 1 box. Here we find a very close match: 'Minimal responses (mainly one word replies or very short phrases)' and 'Limited comprehension of basic questions and limited responses'. He fails to understand some questions and gives no response until prompted by the teacher, so 'Totally reliant on teacher-examiner's structured questions fits well. The most appropriate mark is therefore 1.

Application of Language (applied globally)

We start with 4 and immediately reject it as too high. The descriptions for '3' are also too generous for this candidate. We therefore continue to go down. The 1-2 box is the best fit: 'Operates only in most basic structures', and 'Rarely offers complete sentences'. The description 'Resorts frequently to non-target language' is. However, not especially applicable here, so the performance *tends* towards the top of the box rather than the bottom, and the most appropriate mark is therefore 2.

Accuracy (Applied globally)

We start with '4' and move down. We can also discount '3', but we find a good fit in the 1-2 box: 'Isolated examples of accurate language', 'Pronunciation very poor'. We need to decide whether the performance *tends* towards '3' or towards '0' in order to determine whether to award '2' or '1'. We need to assess the performance globally, and taken as a whole, this performance is *not* tending towards 'No rewardable language'. The candidate therefore deserves '2' rather than '1'. The mark awarded is therefore 2.

Presentation and Follow-up 4 - Track 8

Communication and Content - i) Presentation

We start in the 4-5 box and find that the descriptions are too harsh, so we move up. The 6-7 box is a better fit: 'Very relevant coverage of topic with minor omissions', 'Mostly logical and coherent structure with minor lapses'. In deciding whether to go for 7 or 6 we look in the boxes above and below. We need to ask, for example, whether the candidate's 'confident delivery' *tends* towards 'Highly confident' (which would be '8') or 'Generally confident' (which would be '5'). On balance the most appropriate mark is 6.

Communication and Content - ii) Follow-up questions and answers

We start in the 4-5 box and find quite a good fit: 'Responds well to familiar, straightforward questions but experiences problems with more complex question forms', 'Deals with open-ended questions but rarely expands'. A quick check in the boxes above and below confirm that '4-5' is the appropriate range. The performance *tend*s towards the box above rather than the box below, however, and the most appropriate mark is therefore 5.

Application of Language (applied globally)

Starting with '4', and assessing the performance globally, we find that the descriptions are a little too harsh, so we look in the 5 box. Here we find a better fit: 'Generally at ease with subordination', 'Unambiguous use of tenses other than the present' (although not flawless), 'Uses reasonably wide and mostly appropriate range of structure and lexis'. The performance is not good enough for the 6-7 box: 'Very confident' is too generous a description of the candidate's use of tenses, for example. The most appropriate mark is therefore 5.

Accuracy (Applied globally)

We start with '4' and find a good fit: 'Less accurate in more unfamiliar language situations', 'some inconsistency'. We check that the 5 box would not be better. Here, 'Pronunciation and intonation generally good' would seem a shade too generous. We check that the 3 box would not be better. Here, 'Some pre-learnt stereotypes correct but frequent and basic inaccuracy in manipulated language' would seem a touch too harsh. The most appropriate mark is therefore 4.

Further marked samples of Presentations and Follow-up, with commentaries and detailed guidance will be available in the 'Applied French Speaking Guide' to be published during 2008-09.

Unit 2

Applied Written Communication - Coursework

Within the broad confines of their chosen specialist context, candidates are free to choose their own topics to write about. They must ensure that they do not duplicate anything that they submit for their Speaking assessment, either an Interaction, or a Presentation and Follow-up, and they are required to sign that the work is their own and has been done without any assistance other than what is allowed under the regulations.

It is helpful to read the marking criteria in detail before you set coursework tasks. Make sure that the tasks you allow your candidates to do give them scope to reach the highest marks they possibly can. For example, an able candidate aiming for top marks in the *Knowledge and Application of Language* category will be expected to display competence in using complex structures such as pronouns, negatives, superlatives and a range of tenses.

A lower attaining candidate, who is perhaps not expected to gain more than, say, 2 in the *Knowledge and Application of Language* category, could well display competence in writing 'short, simple sentences which are more or less correct' by completing a gapped text or adding phrases to a 'writing frame'.

It is important to submit the resources to which the candidates have access so that the moderators know how much of the work is the candidates' own. If material has been copied from a stimulus, for example, or if an apparently continuous text has actually been produced using writing frames, this will affect the mark which can be given.

The specification states that at least two of the pieces of coursework must be written under 'controlled' conditions. You are, of course, free to insist that more than two pieces are written under 'controlled conditions' if you wish.

Please refer to the specification for GCSE Applied French for guidance on drafting of work and teachers' comments on drafts.

The assessment grids for Coursework, taken from the specification for Applied French, are reproduced in Appendix 2 of this booklet.

Marked examples with commentaries - Written Coursework

(See Appendix 3 for samples)

Coursework sample 1

(Task: Write about your work experience)

Communication and content

As with the oral assessment described above, it is best to start in the middle of the assessment grids and work up or down. We therefore start by looking in the 5-6 box. Here we find a good description of this candidate's work: 'Relevant information conveyed, although there may be some omissions and/or irrelevancies', 'Goes beyond a minimal response', 'Comprehensible overall with some lapses'. We have to decide whether to choose '5' or '6', and, as before, we judge whether the performance *tends* towards the box below or the box above. In this case it *tends* rather more towards '3-4' than towards '7-8', so the most appropriate mark is 5.

Knowledge and application of language

We start with '3' and find quite a good fit: 'Vocabulary and structures are generally appropriate to the task', 'Attempts enhancement...with some success', 'Attempts to use...simple linking with some success'. We check that neither '4' nor '2' provide a better fit than '3', and judge that the most appropriate mark is 3.

Accuracy

Again, starting in the middle with '3', we find a close fit: 'Fairly accurate in straightforward language, but some lapses with more complex language', 'Spelling of common words generally accurate', 'Language errors do not hinder communication'. Again, we need to check that neither the '4' descriptions nor the '2' descriptions are a better fit. In fact these are respectively too harsh and too lenient, so the most appropriate mark is therefore 3.

Coursework sample 2

(Task: Write about your work experience)

Communication and content

We start in the 5-6 box and find that it is too harsh for this candidate, so we look in the box above. Here we find a more appropriate description, but when we look in the box above ('9-10'), we find an even closer match: 'Very detailed and fully relevant response', 'Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task', 'Coherent and pleasant to read'. Because the piece *tends* towards the '7-8' box, however, the most appropriate mark is therefore 9

Knowledge and application of language

We immediately find that '3' is too low, so we look at '4'. Again, the descriptions are too harsh for this candidate's work, so we move up to the 5 box. Here there is a good fit: 'Wide range of vocabulary and structures, fully appropriate to the task', 'Clear ability to manipulate language and to produce longer, fluent sentences with ease. The most appropriate mark is therefore 5.

Accuracy

Again, '3' is too low, as is '4'. In the 5 box we find an a good fit: 'High level of accuracy *though not necessarily faultless*', 'Secure when using more complex language with only a few minor errors. The most appropriate mark is therefore 5

Coursework sample 3

(Task: Write about your work experience)

Communication and content

As with the oral assessment described above, it is best to start in the middle of the assessment grids and work up or down. We therefore start by looking in the 5-6 box. Here we find the descriptions too harsh for this candidate, so we look in the next box up, ie '7-8'. Here we find a better fit: 'Detailed response', 'Evidence of description, opinion and expansion, as appropriate', 'Generally coherent'. We

have to decide whether to choose '7' or '8', and, as before, we judge whether the performance *tends* towards the box below or the box above. In this case it *tends* rather more towards '5-6' than towards '9-10', so the most appropriate mark is 7.

Knowledge and application of language

We start in the middle, ie '3'. It seems to be a reasonably good fit, but when we check with the box above, we find an even closer fit: 'Quite a wide range of vocabulary and structures', 'Tenses are generally correctly used', 'Some ability to manipulate language although not always successful'. This performance is not good enough to warrant the next box up ('Confident use of more complex structures, such as pronouns, negatives, superlatives...'), so the mark awarded is 4.

Accuracy

We start with '3' and find a good match immediately: 'Fairly accurate in straightforward language', 'The piece is clearly more accurate than inaccurate'. We need to check that '4' and '2' are not a closer match. '4' is too generous, whereas '2' ('Many basic errors') is too harsh. The most appropriate mark is therefore 3.

Coursework sample 4

(Task: letter to a hotel)

Communication and content

Starting in the '5-6' box, we find the descriptions too generous, so we move down to '3'4'. Here, we find a better fit: 'Relevant key information is given but there may be major omissions and/or irrelevance', 'Just about comprehensible overall', 'Not easy to read'. It rises above the 1-2 box, however, where we read 'Much ambiguity or omission', 'Except for isolated terms, would not be comprehensible to a native speaker'. It *tends* towards '1-2' rather than '5-6' where we read 'Most of the task is completed and relevant information conveyed', 'Provides evidence of an ability to go beyond a minimal response', so the most appropriate mark is 4.

Knowledge and application of language

'3' seems to be too generous a mark, so we look in the box below. Here we find appropriate descriptions: 'Limited vocabulary and structures', 'There are some short, simple sentences which are more or less correct'. It is better than '1' where we find: 'Very limited vocabulary with occasional correct words'. The most appropriate mark is therefore 2.

Accuracy

Again, 3 seems to be too high a mark, so we look at the box below. Here the descriptions fit well: 'Many basic errors', 'Some correct phrases', 'Some correct phrases but frequent misspellings'. As before, we need to look in the 1 box to confirm that we are not being too generous. Here, however, 'Frequent basic errors and inaccuracies prevent communication' is too harsh. The most appropriate mark is therefore 2.

Further marked samples of Coursework, with commentaries and detailed guidance will be available in the 'Applied French Coursework Guide' to be published during 2008-09.

Resources and support

Contexte - A course book, published by Heinemann (Pearson) and officially endorsed by Edexcel, this covers the Leisure and Tourism context.

The following web sites are not officially endorsed by Edexcel but nevertheless provide some excellent material:

http://web.mac.com/sanferminuk/The_Lead_Practitioner_Blog/Applied_GCSE_French/Applied_GCSE_French.html

www.appliedfrench.co.uk

For practice material for on-screen tests, see CD 'Lecture' published by Revilo (www.revilolang.com)

On-screen tests from previous examination series are also available from Edexcel.

You can find the Examiners' Reports with many valuable tips and ideas on Speaking and writing as well as the on-screen tests on the Edexcel web site.

Appendix 1- Interaction stimuli for the marked examples

Stimulus 1

Information for learners

Task 1

Situation

You have applied to do some work experience at a holiday centre in France. One of the company managers asks you some questions about your situation, experience and interests.

Task

Using the sheet to help you, answer the questions you are asked. You do not have to mention everything on the sheet and you may add other details if you wish. ***Remember to ask at least one question yourself.***

The person testing you will play the part of the manager and will begin the conversation.

Information for teachers

Task 1

Situation (Formal)

The learner has applied to do some work experience at a **holiday centre** in France. You play the part of the **manager** who interviews the learner.

You ask the learner questions about him/herself including:

- name, age, education, interests, languages spoken
- where he/she lives and what it is like
- qualifications and work experience to date
- what he/she wants to do in the future.

You will begin the conversation. You should ensure that the learner has the opportunity to use **tenses other than the present**, to offer **an opinion** and to ask **at least one question**.

The list below is to help you. It is not intended to be prescriptive or exhaustive. Interaction is expected, not just a succession of question and answers, and it is hoped that learners will 'take the lead' after your introduction. Ask any other questions of your own to enable the conversation to flow as naturally as possible.

Remember that questions that require yes or no answers should be followed up with a why/where/how question to give the learner the opportunity to provide more detail. 'H' indicates questions that are generally more suitable for those learners seeking grades C–A.*

Comment vous appelez-vous?

Quel âge avez-vous?

Vous habitez où? Décrivez votre ville. (H)

Que faites-vous pendant votre temps libre?

Quelles langues parlez-vous?

Vous pouvez commencer quand?

Pourquoi voulez-vous travailler en France? (H)

Quelles qualités avez-vous pour travailler au centre de vacances? H

Où avez-vous fait votre stage en entreprise?

Qu'est-ce que vous avez fait comme travail? (H)

Comment avez-vous trouvé le travail? (H)

Est-ce que vous voudriez faire cette sorte de travail plus tard? Pourquoi/Pourquoi pas? H

Pourquoi voudriez-vous ce job-ci? (H)

Quand est-ce que vous pourrez commencer?(H)

Stimulus 2

Information for learners

Situation

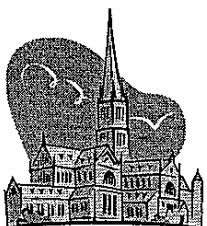




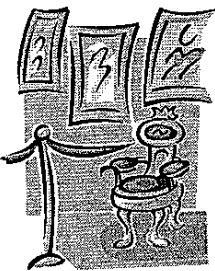
You are working in a tourist information office in Norwich when a French tourist enters wanting some information on activities in the region.

Task




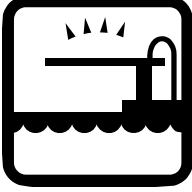


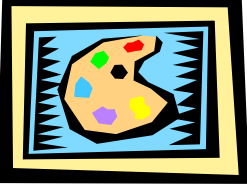

Use the publicity leaflet to explain what there is to do in your area. *Explain that you have visited some of these places and say what you think of them.*

You will need to ask questions to find out what the visitor is interested in.

The person testing you will play the part of the tourist and will start the conversation.

 <p>Norwich cathedral</p> <p>Open Saturdays and Sundays 10:00 – 15:00</p> <p>Adults: £4 Children: £2</p>	 <p>Chapelfield shopping centre</p> <p>Open Mon - Sat 9:00 – 20:00 Sun 11:00- 17:00</p> <p>Free parking</p>
<p>Saturday 21st July Carnival procession through the streets. Starts at 3pm.</p>  <p>Firework display at 9pm</p> 	 <p>Broadland leisure centre.</p> <p>Open everyday</p> <p>Monday 18th June Football tournament 10 teams Kick off 11am</p>
 <p>'Zaks' burger restaurant</p> <p>Six till late.</p> <p>Tel: 456123</p>	 <p>'La Tasca', Spanish restaurant</p> <p>Tel: 536334</p> <p>Open everyday 19:30-23:30</p>
 <p>Norwich art museum</p> <p>Open Fri – Mon 10:00 – 17:00</p> <p>Free entry</p>	 <p>Norwich chocolate museum.</p> <p>Open Tues- Sat 10:00 – 16:00</p> <p>Souvenir shop</p>

Stimulus 3

 <p>Mountbridge Castle (13th Century) Open Saturdays & Sundays 10.00-16.00</p>	 <p>Shirehall Shopping Centre Open Mon-Sat 9.00-18.00 Sun 11-16.00</p>
 <p>Little Bridge Golf Club</p> <p>Non-members welcome</p> <p>£17.00 per round Club hire: £5</p> <p>Tel: 365809</p>	<p>Mountbridge Leisure Centre</p> <p>Open everyday 7.30-22.00</p> 
<p>Pizza Palace</p> <p>Six till late Tel: 361753</p> 	 <p>Pride of India Open everyday 19.00-23.00</p>
 <p>Mountbridge Gallery Open Fri-Mon 10.00-17.00</p>	<p>Mountbridge Museum of Childhood</p> <p>Open Tues-Sat 10.00-16.00</p> 

Information for learners

Task 2

Situation

You are on work experience with a large company that often has French people visiting for short periods of time. You have been asked to talk to one of the French visitors who does not speak English in order to draw up a programme of leisure activities.

Task

Use the publicity leaflet to help explain what there is to do in your area. ***Explain that you have visited some of these places and say what you think of them.***

You will need to ask questions to find out what the visitor is interested in.

The person testing you will play the part of the visitor and will start the conversation.

Information for teachers

Task 2

Situation

The learner is on work experience in a company that has French people visiting for short periods of time. You play the part of the French visitor.

Task

The learner should ask you about your interests and explain what there is to do in the area. You should encourage the learner to express opinions about the places and ask if they have ever been/eaten there etc. The learner does not have to talk about every item of information on the leaflet stimulus.

The list below is to help you. It is not intended to be prescriptive or exhaustive. Interaction is expected, not just a succession of question and answers, and it is hoped that learners will 'take the lead' after your introduction. Ask any other questions of your own to enable the conversation to flow as naturally as possible.

Remember that questions that require yes or no answers should be followed up with a why/where/how question to give the learner the opportunity to provide more detail. 'H' indicates questions that are generally more suitable for those learners seeking grades C–A.*

Qu'est-ce qu'on peut faire comme sport à Mountbridge?

J'aime beaucoup le golf. C'est combien pour jouer?

Est-ce qu'on peut louer des clubs?

Où peut-on manger?

Est-ce que vous avez mangé dans ce restaurant? Il est comment? (H)

Qu'est-ce qu'il y a à voir dans la ville?

Quelles sont les heures d'ouverture du musée?

Qu'est-ce qu'il y a à voir dans le musée? (H)

Et si je voulais acheter des cadeaux? (H)

Est-ce que vous avez déjà visité le château? Il est comment? (H)

C'est combien l'entrée?

Est-il ouvert le vendredi?

Stimulus 4

Applied French speaking assessment 2 pck
...you have seen this advert in a newspaper recently and decide to telephone for details.

Travaillez chez Parc Astérix!!!

été 2007

on cherche des

- * serveurs / serveuses
- * réceptionnistes
- * vendeurs / vendeuses

et on a besoin d'animateurs / animatrices !!!!

Vous voulez un emploi à Paris ?

Contactez Mme Pocock

tél : 0826 30 20 40

Remember to ask some questions.
Use some past tense, future tense and present tense.
Include details in your answers.

Appendix 2 - Marking criteria

Interactions

Assessment criteria – Speaking interaction

Communication		Application of language	
5	Able to deal with unpredictable element(s) without difficulty. Interacts well. Takes the initiative and expands opinions and attitudes. Justifies opinions. Very little or no hesitation.	5	Interaction deploys a very wide range of structures and lexis as appropriate to task. Use of some more complex lexical items. Very competent use of different tenses.
4	Able to respond to unpredictable element(s) with partial success. Extends replies and takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty. Minimal hesitation and little or no prompting necessary to sustain interaction	4	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of different tenses.
3	Responds to straightforward tasks but experiences problems with more complex question forms. Conveys simple opinions but rarely expands. A degree of hesitation but not unduly reliant on teacher-examiner. Unable to deal with unpredictable element(s).	3	Offers some examples of subordination. Uses different tenses with some ambiguity. Mostly predictable lexical items deployed. Some inconsistency in structures. Communication unaffected despite a fair number of significant errors.
2	Conveys some information without ambiguity. Responses invariably limited and restricted to straightforward questions. Hesitant and reliant on the teacher-examiner. Does not attempt some of the tasks. Some prompting necessary. Pronunciation affects communication at times.	2	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.
1	Conveys little relevant information. Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Reliant on prompting of teacher-examiner. Extremely hesitant. Communication impaired by poor pronunciation and language error.	1	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language. Consistently inaccurate language impedes basic communication most of the time.
0	No effective communication.	0	No rewardable language.

Presentations and Follow-up Assessment criteria – Presentation

COMMUNICATION AND CONTENT		APPLICATION OF LANGUAGE		ACCURACY
Follow-up questions & answers				
8	Comprehensive coverage of topic. Highly confident delivery. Logical and coherent structure presentation. No hesitation	8	Responds very well to a wide range of question-types. Expands and develops relevant interchange on own initiative. Expresses a wide range of opinions with frequent justification.	6-7
6-7	Very relevant coverage of topic with minor omissions Confident delivery Mostly logical and coherent structure with minor lapses. Occasional hesitation Occasional prompting needed to sustain presentation	6-7	Responds well to a wide range of question types. With occasional prompting Takes initiative/develops more elaborate responses. Conveys opinions without undue Difficulty and occasional justification	5
4-5	Relevant coverage of topic. Generally confident delivery. Good attempt at logical and coherent structure but with lapses. Some hesitation Some prompting needed to sustain presentation	4-5	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Deals with open questions but rarely expands. Conveys simple opinions. Dependent on teacher-examiner's structured language.	4
2-3	Limited coverage of topic. Delivery inconsistent. Some coherence in the presentation of ideas Significant prompting needed to sustain presentation	2-3	Answers invariably limited, short and very hesitant Responses restricted to very straightforward questions. Opinions limited to basic likes and dislikes. Very dependent on teacher-examiners' language and prompts	3
1	Minimal coverage of topic. Halting delivery. Disjointed, unconnected use of ideas. Reliant on prompting of teacher-examiner.	1	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1-2
	No rewardable content.	0	No rewardable content.	0
(Marked globally across presentation and follow up questions and answers)				
6-7		6-7	Presentation and follow up answers deploy a very wide range of structures and lexis as appropriate to task. Use of some more complex lexical items. Very competent use of present, past and future modes. Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	6-7
		5	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.	5
		4	Offers some examples of subordination. Uses tenses other than the present with some ambiguity. Mostly predictable lexical items deployed.	4
		3	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/ repetitive range of structure and lexis.	3
		1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2
		0	No rewardable language	0
			Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.	70

Writing

Assessment criteria for writing coursework

Mark	Communication and content
9-10	Very detailed and fully relevant response to the stimulus. Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. Communicates with no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.
7-8	Detailed response to the stimulus but there may be minor omissions. Provides evidence of description, opinion and expansion, as appropriate to the task. Communicates generally clearly, with some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. Pedestrian or alternatively somewhat over-ambitious.
5-6	Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. Provides evidence of an ability to go beyond a minimal response. Begins to expand ideas and express opinions, as appropriate to the task. Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. Some attempt at linking piece into a whole.
3-4	Relevant key information is given but there may be major omissions and/or irrelevance, repetition. The level of response is minimal with no evidence of description or opinions (other than simple likes/dislikes). Some ambiguity. Just about comprehensible overall. Sentences mostly written in isolation. Not easy to read.
1-2	Little relevant information is conveyed. Much ambiguity and omission. The level of response is very limited. Substantial degree of irrelevance and incoherence. Except for isolated items, would not be comprehensible to a native speaker.
0	No relevant communication.

Mark	Knowledge and application of language
5	Wide range of vocabulary and structures, fully appropriate to the task and used effectively. Little or no repetition. Confident use of more complex structures, such as pronouns, negatives, superlatives and range of tenses, with very few lapses. Clear ability to manipulate language and to produce longer, fluent sentences with ease.
4	Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. Some attempt to use ambitious structures (subordinate clauses, pronouns, tenses, etc) with a fair measure of success. Tenses are generally correctly used. Some ability to manipulate language although not always successful.
3	Vocabulary and structures are generally appropriate to the task. Correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Attempts enhancement of fact with adjectives and adverbial phrases with some success. . Some evidence of correct use of a range of tenses, with some lapses. Attempts to use subordinate clauses/simple linking with some success.
2	Limited vocabulary and structures, often repetitive and stereotyped. Language is basic and sometimes inappropriate to the task. Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. Some attempts at tenses, but many mistakes. Some attempt to use adjectives. Occasional subordination.
1	Very limited vocabulary, with occasional correct words. Very little understanding of language structures. There may be the occasional correct phrase or short sentence but they are likely to be pre-learnt or 'lifted'.
0	No language worthy of credit.

Mark	Accuracy
5	High level of accuracy, though not necessarily faultless. Spellings, genders, agreements, verb forms mastered with the odd slip. Secure when using more complex language with only a few minor errors.
4	Generally accurate language. Most verb forms correct, secure in genders, agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in straightforward language, but some lapses with more complex language. Inconsistency in verb forms but more correct than incorrect. Spelling of common words generally accurate. The piece is clearly more accurate than inaccurate. Language errors do not hinder communication. In accuracy increases if attempts more complex structures
2	Many basic errors. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb forms.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Appendix 3 - Sample pieces of coursework

J'ai fait mon stage pour deux semaines, dans un salon de coiffures quise, trouve à Hampton. C'était a cinq minute á pied. Je travaillais 9h jusqu'au 16h. Et Je déjeunais a partir de 12h jusqu'au 13h. J'ai mangé un paquet de chips un sandwich au fromage et un jus d'orange mais quelquefois j'ai mange une pizza.

J'ai fait la vassielle je répondu au téléphone. Et je devais laver les cheveux.

J'ai porter un tee-shirt bleu et le jean et chassures, noir parce que je pouvais porter ce que je voulais.

J'avais de bons rapports avec le patron. Mais je pense Mes Collègues de travail, n'étaient pas symathiques et souvent sévère.

Le travail é*tait amusant, et je l'ai trouve très interessant. Cependant quelquefois c'était fatigant. je vais continuer mes examens et j'ai l'intention d'aller á l'université je veux travaille un salon de coiffure.

148 Words

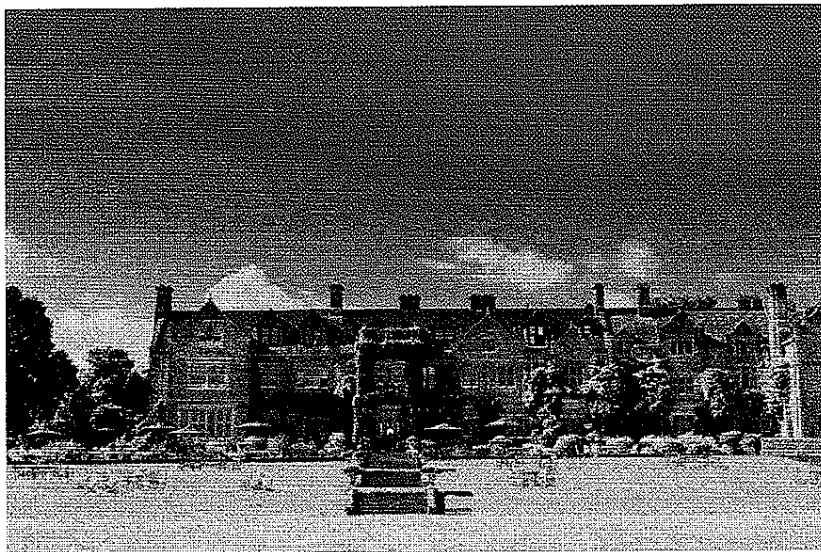
J'ai fait mon stage en entreprise dans un hôtel de luxe près de chez moi, pendant une semaine. J'ai voulu travailler là car à l'avenir je voudrais un emploi dans cet environnement. Je commençais le travail à neuf heures et je finissais à trois heures. Tous les jours je portais une chemise blanche et un pantalon noir. Normalement pour le déjeuner j'ai mangé avec les autres employés. Bien sûr la nourriture était toujours délicieuse.

Je devais travailler avec toutes sortes de personnes et c'était intéressant et très amusant, surtout dans la cuisine avec les chefs! Ce qui m'intéressait beaucoup c'était de parler avec les employés étrangers parce que j'ai appris beaucoup de leurs pays et de leur culture, par exemple de la Pologne et de la Lituanie.

Pendant ma stage j'ai eu l'opportunité de faire des choses différentes. Par exemple, à part de travailler dans la cuisine, en préparant les canapés, j'ai passé deux jours comme femme de chambre et je devais ranger et nettoyer les chambres et deux jours comme serveuse.

J'ai bien aimé mon stage parce que je m'entendais bien avec les employés et pour moi le travail était intéressant et chaque jour était différent. Je n'aimais pas travailler dans les chambres parce que c'était ennuyant et aussi il faisait chaud.

A mon avis c'est bien de faire un stage parce que ça vous donne l'opportunité de rencontrer de nouveaux gens et d'être indépendant. Aussi, vous pouviez décider ce que vous voulez faire dans la vie. Pour moi je ne veux pas travailler dans un hôtel parce que c'est fatigant et à mon avis trop chaud.



Mon Stage en Entreprise en France Controlled Condition

Salut Matt

Ça va? Moi ça va plutôt bien. En ce moment je travaille comme réceptionniste au centre de vacances 'La Mer Bleue'. J'y travaille depuis un mois, c'est ~~pas~~ amusant.

'La Mer Bleue' est un centre de vacances au bord de la mer. Je trouve que c'est moderne. Il y a un ~~un~~ beaucoup de choses à faire. Il y a une grande piscine en plein air, on peut faire de la natation dans la mer. Le centre de vacances est à côté de la plage. On y peut y aller pour faire de la planche à voile, je pense que c'est difficile.


Je commence à huit heures et je finis à dix-sept heures. Je m'occupe des visiteurs c'est fatigant je réponds aussi au téléphone mais je trouve que c'est embarrassant et je suis très timide. Mes collègues sont sympa. Je travaille toute la semaine sauf mardi. Je gagne 400€ par semaine c'est bien payé pour moi. J'adore mon emploi, parce que c'est intéressant.

Hier, j'ai tapé sont lettres sur ordinateur. J'ai adoré travailler sur ordinateur ~~mais~~ c'était intéressant parce que c'était différent ~~mais~~ puis j'ai fait beaucoup de classement et des photocopies. J'ai trouvé ça barbant. Finalement, j'ai nettoyé un bureau. La journée c'était fatigant.

Plus tard, je ~~voudrais~~ voudrais avoir un emploi bien payé. Mon job idéal serait de travailler comme acteur à Hollywood, je voudrais jouer dans des films d'action. J'aimerais aussi bien voyager à l'étranger et je voudrais habiter à Londres.

Et toi? tu aimes ton travail? A bientôt

Monseur Je voudrais reserver deux
chambres pour ~~une~~ personne une chambre
pour deux personnes avec une ~~un~~ grand lit
une chambre quatre personnes et sept chambres
pour deux personnes avec deux lits Nous
allons ~~arriver~~ arriver le mercredi dix-huit
avril. Nous allons partir le vendredi vingt avril
Pouvez vous indiquer le prix pour le forfait
les chambres avec petit déjeuner? Quel est
le metro le plus près de l'hotel? Pouvez
vous m'envoyer un plan de paris? le
Eiffel Tower c'est loin de l'hotel.
Il y a ascenseur Veuillez cher monseur accepter
l'experience de mes sentiments les plus distingués


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Welcome...

Introduction to Applied GCSE French

Autumn 2008


advancing learning, changing lives

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Aims

- - To provide an introduction to the course and an overview of the course structure
- - To provide support for teachers in the assessment of Speaking and Writing
- - To provide practice in marking Speaking and Writing assessments
- - To address concerns and promote good practice in the teaching of the qualification.

Slide 2

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Introduction to Applied GCSE French

At today's meeting:

- Introduction to Applied Oral Communication
 - Interactions and Presentations/Follow-up
 - Mark them together
- Introduction to Applied Written Communication
 - Written coursework
 - Mark coursework together
- Introduction to On-screen Listening and Reading
- Sources of support

Slide 3

Interactions

- Mark *at least* three Interactions per candidate
- Record all Interactions (CD, MP3 or cassette)
- Record one of these during the final 'assessment window'
- Submit marks for the final Interaction and the best two others - three in all

Presentation/Follow-up

- Record the Presentation/Follow-up during the final 'assessment window'
- Mark it, and submit marks, along with the marks for the three Interactions

All centres

- Edexcel moderates Interactions and Presentations/Follow-up for all centres
 - send a sample, as directed, to the Moderator
- Marks may be adjusted

Adjusting of marks

- Any adjustments apply to all candidates at the centre, not just the sampled candidates

Slide 7

Interactions


- Communication - max 5
- Application of Language - max 5
- Total - 10

Slide 8

Interactions

- Each Interaction - max 10
- Three submitted - Total 30


Slide 9

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Presentation/Follow-up

- Communication and Content - max 16
(Presentation - max 8)
(Follow-up - max 8)
- Application of Language - max 7
- Accuracy - max 7
- Total - 30


Slide 10

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Presentation/Follow-up

- Communication and Content
Mark the Presentation - max 8
Mark the Follow-up - max 8
- Application of Language
Mark *globally* - max 7
- Accuracy
Mark *globally* - max 7

Slide 11

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Applied Oral Communication

- Three Interactions - max 30
- Presentation/Follow-up - max 30
- Total for this Unit - 60

Slide 12

Applied Written Communication

- Communication and Content - max 10
- Knowledge and Application - max 5
- Accuracy - max 5

- Total - 20

Applied Written Communication

- Three pieces submitted
- At least *two* done under 'controlled conditions'
- Each piece - max 20

- Total for this Unit - 60

On-screen Listening and Reading

- Each test - 30 minutes
- 'Gradient' of difficulty from G to A*
- No tiering
- All questions computer marked, max 32
- Variety of test types (as in 'traditional' GCSE)
- 'Generic' questions (*not* specialist context)
- Candidate controls the recording - can repeat as needed

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Weightings

- Oral 30%
- Coursework 30%
- Listening 20%
- Reading 20%

Slide 16

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Marks to Grades 2008 - Unit 1

Applied Oral Communication - Interactions
(max - 30)

A B C D E F G

Slide 17

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Marks to Grades 2008 - Unit 1

Applied Oral Communication
- Presentations and Follow-up
(max - 30)

A B C D E F G

Slide 18

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Marks to Grades 2008 - Unit 2

Applied Written Communication (max - 60)

A B C D E F G

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Marks to Grades 2008 - Unit 3a

Understanding Applied Oral Communication (max - 32)

A B C D E F G

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Marks to Grades 2008 - Unit 3b

Understanding Applied Written Communication (max - 32)

A B C D E F G

Slide 21

Questions/queries

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Slide 22

Trident from Edexcel

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Trident offers centres:

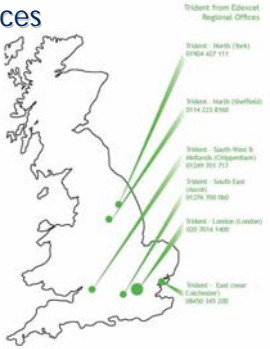
- Flexibility through its block, extended and tailored service to centres
- Support for the demanding operational aspects of organising placement
- Experience as an established provider for over 30 years
- Access to over 90,000 employers



Slide 23

Trident offices

edexcel

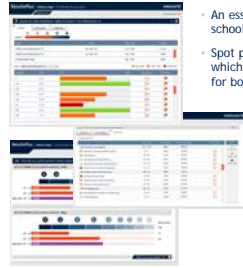


Trident from Edexcel
Regional Offices

- Trident - North (York)
01904 417 111
- Trident - Midlands (Sheffield)
0114 223 8000
- Trident - South West & Midlands (Exeter)
01399 597 717
- Trident - South East (London)
020 7074 6400
- Trident - London (London)
020 7074 6400
- Trident - East (London)
020 7074 6400
- Trident - East (London)
020 7074 6400

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ResultsPlus “Look forward to better exam results”



- An essential tool to help support and raise attainment in schools and colleges
- Spot performance trends by accessing ‘One click’ reports which will generate valuable comparative information for both teachers and senior management teams
- Question-by-question, ResultsPlus identifies strengths and weaknesses by cohort, class and individual level
- Personalize your students learning by providing them with individual Skills Maps (available for GCSE Maths and GCSE Science), showing areas of the specification where performance was poor, average, or strong
- Identifies areas of good teaching practice and those requiring further professional development

Available for Edexcel GCSEs and GCE A Levels

www.edexcel.org.uk/resultsplus

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Ask the Expert



- Extensive consultation taught us that customers want access to experts to help with subject specific queries
- Ask the Expert will put customers in direct email contact with over 300 senior subject examiners and verifiers
- Information on all our subject experts will be made available on the Edexcel website so customers can see who they are dealing with
- Ask the Expert will be complemented by online subject support information and teacher forums, enabling peer-to-peer support

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