

**General Certificate of Secondary Education in  
Applied French – Single award (2701)**

First examination 2009

**General Certificate of Secondary Education in  
Applied French – Short courses (3701/3702)**

First examination 2009

September 2007

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### *Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

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# Introduction

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This single award GCSE specification offers positive and appropriate assessment for 14-19 French language students. It affords teachers and students choice, flexibility and potential for linking language learning activities to a specialist context and to new technology. It represents a relevant and applied alternative to conventional GCSE French and has the following key features:

- Full GCSE status
- Choice of specialist contexts in Units 1 and 2:
  - Business
  - Media & Communications
  - Leisure & Tourism
- Emphasis on *productive* language skills in practical contexts
- Can relate to Applied GCSEs in Business, ICT, Leisure & Tourism or the BTEC First Certificate in Media / BTEC First Diploma in Media
- 40% terminal assessment through onscreen listening and reading external tests
- Access to complete range of grades **G-A\***
- Recognition of ongoing classroom-based teacher assessment
- Availability of 'two skills' short courses
- First assessment Summer 2009.

## Onscreen Testing Technical Requirements

To ensure that your centre meets the technical requirements to run Onscreen Tests please refer to the documents '*Instructions for the Conduct of Onscreen/Online Examinations*' and '*Onscreen Testing Technical Requirements Form*'.

# Qualification overview

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## Rationale

This qualification has been developed in response to national demands for a new modern foreign language GCSE with an applied focus. With 'specialist' units available that relate to Business, Leisure & Tourism or Media & Communications, it offers students opportunities to use their language skills and knowledge in relevant and practical contexts that can relate to other Applied GCSE and BTEC programmes. It covers both levels 1 and 2 of the National Qualifications Framework (equivalent in level to existing, accredited MFL GCSE qualifications and NVQ language units at levels 1 and 2) and is available in single award or short course format. It is intended that the qualification will widen the participation of 14-19 year olds in vocationally-related language learning, open up an alternative progression route, increase learner motivation and employability as well as enhance the image and status of languages in vocational education.

## Recommended prior learning

Students beginning this qualification should have attained a general education of a level equivalent to level 3 National Curriculum or Entry level 3 of the National Qualifications Framework. This specification builds on students' prior language learning experience and their related knowledge, understanding and skills established by the national curriculum at key stage 3.

## Progression

These qualifications support progression into further education, training or employment. Appropriate further education includes GCEs and BTEC Firsts and Nationals. Appropriate training includes Modern Apprenticeships or NVQs.

## Qualification format (full course/single award)

This GCSE in Applied French qualification consists of three units and has full equivalence with other full course GCSEs in French. It has 'single award' applied GCSE status (equivalent to one GCSE) unlike other Applied GCSEs that are equivalent to two conventional GCSEs (double award). The following specialist pathways are available for the single award GCSE – General Certificate of Secondary Education in Applied French (2701):

- Business
- Media & Communications
- Leisure & Tourism.

Qualification format (full course/single award) – Unit summary (2701)

<p>Unit 1 (5751)</p>	<p><b>Applied Oral Communication <i>in a specialist context</i></b> (Business, Media &amp; Communications <i>or</i> Leisure &amp; Tourism)</p>	<p><b>Teacher Assessment (15%)</b> Assessment of <i>spoken interactions</i> (marks from three of each student's performances). These are marked by the teacher and are undertaken at appropriate points of teaching and learning. Recordings of 3 spoken interactions from each student will be required.</p> <p><b>Internal Assessment (15%)</b> A short (1-2 minutes) <i>presentation</i> followed by related <i>questions from the teacher</i> (1-2 minutes). These must be undertaken and recorded in the final year of the course (between March and May - Centres will be notified in advance of exact dates).</p>
<p>Unit 2 (5752)</p>	<p><b>Applied Written Communication <i>in a specialist context</i></b> (Business, Media &amp; Communications <i>or</i> Leisure &amp; Tourism)</p>	<p><b>Internal assessment (30%)</b> Three main samples of work are required, comprising between 350 and 700 words of writing in French in total. This must include <i>at least</i> * (2 x 120-230 words) that have been undertaken under controlled conditions. The coursework is marked by the teacher and moderated by Edexcel.</p> <p>* A 'main sample' of coursework could be made up of more than one piece of 'linked' writing (eg an email [30 words] and a short letter [90 words]).</p>
<p>Unit 3a (5753)</p>	<p><b>Understanding Applied Oral Communication</b> (Generic test – please see page 7)</p>	<p><b>External assessment (20%)</b> An onscreen listening test marked by Edexcel.</p>
<p>Unit 3b (5754)</p>	<p><b>Understanding Applied Written Communication</b> (Generic test – please see page 7)</p>	<p><b>External assessment (20%)</b> An onscreen reading test marked by Edexcel.</p>

Students must undertake all three units to achieve the single award qualification.

## Qualification format (short courses)

Two short course GCSEs in Applied French are available:

GCSE in Applied French – Oral Communication (3701)

or

GCSE in Applied French – Written Communication (3702).

The short course specifications test *two* language skills (speaking and listening *or* writing and reading). Students must combine either Applied Oral Communication and Understanding Oral Communication units (Units 1 and 3a) or Applied Written Communication and Understanding Applied Written Communication units (Units 2 and 3b). The short courses should relate to one of the following contexts:

Business

Media & Communications

Leisure & Tourism.



Qualification format (short courses) – Unit summary (3701 and 3702)

3701		
Unit 1 (5751)	<b>Applied Oral Communication in <i>specialist context</i></b> (Business, Media & Communications <i>or</i> Leisure & Tourism)	<p><b>Teacher Assessment (30%)</b></p> <p>Assessment of <i>spoken interactions</i> (marks from three of each student's performances). These are marked by the teacher and are undertaken at appropriate points of teaching and learning. Recordings of 3 spoken interactions from each student will be required.</p> <p><b>Internal Assessment (30%)</b></p> <p>A short (1-2 minutes) <i>presentation</i> followed by related <i>questions from the teacher</i> (1-2 minutes). These must be undertaken and recorded in the final year of the course (between March and May 2009. Centres will be notified in advance of exact date).</p>
Unit 3a (5753)	<b>Understanding Applied Oral Communication</b> (Generic test – please see page 7)	<p><b>External assessment (40%)</b></p> <p>An onscreen listening test marked by Edexcel.</p>

3702		
Unit 2 (5752)	<b>Applied Written Communication in <i>specialist context</i></b> (Business, Media & Communications <i>or</i> Leisure & Tourism)	<p><b>Internal assessment (60%)</b></p> <p>Three main samples of work are required, comprising between 350 and 700 words of writing in French in total. This must include <i>at least</i> main samples * (2 x 120-230 words) that have been undertaken under controlled conditions. The coursework is marked by the teacher and moderated by Edexcel.</p> <p>* A 'main sample' of coursework could be made up of more than one piece of 'linked' writing (eg an email [30 words] and a short letter [90 words]).</p>
Unit 3b (5754)	<b>Understanding Applied Written Communication</b> (Generic test – please see page 7)	<p><b>External assessment (40%)</b></p> <p>An onscreen reading test marked by Edexcel.</p>

## Combinations (short courses)

A student who achieves an Oral Communication GCSE in Applied French short course at one sitting can combine this with a Written Communication Applied French short course from another sitting to form a single award Applied GCSE.

NB: Although there are no forbidden combinations of entry, it is important to state that students entered for an existing, accredited French GCSE as well as this qualification will have their *best result* (not both) included in any performance table data.

## The 'specialist' nature of the qualification (single award *and* short course)

Although the content of Applied GCSEs in Business, ICT and Leisure & Tourism have been consulted when developing this specification, it is designed to complement rather than replicate their contents and requirements. It is important to stress that the assessment of the student's performance is essentially based on *linguistic* knowledge and skills in applied contexts and is *not* determined by their level of general (non-language related) knowledge and skills in a specific 'specialist' area. Similarly, although teachers must give careful consideration to the appropriateness of operational language settings and situations used in the different 'specialist' areas, it is not expected or required that they have 'expert' knowledge of these. A '*Teachers' Guide to the GCSE in Applied French*' is available to support practitioners.

Students may well be attracted to undertaking a GCSE in Applied French course that relates to a specific vocational area that they are engaged in (eg Applied GCSE in Business) but this is *not* a delivery requirement and the specification can be delivered in standalone format. However, Edexcel welcomes use of this specification in centres that, where appropriate expertise and resources are available, fully integrate language learning within another main programme of applied study (eg Business, Media & Communications or Leisure & Tourism).

### Generic content (Unit 3)

The third unit of the specification is *not specific to a specialist area* and is designed to promote general understanding of spoken and written communication in a range of common and practical settings. These may include:

- town and region (visitor information, weather and local amenities)
- getting around (accommodation, public transport, directions and weather)
- customer service and transactions (restaurant, café, shops, dealing with problems, lost property)
- personal information and future plans (including key interests and leisure activities)
- work, education and work-related experiences (including basic language of the internet, job advertisements, simple applications and curricula vitae)
- formal and informal dialogue and messages (conversations, telephone, voicemail, faxes and other written messages).

NB: Each short course includes generic assessment through either a listening *or* reading test.

## Qualification and unit numbers at a glance

### Qualification cash-in codes

#### Single award

GCSE in Applied French (2701)

#### Short courses

GCSE in Applied French – Oral Communication (3701)

GCSE in Applied French – Written Communication (3702)

### Unit codes

Unit 1 – Applied Oral Communication in French (5751)

Unit 2 – Applied Written Communication in French (5752)

Unit 3a – Understanding Applied Oral Communication in French (5753)

Unit 3b – Understanding Applied Written Communication in French (5754)

## Links with other qualifications

This specification is offered as an applied alternative to existing, accredited GCSE French. The qualifications are available to *all* students but, due to the specialist contexts available, may appeal particularly to students following Applied GCSEs in Business, ICT and Leisure & Tourism as well as the BTEC First Certificate in Media / BTEC First Diploma in Media.

Designed to cover both levels 1 and 2 of the National Qualification Framework, the qualification is equivalent in level to existing, accredited MFL GCSE, and NVQ language units at levels 1 and 2 in French.

# Assessment information

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## Assessment overview

As all three units have similar weightings, this applied qualification focuses significantly more on the development of productive skills in the target language (speaking and writing) than conventional MFL GCSEs. The main emphasis of assessment is placed on effective communication although the specification also rewards students for effective application and accuracy of the target language. Assessment is undertaken either internally (60%) or through external assessments that are set and marked by Edexcel (40%). All assessment is carried out in accordance with the code of practice approved by the regulatory authorities and the qualification will be graded G to A\*.

The Applied Oral Communication unit (Unit 1) is assessed internally and also features formal 'teacher assessments' undertaken as a normal and ongoing part of teaching and learning. The Applied Written Communication unit (Unit 2) is assessed internally and the Understanding Oral and Written Communication unit (Unit 3) is externally assessed through onscreen tests.

Assessment criteria for internal and teacher assessments is included in this specification. They are located within each of the unit descriptions and appear at the end of the *Essential information for teachers* sections.

## Assessment objectives

There are four assessment objectives for this qualification (single award) and all students will be required to demonstrate that they can:

AO1	<i>understand and respond to spoken language</i>	20%
AO2	<i>communicate in speech, showing knowledge of and applying accurately grammar and structures prescribed in the specification</i>	30%
AO3	<i>understand and respond to written language</i>	20%
AO4	<i>communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.</i>	30%

Students undertaking a short course version of this qualification will be required to demonstrate that they can either:

AO1	<i>understand and respond to spoken language</i>	40%
and AO2	<i>communicate in speech, showing knowledge of and applying accurately grammar and structures prescribed in the specification</i>	60%
<i>or</i>		
AO3	<i>understand and respond to written language</i>	40%
and AO4	<i>communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.</i>	60%

## Internal assessment

Units 1 and 2 involve significant internal assessment. This represents 30% (Unit 1) and 30% (Unit 2) of the total assessment of the full course (single award) qualification. Moderation takes place to ensure the consistency of teacher-examiner judgements to agreed national standards.

Edexcel moderators will examine a sample of learner performances (Unit 1) and coursework (Unit 2) after they have been internally marked and assessed by centre staff. This specification requires all centres to undertake internal standardisation. Marks will be adjusted where they are found to vary from the national standard.

Edexcel will monitor centres and provide them with moderator report forms and may, where appropriate, recommend further assessment training.

## External assessment

External assessments occur in Unit 3. They will be set and marked by Edexcel and account for 40% of the total assessment for this qualification. The time allocated to the assessment will be as follows:

- 3a Understanding Applied Oral Communication (listening) – 40\* minutes
- 3b Understanding Applied Written Communication (reading) – 40\* minutes

It is a specific requirement of this specification that these assessments are taken on screen. This means that centres will need to make suitable ICT facilities available both for general language learning activities and formal assessments. The facilities must include access to an adequate number of suitable computers (with sound cards and individual headphones). Examinations will take place in the **summer** only.

# Statutory requirements

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The specification is based on the common criteria and the general GCSE criteria, which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

## Aims

The aims of this GCSE specification are to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language in applied and practical contexts that relate to specific specialist areas. It is designed to enable students to:

- develop understanding of the spoken and written forms of the modern foreign language
- develop the ability to communicate effectively in the modern foreign language, through both the spoken and written word, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it
- apply their knowledge and understanding in relevant contexts that reflect their previous learning, maturity and aspirations
- develop knowledge and understanding of countries and communities where the modern foreign language is spoken
- develop positive attitudes to modern foreign language learning
- provide a suitable foundation for further study and/or further practical use of the modern foreign language.

NB: Although short course versions of this specification assess performance of two language skills (speaking and listening or writing and reading), it is recognised that such students would still, to some extent, encounter and deal with all four language skills as an integral part of the normal teaching and learning process.

## Knowledge, skills and understanding

The learning and teaching requirements for key stage 3 of the national curriculum for England (see below) both provide an effective foundation and offer a valid progression framework for all students following this specification.

**Acquiring knowledge and understanding of the target language**

**Developing language skills**

**Developing language-learning skills**

**Developing cultural awareness**

**Breadth of study**



## Teaching and learning requirements (full specification)

All students will be required to:

- listen and respond to different types of spoken language
- express themselves in speech using a range of vocabulary, syntax and structures
- read and respond to different types of written language, including texts from ICT-based sources
- express themselves in writing using a range of vocabulary, syntax and structures
- understand and apply the grammar of the modern foreign language, as detailed in this specification
- respond to materials from countries and communities where the modern foreign language is spoken.

*In addition*, students aiming for grades C to A\* will be expected to:

- listen and respond to longer and more complex extracts of spoken language including some unfamiliar material
- speak at greater length, using a more extended vocabulary and more complex syntax and structures
- read and respond to longer and more complex written texts including some unfamiliar material
- write at greater length, using a more extended vocabulary and more complex syntax and structures.

Please also refer to grade descriptions on page 14.

# Grading information

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## Grade descriptions

The grade descriptors, adapted from existing, accredited GCSE French specifications, are provided to give a general indication of the standards of achievement likely to have been shown by students awarded particular grades. The descriptors should be interpreted in relation to the content outlined in the specification and are not designed to define the content. The grade awarded will depend in practice on the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

*Italicisation* in the following statements indicates areas where the grade descriptors have been modified.

### Grade F

- |           |  |
|-----------|--|
| Listening | Students identify and note main points and extract some details from simple language spoken clearly at near normal speed.  |
| Speaking  | Students <i>engage in simple oral communication</i> showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated. |
| Reading   | Students identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.  |
| Writing   | Students write short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.  |

### Grade C

- |           |  |
|-----------|--|
| Listening | Students identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics that include familiar language in unfamiliar contexts.  |
| Speaking  | Students <i>engage in, develop and sustain oral communication that relates to past, present and future events and/or involve the use of different tenses</i> . They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate. |
| Reading   | Students identify and extract details and points of view from authentic and simulated texts, drawn from <i>different sources</i> and which include past, present and future events. They show an ability to understand unfamiliar language.  |
| Writing   | Students express personal opinions and write both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.  |

## Grade A

Listening	Students understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.
Speaking	Students <i>initiate, engage in and develop oral communication</i> . They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when students use more complex structures.
Reading	Students understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.
Writing	Students give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

## Aggregation and grading

The aggregate marks will be calculated on the basis of a Uniform Mark Scale (UMS). Each unit is reported in terms of raw and uniform marks, ie the raw mark gained by the students and their conversion into a UMS score.

UMS scores for individual units are added together to generate a final UMS score for the qualification as a whole.

Maximum raw marks and UMS scores available for all units (Total 300 UMS)  
 First examination 2009

Unit	Maximum marks	Maximum UMS
<b>Unit 1 Applied Oral Communication in French</b> (Business, Media & Communications <i>or</i> Leisure & Tourism)	<u>Interaction</u> (30) Communication (5x3) 15 Application of language (5x3) 15  <u>Presentation/questions &amp; answers</u> (30) Communication 16 Application of language 7 Accuracy 7 <b>Total</b> 60	(90)
<b>Unit 2 Applied Written Communication in French</b> (Business, Media & Communications <i>or</i> Leisure & Tourism)	<u>Coursework (x3)</u> Communication (10x3) 30 Application of language (5x3) 15 Accuracy (5x3) 15 <b>Total</b> 60	(90)
<b>Unit 3</b> Understanding Applied Oral & Written Communication in French	3a (Listening) 40 3b (Reading) 40 <b>Total</b> 80	(60) (60) (120)

Maximum raw marks and UMS scores (Short course 3701) Total 150 UMS

<b>Unit 1 Applied Oral Communication in French</b> (Business, Media & Communications <i>or</i> Leisure & Tourism)	<b><u>Interaction</u></b> (30) Communication (5x3) 15 Application of language (5x3) 15	(90)
	<b><u>Presentation/questions &amp; answers</u></b> (30) Communication 16 Application of language 7 Accuracy 7 <b>Total 60</b>	
<b>Unit 3</b> Understanding Applied Oral Communication in French	3a (Listening) 40	(60)

Maximum raw marks and UMS scores (Short course 3702) Total 150 UMS

<b>Unit 2 Applied Written Communication in French</b> (Business, Media & Communications <i>or</i> Leisure & Tourism)	<b><u>Coursework (x3)</u></b> Communication (10x3) 30 Application of language (5x3) 15 Accuracy (5x3) 15	(90)
	<b>Total 60</b>	
<b>Unit 3</b> Understanding Applied Oral & Written Communication in French	3b (Reading) 40	(60)

# Specification content

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## Unit structure

This specification contains unit descriptions that are each divided into a number of sections, some of which are directed at the learner while others are directed at the teacher\*. The sections are:

### *About this unit*

This provides an introduction for the learner to the unit's content and it states its relationship if any, to other units and to any relevant National Occupational Standards. It also refers to the form of assessment for the unit.

### *What you need to learn*

This states what students need to know and be able to do in order to achieve the unit.

### *Essential information for teachers*

This section gives initial guidance on and suggestions for appropriate learning tasks. Edexcel has commissioned a '*Teachers' guide to the GCSE in Applied French*' and will provide training and ongoing support to teachers before and during the delivery phase of the scheme.

### *Assessment criteria*

The assessment criteria that relate to productive language skills (speaking and writing) also appear in the 'unit structure' sections (Units 1 and 2).

\* Teachers should refer to all sections of the unit descriptions.

# Unit 1: Applied Oral Communication in French (5751)

## ESSENTIAL INFORMATION FOR STUDENTS

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### About this unit

In this unit you will learn how to communicate effectively in spoken French. This will involve initiating and sustaining oral communication with others in a variety of situations and 'realistic working simulations'. **All activities should relate to one specialist context (Business, Media & Communications or Leisure & Tourism) and may include:**

- leaving different types of verbal message
- straightforward transactions
- use of the French alphabet
- giving and asking for information
- providing details and general descriptions
- giving basic instructions
- offering simple explanations
- expressing opinions and key emotions
- making complaints
- confirming and altering arrangements
- social conversation
- simple telephone calling and answering
- presentations.

The exact task types that you undertake will very much depend on context, your particular interests, work set by your teacher and the level of your language at the time. However, all students will be assessed on their ability to engage in different speaking interactions, to give a presentation and to respond to follow-up questions.

The French language that you use will be determined by the specialist context of the unit. For example, it is expected that those undertaking the Leisure & Tourism specialist pathway will develop more accommodation-related language than those on the Business option. The latter may focus only on simple hotel vocabulary that is *essential* for business travel. Similarly, students focusing on the contexts of Business or Leisure & Tourism may acquire ICT related terms on 'a need to know basis' appropriate to their context rather than some students operating in an Media & Communications context who may well acquire a much broader knowledge of ICT-related French.

You will also learn how to use and adapt the language in:

- formal and informal situations (eg the use of *vous* in formal situations and *tu* with close friends)
- different periods of time (eg present, past and future).

You will also develop some cultural awareness of French speaking countries and cultures.

## What you need to learn

### Vocabulary

The specification includes generic and specialist minimum-core vocabularies. These lists of words can be useful when preparing for effective oral communication in the French language.

It is important that you familiarise yourself thoroughly with the contents of the generic minimum-core vocabulary *and* the specialist minimum-core vocabulary appropriate to your 'context'. Both provide only a *minimal* basic vocabulary and it is extremely important that you build on this by adding new words and phrases as you acquire them to your own French language database. This must become a key part of your language learning so that you can develop your own customised vocabulary reference point and revision aid. Ideally, the database should be grouped into specific headings so that it is easy for you to identify the relevant vocabulary needed. For example, a learner (specialist Media & Communications context) might create subheadings that include *Presse, Télévision, Téléphones mobiles, Jeux* and *Informatique*.

### Manipulating language

Learning a language involves much more than simply learning words in isolation. So that you can express yourself clearly in French, it is important that you learn to construct, manipulate and try to enhance your language. For example, through the use of different linguistic structures, you will be able to produce spoken French that incorporates negatives (not, never etc), talk about events in the present, future or past and provide detail through adjectives, adverbs etc.

A full list of GCSE French linguistic structures is included in this specification. Although this qualification places particular emphasis on applied *communication*, it is often difficult to communicate effectively without some understanding of the key linguistic structures and how to apply these accurately. Your teacher will help you to become aware of different linguistic structures needed and how they operate and will feedback to you on your progress. Assessment focuses on *communication* but also rewards students for *application of language* and *accuracy*. It is important to note that you will be assessed on your French language skills rather than your level of knowledge of the specialist context.

### Interactions

You will undertake a variety of speaking tasks throughout your course and these may vary from leaving simple messages to detailed conversations. However, you will also need to provide evidence of your performance in different context-related 'interactions'. These are similar to rôle-plays but allow you to take more control. You will receive a task brief and 'stimulus' and will need to engage in an extended dialogue. This means that you decide what information you need to give and ask for much more than you would in conventional prescribed rôle-plays. You will also have an opportunity to give suitable detail, refer to more than one tense and to show that you can cope with at least one random 'unpredictable' question related to the scenario. You will be given your stimulus in advance so that you can spend some time focusing on language and vocabulary that might be useful.



You will undertake this sort of activity a great deal in your lessons and should become familiar with the format of this test type. Your teacher will be able to feedback on your performance in these interactions so that you can identify any potential areas for improvement. Each interaction must last for 2 to 3 minutes and may be recorded and your performances will be marked for *communication* and *application of language*. Your teacher will submit the recordings and marks from the best three of your performances, which includes the final recording taken from the examination window, to Edexcel.

## Giving a presentation

This unit requires you to give a context-specific presentation (with follow up related questions) that will be recorded at your centre. In negotiation with your teacher, you will be able to choose the topic of your presentation. This will be an opportunity for you to demonstrate that you can speak effectively in French about something that you have researched and have some interest in. When choosing your presentation, ***you must ensure that the content is different to any written coursework*** that you have already produced or intend to produce in the future. It is quite possible that all your speaking and written work may well focus on the same 'specialist area' (eg business), but there should be plenty of scope within this context for you to undertake a wide range of tasks.

Giving a presentation involves more than reading out text or learning a particular piece of language from memory. It is important that you thoroughly understand what you are saying and that you can be seen to be in command of the language that you are using. For this reason, you will not be allowed access to a script although you will be able to refer to printout of key bullet points or a 'spider diagram' (no larger than an A5 piece of paper and containing no more than 30 words). Your presentation must last between one and two minutes.

Your teacher will then ask you a series of follow up questions about your presentation. Your responses should provide further evidence of your ability to communicate effectively in French as you explain or clarify particular points that you have made or respond to other unpredictable (but presentation-related) questions from your teacher. It is, therefore, very important that you try to give complete answers to these questions rather than offer simple yes/no type responses. The questions and answers session will last between 1 and 2 minutes.

This exercise allows you to express yourself clearly in French and provides scope for you to give detail and opinions, show enthusiasm, provide simple justification and convey different tenses. Your assessment will be based on your performance across the total task (presentation *and* follow up questions and answers session) and will be marked for *communication*, *application of language* and *accuracy*.

### Teaching strategies

This unit helps students to develop oral proficiency in the French language. Students will need to communicate in different ways and to undertake the following context-specific formal assessments:

### Interactions

These will take the form of extended rôle-plays that relate to a target language or English language stimulus that is *context specific* and that offers students scope to produce a personal response to practical situations rather than a prescribed response as required in standard rôle-plays. A *Teachers' Guide to the GCSE in Applied French* is available and a **comprehensive bank of Edexcel tasks** with potential prompts that teachers can use and/or adapt is available in the microsite. Alternatively, teachers may prefer to develop their own materials to meet specific or individual learning needs. In such cases, it is important that these incorporate equivalent scope for students to perform to the best of their ability (eg in-built opportunities for expansion, use of different tenses etc). Further guidance is provided in the teachers' guide.

Students will be allowed to consult the materials **no more than three teaching days prior** to their assessment and may have access to a dictionary at this time (although access to a dictionary or notes will be denied during the conduct of the tests). Teachers should use discretion when allocating stimuli to students and should not issue them immediately before a period of school closure. Each interaction must be individual and **teachers must not comment on candidates' notes or provide any other additional assistance to students**. Once an interaction has taken place, feedback may be given to a learner who can then identify their strengths and weaknesses. It is intended that such feedback will inform learning and facilitate improved performances in subsequent interactions.

It will be the teachers' responsibility to ensure that, when they conduct assessments of these interactions, their students are given adequate opportunities to provide a true reflection of what they are fully able to convey orally. This will mean that, although assessment should be outcome based, some sensitivity has to be exercised when deciding the types of question to ask individual students. For example, a learner who generally experiences very significant problems with tense manipulation should not be bombarded with questions inviting different tenses in the hope that s/he might get one of them right. Equally, it is important that *all* students are given chances to access higher level marks (including exposure to at least one unpredictable question). The *'Teachers' Guide to the GCSE in Applied French'* provides some guidance and suggestions on how to achieve this and to ensure that assessment is positive and fair. It is particularly important to encourage students to volunteer information and for teachers to use 'open' questions whenever possible. It is also advised that interactions only extend to **3 minutes** when a higher level of performance is being given. There would be no value in prolonging the activity beyond **2 minutes** for a learner with minimal language skills.

Preparation for the speaking interaction is crucial. It is expected that teachers will prepare students effectively with exposure to the general language and structures that they will need in the different situations that the interactions relate to. However, once a student has been allocated a speaking interaction card for formal assessment, the student must undertake independent preparation unsupported by the teacher. It is fully acceptable for teachers to practice *different* interactions on particular themes or situations with their students in advance of their assessment but

they must not rehearse a specific interaction that will feature in formal assessment. Teachers will, therefore, need to have a supply of interactions that they use for classroom practice and another that they retain for live assessments.

Assessment grids and individual learner record sheets for the interactions appear in this specification. The grids reward performances across the *full ability range* at GCSE level from grades G to A\* and offer positive marking for *application of language* as well as *communication*.

As all of the interactions are 'teacher assessed' it is important that you maintain complete records of all learning achievements and recordings and that you submit all learner record sheets to Edexcel as required. It is anticipated that you will test performances as an ongoing part of the teaching and learning programme and when opportunities for testing occur naturally. However, it is accepted that many teachers may wish to submit marks from interactions undertaken towards the end of the course when the level of performance may have improved.

Although it is **not necessary to record every sample of performance from each candidate, you will be required to record three interactions from each student.** One of these must be recorded together with the presentation in a specific oral assessment window in the final year of the course. This will be published in the notes section of the examinations timetable available on the Edexcel website: [www.edexcel.org.uk](http://www.edexcel.org.uk).)

You are encouraged to develop students' confidence in interactions through regular pair and group work and to formally assess performances in interactions on an ongoing basis throughout teaching and learning. Consequently, it is expected that you will record marks for *at least five* performances from each student. You will then select **marks based on three of their interactions** that must count towards the student's overall marks for this unit. Ideally, these should relate to their **two best performances** and the '**final recorded interaction**' (it is quite likely that this will result in the submission of their three best marks).

Teachers are required to submit interaction recordings for each student at the end of the teaching programme. Each student must be represented by:

- two interactions recorded during the course
- one final interaction that only involves individual students *and* the teacher-examiner recorded during the specific oral assessment window in the final year of the course.

This should accompany the recorded 'presentation' sent to Edexcel.

NB:

It is important to note that the assessment of students working in pairs and groups can be problematic and that the performance of one student could be extremely influenced by the performance of another. One student may not ask challenging enough questions or may confuse the other student due to his/her poor command of language. However, teachers may find that it is appropriate, on some occasions and with adapted stimuli, to include marks from teacher-observed interactions between students or that have involved foreign language assistants or other colleagues.

## Presentations

Like the first topic of conversation in most existing, accredited MFL GCSE specifications, the learner is able to 'choose' an appropriate topic for presentation. This should be of interest to the learner but must also relate to the appropriate 'specialist' context. Students may need some initial guidance on how to handle research for their presentations and how to undertake appropriate preparation. The presentation must not be perceived as an exercise in copying and rote-learning sentence after sentence of language for regurgitation but should be seen as an opportunity for creative oral communication. It is advisable that students become used to preparing for and giving presentations through regular practice – possibly with expanded notes or reference to two or three 'PowerPoint' slides in their first (and non-formally assessed) presentations.

As with the interactions, it is important to match the timing of the presentation (1-2 minutes) *and* content of the follow up questions (1-2 minutes) very carefully to each learner. Students will be marked for *communication, application of language* and *accuracy*. Each student's presentation **must be recorded** and be submitted to Edexcel with the recording of their 3 interactions.

## Approach to assessment

You must ensure that students are well prepared for assessment and that they are familiar with its format and structure. They should understand the assessment criteria and be fully aware of the aims and the duration of assessments. All internally assessed work will be subject to standard Edexcel moderation procedures. Moderators will examine a sample of learner work/performances after they have been assessed and internally standardised by centre staff. This process will take place at the end of the programme.

However, it is expected that your scheme of work should not relate learning activities exclusively to the assessment requirements of this specification and that a range of speaking activities (including conversation) are included to support and enrich the students' general linguistic progression. It is also important to link the development of other language skills to target-language speaking (especially listening).

Care must also be taken to ensure that *no direct overlap of topic content* occurs with the student's oral presentation and any writing coursework that they engage in. However, a learner could, for example, deliver a presentation about a particular hotel and then refer to this hotel when writing about their work experience there because the focus of the activities is distinctly different.

## 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.

## Assessment criteria – Presentation

COMMUNICATION AND CONTENT		APPLICATION OF LANGUAGE		ACCURACY			
<i>Presentation</i>		<i>Follow-up questions &amp; answers</i>		<i>(Marked globally across presentation and follow up questions and answers)</i>			
<b>8</b>	Comprehensive coverage of topic. Highly confident delivery. Logical and coherent structure presentation. No hesitation	<b>8</b>	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.	<b>6-7</b>	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.	<b>6-7</b>	Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
<b>6-7</b>	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	<b>6-7</b>	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	<b>5</b>	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	<b>5</b>	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
<b>4-5</b>	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	<b>4-5</b>	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.	<b>4</b>	Offers some examples of subordination. Uses tenses other than the present with some ambiguity. Mostly predictable lexical items deployed.	<b>4</b>	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
<b>2-3</b>	Limited coverage of topic. Delivery inconsistent. Some coherence in the presentation of ideas Significant prompting needed to sustain presentation	<b>2-3</b>	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	<b>3</b>	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.	<b>3</b>	Communicates main points despite high incidence of errors. Some 'pre-learned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
<b>1</b>	Minimal coverage of topic. Halting delivery. Disjointed, unconnected use of ideas. Reliant on prompting of teacher-examiner.	<b>1</b>	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.	<b>1-2</b>	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	<b>1-2</b>	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
<b>0</b>	No rewardable content.	<b>0</b>	No rewardable content.	<b>0</b>	No rewardable language	<b>0</b>	No rewardable language.

## Unit 2: Applied Written Communication in French (5752)

### ESSENTIAL INFORMATION FOR STUDENTS

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#### About this unit

In this unit you will learn how to communicate effectively in written French. This will involve the production of various types of writing for different purposes. **All writing activities will relate to a specific context (Business, Media & Communications or Leisure & Tourism)** and may include production of the following:

- notes, memos or simple messages
- chart or specialist database
- simple instructions
- spider diagrams
- letters, faxes and emails
- web page or partial website
- fliers and leaflets
- questionnaires
- descriptions of products, services, facilities etc
- factual or imaginary narratives.

Activities may also include:

- completion of documents such as forms and questionnaires notes, memos or simple messages
- formal and informal requests for information
- giving basic instructions
- offering simple explanations
- expression of opinions and feelings
- making complaints
- confirming and altering arrangements.

The exact task types that you undertake will very much depend on context, your particular interests, work set by your teacher and the level of your language at the time. However, all students will be assessed on their ability to produce **three** main samples of written coursework.

The French language that you use will be determined by the specialist context of the unit. For example, it is expected that those undertaking the Leisure & Tourism specialist pathway will develop more accommodation-related language than those on a Business pathway. The latter may focus only on simple hotel vocabulary that is *essential* for business travel. Similarly, students focusing on the contexts of Business or Leisure & Tourism may acquire ICT related terms on 'a need to know basis' appropriate to their context rather than some students operating in an Media & Communications context who may well build up a much broader knowledge of ICT-related French.

You will develop some cultural awareness of French speaking countries and cultures and learn how to use and adapt written language to:

- formal and informal situations (eg use of specific endings in business letters);
- different periods of time (eg present, past and future).

<b>This unit will be assessed internally.</b>
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## What you need to learn

### Vocabulary

The specification includes generic and specialist minimum-core vocabularies. These lists of words can be useful when preparing for effective written communication in the French language.

It is important that you familiarise yourself thoroughly with the contents of the generic minimum-core vocabulary *and* the specialist minimum-core vocabulary appropriate to your 'context'. Both provide only a *minimal* basic vocabulary and it is extremely important that you build on this by adding new words and phrases as you acquire them to your own French language database. This must become an integral part of your language learning so that you can access a useful and customised vocabulary reference point and revision aid. Ideally, the database should be grouped into specific headings so that it is easy to identify the relevant vocabulary that you need. A learner (specialist Leisure & Tourism context) might, for example, create subheadings called *Hébergement*, *Activités touristiques* and *Activités sportives*.

### Manipulating language

Learning a language involves much more than simply learning words in isolation. So that you can express yourself clearly in French, it is important that you learn to construct, manipulate and try to enhance your language. For example, through the use of different language structures, you will be able to produce 'complete' written French that incorporates negatives (not, never etc), refers to events in the present, future or past and provides detail through adjectives, adverbs etc.

A full list of GCSE French linguistic structures is included in this specification. Although this qualification places particular emphasis on applied *communication*, it is often difficult to communicate effectively without some understanding of the key linguistic structures and how to apply these accurately. Your teacher will help you to become aware of different linguistic structures and how they operate and will feedback to you on your progress. Your assessment focuses on *communication and content* but also rewards you for *knowledge and application of language* and *accuracy*. It is important to stress that you will be assessed on your French language skills rather than the level of knowledge of the specialist context. You will be expected to take responsibility for checking your work and you should use your dictionary to help you with this. You must check your work methodically as if you try and spot everything at once, you will probably miss some errors. You really need to check your work a few times, looking for different mistakes each time. Read it once to check your *genders* (eg for masculine/feminine), read it again just to check your *adjectival agreements*, read it another time to check your verbs and another time to check you accents etc. Your teacher will provide regular feedback on your written work but will not correct your work for you!

### Coursework

You need to produce **three** main samples of written coursework that relate to your specialist context and that you find interesting. (Examples of potential task types are outlined under '*About this unit*' on the previous page.) When choosing a piece of writing coursework, ***you must ensure that the content is different to any presentation*** that you have already delivered or intend to deliver in the future. It is quite possible that all of your

written work may well focus on the same 'specialist area' (eg Business), but there should be plenty of scope within this context for you to undertake a wide range of tasks.

Each main sample could consist of one long piece of writing *or* a few shorter ones on a linked theme (eg a particular product, service, resort, television programme, letter writing). Your teacher will advise you about appropriate length but students aiming for grades C-A\* will need to demonstrate an ability to produce 'extended' writing. Each of the coursework main samples that you submit should be of equal length and must be a minimum of 120 words or a maximum of 230 words so that you achieve an overall word count of between 350 and 700 words.

You are allowed to use reference materials (eg authentic brochures, leaflets, articles, or information you have found on the Internet) but it is very important that this is kept with your work. This will clearly show that you have responded to and/or adapted the language from these rather than copy it out word for word.

The Applied Written Communication unit allows you to use a dictionary and other reference materials and this is, of course, taken into account when your work is marked. It may be possible for you to do coursework in class or as homework but *at least* two full pieces/ main samples must be done under '*controlled*' or test conditions at your centre. NB: In 'controlled conditions', **you will only have access to the writing stimulus (eg title) and dictionary.**

### Requirements

Teachers should encourage students to produce a number of pieces of work for each of their three main samples so that their best work can be selected for assessment. All of the work undertaken **must relate to one of the applied specialist contexts of the qualification – Business, Media & Communications or Leisure & Tourism.**

Students need to submit work of between 350 (minimum) and 700 (maximum) words across the three main samples. Each of these should be of similar length and can incorporate one or more pieces of writing. You will need to guide your students of appropriate task lengths according to their potential. It is important that those seeking access to the best grades demonstrate an ability to produce coherent extended writing. Similarly, it is important to ensure that 'weaker' students are offered demanding but realistic challenges.

### Choosing appropriate tasks

A 'main sample' of written coursework may consist of a collection of simple tasks possibly involving short sentences or substitution (appropriate for grades G, F and E) or it may be a single piece of extended writing. Coursework tasks can be set for exploitation at different levels and should enable students to access the full range of marks. Teachers are advised to refer to both the grade descriptions and the assessment criteria for this unit when choosing appropriate tasks or stimuli. Tasks set for those aiming at grade C or above must provide opportunities for students to give opinions, to demonstrate competence in the manipulation of different tenses and to undertake both factual and, where appropriate, imaginative writing. In addition, those seeking grade A or above will need to produce evidence of extended writing skills and some simple justification of ideas/points of view.

When a main sample of coursework is made up of two or more pieces of work, these should be closely linked either by type or 'theme' (eg work-related *fax* and *letter* or writing pieces about a particular resort, product or service). Care must also be taken to ensure that ***no direct overlap of topic content*** occurs with the student's writing coursework and any oral presentation that they engage in. However, a learner could, for example, deliver a presentation about a particular hotel and then refer to this hotel when writing about work experience there because the focus of the activities are distinctly different.

### Authentic source material

Authentic material can be gathered from a variety of sources and can be used at all levels. Websites, newspapers and magazines, for example, will provide not only stimulating articles for students at the higher end of the ability range, but also advertisements, pictures, entertainment guides, etc which can be used for all students. Most language teachers are in the habit of gathering authentic materials such as brochures, information leaflets, pictures, etc on trips abroad or from the internet and students should be encouraged to research and collect their own bank of French language resources. Over time it is possible to build up an extensive bank of authentic and context related materials. Students also can be given generic English-language coursework stimuli and these could relate closely to the student's local area and experience (information on local companies, leisure amenities, UK websites etc).

## Other sources

These include:

- French language and UK websites
- video/films/television broadcasts
- link/exchange schools
- foreign language assistants and other members of staff.

## Preparation and pre-teaching

A certain amount of the work may be done outside the classroom, in particular where a task requires the use of information and communication technology (ICT) or where the task is based on extended reading. However, it is expected that **at least** two thirds of the work will be done under controlled conditions in class time and this **must include two complete 'main samples' of coursework.**

Students may have access to a dictionary at all stages during the production of their work and this may include target-language online dictionaries and spellcheckers. Guidance on task types that may be appropriate for students aiming at particular grades is provided below and a many more suggestions are given in the '*Teachers' Guide to the GCSE in Applied French*'.

Tasks can range from those that require individual words and phrases to those that require extended responses using a wider range of vocabulary and structures. The targeted grades given in the following examples are only suggestions and it is recognised that many of the tasks could be expanded to enable students to demonstrate linguistic skills at a higher level than those indicated. Teachers may use the '*Sample stimuli*' in this publication and in the '*Edexcel Applied GCSE in French Coursework Guide*' or, alternatively, as with the 'interactions' in Unit 1, they may adapt these or produce their own. When deciding on particular tasks for different levels of students, teachers should refer to the assessment criteria to ensure that students are given every opportunity to demonstrate the full extent of their linguistic capability.

The work of all students will be marked using the assessment criteria listed in this specification.

**Description of coursework task types and sample coursework activities (*all these tasks must, of course, refer to appropriate specialist context*).**

### **Task type 1 – lists, labelling, short messages, gap-fill tasks, short letters**

For G/F students, a typical 'main sample' of coursework might contain some lists, a key to a map or plan, a labelled photo, diagram or graph, a completed form or questionnaire, captions for a poster, filled gaps in a model letter, or answers to short stimulus messages. Different types of task generate different types of language and a variety of tasks will therefore allow students to show a wider range of language skills and will be more interesting for them.

### **Task type 2 – longer letters, articles, descriptions, accounts which give students the opportunity to use different tenses and to express opinions**

For a wide range of students a mix of letters, narrative accounts, and descriptive writing would be appropriate, and levels will be differentiated by outcome.

### **Task type 3 – extended writing tasks giving students the opportunity to express ideas, justify points of view and research their own interests**

For the most able students, where each 'main sample' may contain just one extended piece of writing, it will be particularly important to ensure a mix of tasks. One piece might be narrative, with comment and opinion on the events related; one might be a discursive article and another might be a letter.

### Drafting arrangements

Teachers should discuss the tasks to be completed with students and may suggest ways in which the stimulus material could be exploited. Students have an opportunity\* to produce a draft of all work submitted and teachers can make general comments on performance on the standard coursework draft feedback sheet, eg indicate an area that would benefit from greater detail, highlight areas that need attention, such as agreements, verbs. They may not, however, correct specific points of language or grammar. The feedback sheets encourage students to develop skills in identifying language errors for themselves without specific teacher references. Teachers **must not** write on the student's draft and should submit completed coursework draft feedback sheets for the draft of each piece of work submitted. Centres must submit any drafts that have been produced.

(\* The undertaking of a draft is **not** a requirement of this specification.)

### Summary of controlled conditions

Controlled conditions provide an effective way of verifying coursework authenticity and are defined as follows:

- at least two main samples of the total coursework for each learner must be produced under controlled conditions, but teachers may increase this proportion at their discretion
- work must be done in the classroom and supervised by the teacher
- students may only have access to the task stimulus and a dictionary (which may be online)
- all stimulus material other than a dictionary must be submitted in the student's folder
- ideally, work should be completed in a single session but if this is not possible, the teacher must store the work securely until the next controlled conditions session
- a record must be kept of when and under what conditions the work in the student's folder was completed. A coursework frontsheet will be provided for this purpose students will know the coursework task in advance of the controlled conditions and may prepare an advance draft. First drafts should not be referred to under controlled conditions and must be submitted in the student's folder of work
- teachers will be required to authenticate the coursework as the student's own work.

### Submission

The coursework must be submitted by the end of the first week in May . Centres may either spread the work over a two-year course or arrange for its completion in the final year of the course. However, all the work will be assessed to the same standard against the same criteria.

In order to assess work accurately and measure the degree of student's language manipulation and creativity, centres are required to make a formal declaration of source and support materials used (including traditional and online dictionaries). They must also submit a copy of centre-devised worksheets, website pages and copies of relevant pages from course books used with each sample or group of samples submitted.

The coursework submission will be marked by the teacher-examiner and sent to Edexcel's moderators for moderation on a sampling basis. In accordance with the Code of Practice, centres must standardise assessment across different teachers and teaching groups to ensure that all students in a centre have been judged against the same standards. Teachers must also ensure that the tasks used across different teaching groups and languages (where possible) are comparable. Registered centres will receive further instructions on standardisation of marking and moderation procedures.

### Assessment guidance

There are three assessment grids for the writing coursework:

- communication and content
- knowledge and application of language
- accuracy of language.

Teachers should assess each main sample **globally** and award a maximum of **ten** marks for *communication and content*, a maximum of **five** marks for *knowledge and application of language*, and a maximum of **five** marks for the *accuracy* of language. The three sets of marks for each of the three main samples should then be entered on the coursework frontsheet, and the nine marks for the three *main samples* aggregated to give a final **total out of 60**.

## 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 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.

## Unit 3: Understanding Applied Oral 5753 and Written Communication 5754 in French (Generic unit)

### ESSENTIAL INFORMATION FOR STUDENTS

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#### About this unit

This unit contains two equal elements that either test listening (**Unit 3a Understanding Applied Oral Communication**) or reading skills (**Unit 3b: Understanding Applied Oral Communication**). If you are undertaking a single award GCSE in Applied French, you will need to be assessed in both. If you are undertaking a GCSE in Applied French short course, you will either undertake the listening examination *or* the reading examination. This unit is generic which means that, unlike units 1 and 2, it *does not relate to a particular specialist context* (Business, Media & Communications or Leisure & Tourism). You will do the same test as others even if they are undertaking units 1 and/or 2 in completely different specialist contexts. You will encounter spoken or written French language that may refer to different topics that are of general practical value to people either operating in a French speaking country or working with French speaking people. These include:

- town and region (visitor information, weather and local amenities)
- getting around (accommodation, public transport, directions and weather)
- customer service and transactions (restaurant, café, shops, dealing with problems, lost property)
- personal information and future plans (including key interests and leisure activities)
- work, education and work-related experiences (including basic language of the internet, job advertisements, simple applications and curricula vitae)
- formal and informal dialogue and messages (conversations, telephone, voicemail, faxes and other written messages).

From exposure to various types of spoken and/or written communication (including signs, notes, notices, forms, messages, posters, simple advertisements, letters, articles and extracts from different recorded and printed media, surveys, conversations, transactional language), you will learn how to:

- extract gist, key information and detail (including French alphabet)
- recognise time references (past, present and future events)
- identify opinions, attitudes and feelings
- recognise subtleties in tone and register of language
- understand straightforward instructions
- draw simple conclusions
- show some cultural awareness of French speaking countries and cultures.

<p><b>This is an Edexcel assessed unit.</b></p>
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## Onscreen assessment

Listening and reading skills will be tested by Edexcel onscreen examinations. Each onscreen paper will attract a potential of 40 marks and has been designed to be user-friendly. You have the facility to control the pace of the test so that you can, if you wish, spend more time on certain questions or even revisit and amend your original answers. The examinations allow adequate time to read the questions, hear every recording twice and to give responses. *All your responses must be recorded on screen* and this will usually involve simple 'click' or 'click and drag' movements. If, however, you also wish to make separate notes during the test, your centre must provide additional sheet of paper. *Marks will be allocated for communicating an easily identifiable correct response* and no marks will be awarded for use of English where a target-language response is required (and vice versa).

The listening test will last for 40 minutes and will feature a range of authentic recorded material produced by native speakers. Extracts will be of varying lengths, at 'near normal' or 'normal' speed and will place no undue burden on memory. Test types will include grid completion, multiple-choice, matching and form or plan completion.

The reading test will last for 40 minutes and will feature a range of stimuli. Text will be of varying lengths and can be enlarged through a zoom facility. Test types will include grid completion, multiple-choice, matching and form or plan completion.

## What you need to learn

### Vocabulary

The specification includes generic and specialist minimum-core vocabularies. These are lists of words that can be useful when preparing to understand and engage in communication in the French language. You are expected to build up and use your 'specialist' context-related vocabulary when using the 'productive' or 'active' skills of speaking and writing. The listening and reading tests will focus on the *generic* topic areas and situations outlined earlier.

It is important that you familiarise yourself thoroughly with the contents of the generic minimum-core vocabulary. This will provide you with a *bare minimum* of basic vocabulary that you may encounter when engaged in French listening and reading activities. It is extremely important that you build on this by adding new words and phrases as you acquire them to your own French language database. This must become an integral part of your ongoing language learning and will mean that you have an invaluable reference point and revision tool. Ideally, the database should be grouped into specific headings so that it is easy to identify the relevant vocabulary that you need. You may well discover that you are able to recognise many more French words than you can actively produce!

### Listening and reading 'globally'

Learning a language involves much more than simply learning words in isolation. So that you can understand language effectively, it is important that you listen or read complete messages. Treat the French language as a complete jigsaw made up of various pieces that fit together in a special way. Just as examining an individual jigsaw piece may provide little indication of what the completed puzzle may look like, latching on to an individual French word that you hear or read will not always provide a correct or complete answer. For example, if you are asked the question 'How *did* he travel?' and you hear the word '*train*', you may be tempted to respond 'by train' but this may be incorrect. In the

following sentence, tense and time references invalidate 'train' as the right answer:  
*D'habitude, je prends le train mais hier j'ai dû prendre un taxi.*

Consequently, it is important that you gain regular listening and reading practice and that you link this to the development of your knowledge and understanding of linguistic structures. Greater exposure to reading and writing will also support the development of your productive speaking and writing skills. A full list of GCSE French linguistic structures is included in this specification.

### Teaching strategies

This unit helps students to develop listening and reading proficiency in the French language. Students will need to respond to a range of different stimuli from a generic but broad range of practical settings. They will be assessed through short onscreen 'terminal' assessments but should be supported throughout their learning by *regular* opportunities to undertake valid listening and reading exercises. Although the assessment of listening and speaking skills will focus on generic language, it is particularly important to ensure that students are also able to access appropriate 'specialist' context-specific listening and reading materials. The latter will help them to develop research skills, expand their vocabulary and language database and to apply their knowledge and understanding of linguistic structures to relevant contexts.

It is important that teachers ensure that students:

- fully understand the aims and nature of the listening and speaking assessments
- understand and react appropriately to the Edexcel specified rubrics
- become very familiar with the general content areas and test types employed in the external assessments
- are given advice on effective time management techniques.

External assessments takes place in **June only** and the delivery of this unit should be planned with this in mind to ensure that students achieve the best possible grades that genuinely reflect their true potential.

### Approach to assessment

This unit is externally assessed. Sample assessment material, together with mark schemes, will be available from Edexcel and, increasingly, past assessment material will also be available. As previously stated, students should use this material to assist them in their external assessment preparation. The delivery of the unit should not be focussed solely on preparing students for the external assessment but students will benefit if guidance is given on exam techniques.

# Additional information

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## Resits

It is possible for students to retake the whole qualification more than once.

Individual assessment results, prior to certification of the qualification, have a shelf-life limited only by the shelf-life of the specifications when they are used to contribute to the qualification.

## Access

Edexcel's policy concerning access to our qualifications is that:

- qualifications must be available to anyone who is capable of reaching the required standard
- qualifications must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Relationship to National Language Standards

This specification links to National Language Standards at levels 1 and 2 and to the related S/NVQ language units:

- L1 Listen to simple language in familiar work contexts
- S1 Speak using simple language in familiar work contexts
- R1 Read simple texts on familiar work topics
- W1 Write simple text on familiar work topics
- L2 Listen to routine language in everyday work contexts
- S2 Speak using routine language in everyday work contexts
- R2 Read routine texts on everyday work topics
- W2 Write routine texts on everyday work topics

## Teacher support

There is a full range of support material designed for this qualification including:

### Resources (These include)

- specimen tests and associated mark schemes
- tutor support pack (eg **comprehensive bank of internal assessment activities** with examiner commentaries, oral training (CD-Rom), teachers' and learner guides)
- website updates ([www.edexcel.org.uk](http://www.edexcel.org.uk)).

Information concerning Edexcel support material can be obtained from:

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4FN

Telephone: 01623 467467

Fax: 01623 450481

Email: [publications@linneydirect.com](mailto:publications@linneydirect.com) Check

## **Training**

Professional training and development will be available to support centres both before and during the delivery phase of the qualification. Edexcel offers a full professional development and training programme to support teachers delivering all Edexcel MFL GCSE qualifications. This may include subject-specific conferences, seminars, workshops and customised events for individual centres.

For further information on Professional Development and Training (PD&T) programmes contact our Edexcel Customer Services on 0870 240 9800.

## **Students with particular requirements**

Students with special requirements may require additional support, for example technical aids or specially devised or adapted methods of assessment, with additional time allowed if necessary.

Edexcel will assess whether special considerations or concessions can, or need to be, made for students with particular requirements. Requests should be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London  
WC1V 7BH

# Appendices

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## Appendix A – Rubrics

### Examination rubrics – French

The key words and phrases used in rubrics across the papers are given below. They may be used either as printed *or* elements of them may be combined.

#### Instructions

<b>Arrange...</b>	les mots correctement
<b>Choisis...</b>	le bon titre pour chaque... les bonnes phrases les bons mots pour finir la phrase parmi les mots dans la case
<b>Clique...</b>	sur... et fais le/la/les glisser dans la/les bonne(s) case(s) sur la/les bonne(s) réponse(s) sur le/les bon(s) mots
<b>Coche...</b>	la case/les bonnes cases la/les bonne(s) réponse(s) [pour indiquer...]
<b>Complète...</b>	les comparaisons les phrases (avec les bonnes expressions)
<b>Corrige...</b>	les erreurs les fautes
<b>Décris...</b>	ta maison/ta mère etc
<b>Dis...</b>	
<b>Donne...</b>	des/les renseignements des/les conseils ton opinion/avis
<b>Écoute...</b>	la cassette/la conversation/ce dialogue
<b>Écris...</b>	le mot qui ne va pas avec les autres les numéros qui correspondent ton avis avec tes raisons une lettre une carte postale une/les réponse(s) un article
<b>Explique...</b>	pourquoi comment
<b>Fais...</b>	une liste un résumé glisser
<b>Finis...</b>	les phrases
<b>Imagine...</b>	que...

<b>Lis...</b>	la lettre/le texte/l'histoire
<b>Mets...</b>	les mots/images/leurs noms dans le bon ordre la bonne lettre/leurs noms dans la (bonne) case
<b>Note...</b>	les/deux/trois détails
<b>Pose...</b>	des questions
<b>Prépare...</b>	un poster/dépliant
<b>Qui...</b>	dit quoi?
<b>Raconte...</b>	les choses que tu as faites ce que tu as fait tes impressions
<b>Regarde...</b>	les images/photos la liste/la carte
<b>Remplis...</b>	les blancs
<b>Réponds...</b>	à ce questionnaire à la lettre aux questions à toutes ses questions
<b>Trouve...</b>	l'/les erreur(s) la bonne réponse à chaque question la phrase qui correspond à chaque photo le texte qui correspond à chaque image/dessin/titre la personne qui exprime cette opinion

### **Other words/phrases**

**Qu'est-ce que cela veut dire?**

**Selon le texte...**

**Pour chaque phrase**

**Tu peux faire un/des zoom(s) sur le texte**

## Appendix B – Linguistic structures

GCSE students will be expected to have acquired knowledge and understanding of the grammar of the modern foreign language during their course. In the examination they will be required to apply their knowledge and understanding in a variety of tasks. The following lists are divided into requirements for those seeking 'foundation' grades (G-C) and 'higher' grades (C-A\*).

*The examples in brackets are indicative and are not exclusive.* For structures marked (R), only receptive knowledge is required.

## French grammar (Foundation)

- Nouns:** gender  
singular and plural forms
- Articles:** definite, indefinite and partitive, including use of *de* after negatives
- Adjectives:** agreement  
position  
comparative and superlative: regular  
demonstrative (*ce, cet, cette, ces*)  
indefinite (*chaque, quelque*)  
possessive  
interrogative (*quel, quelle*)
- Adverbs:** comparative and superlative: regular  
interrogative (*comment, quand*)  
adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)  
common adverbial phrases
- Quantifiers/Intensifiers** (*très, assez, beaucoup, peu, trop*)
- Pronouns:** personal: all subject, including *on*  
reflexive  
relative: *qui*  
relative: *que* (R)  
object: direct (R) and indirect (R)  
position and order of object pronouns (R)  
disjunctive/emphatic  
demonstrative (*ça, cela*)  
indefinite (*quelqu'un*)  
interrogative (*qui, que*)  
use of *y, en* (R)
- Verbs:** regular and irregular forms of verbs, including reflexive verbs  
all persons of the verb, singular and plural  
negative forms  
interrogative forms  
modes of address: *tu, vous*  
impersonal verbs (*il faut*)  
verbs followed by an infinitive, with or without a preposition  
tenses: present  
perfect  
imperfect: *avoir, être* and *faire*  
other common verbs in the imperfect tense (R)  
immediate future  
future (R)  
conditional: *vouloir* and *aimer*  
pluperfect (R)  
passive voice: present tense (R)  
imperative  
present participle (R)

### Prepositions

### Conjunctions

Number, quantity, dates and time including use of *depuis* with present tense

## French (Higher grades)

All grammar and structures listed above, plus:

**Adjectives:** comparative and superlative, including *meilleur, pire*

**Adverbs:** comparative and superlative, including *mieux, le mieux*

**Pronouns:** use of *y, en*  
relative: *que*  
relative: *lequel, auquel, dont* (R)  
object, direct and indirect  
position and order of object pronouns  
demonstrative (*celui*) **R**  
possessive (*le mien*) **R**

**Verbs:** dependent infinitives (*faire réparer*) (R)  
tenses: future  
          imperfect  
          conditional  
          pluperfect  
passive voice: future, imperfect and perfect tenses (R)  
perfect infinitive **R**  
present participle, including use after *en* **R**  
subjunctive mood: present, in commonly used expressions (R)

**Time** including use of *depuis* with imperfect tense

## Appendix C – Minimum core vocabulary list

### Applied GCSE in French

The following vocabulary list is intended to assist teachers in the planning of their work. The vocabulary list provides a **minimum core generic** vocabulary that all students (regardless of their specialist context) will need to acquire. It provides the basic foundations for a general vocabulary *and* should also be referred to when preparing students for the externally assessed unit. Students are advised that some of the vocabulary listed under *one generic area* headings *may also be applied to others*.

The Unit 3 assessment tasks (listening *and* reading) targeted at grades G-C will be based on this vocabulary list although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

Students must have access to this source of vocabulary and should be encouraged to build on this in the course of their language learning. It is essential that they also add specialist context vocabulary to this that relates to their individual needs. In addition to the specified vocabulary, candidates will be expected to have knowledge of numbers (0-100 plus 1000), times (analogue and digital), days of the week, months etc.

For active use (*Unit 1: Applied Oral Communication* and *Unit 2: Applied Written Communication*), the vocabulary requirements, even within each of the applied specialist areas (Business, ICT and Leisure & Tourism), could vary between students. Possible, non-prescribed, **specialist context-related** vocabulary lists appear at the end of this document and may be used and adapted as a starting point for vocabulary acquisition.

## Town and region

accueillir	hypermarché
activités	inclus
affiche	industrie
appareil-photo	jardin public/zoologique
au bord de la mer	jour férié
averses	kiosque à journaux
banlieue	lac
banque	lieu
bâtiment	liste des hôtels
bibliothèque	magasin
boucherie	mairie
boulangerie	marché
brochure	mer
brouillard	météo
brume	montagne
bureau	municipal
campagne	musée
camping	neige
carte postale	nuage
cathédrale	office de tourisme
centre commercial	neiger
chaleur	nuageux
château	orage
chaud	palais
cinéma	parapluie
climat	parking
colline	patinoire
commissariat	pellicule
concert	place
côte	plage
couvert	pleuvoir
degrés	pluie
département	pont
disco (discothèque)	port
distractions	réduction
éclaircie	réduit
église	rivière
en avance	sac
en été	situé
en hiver	soleil
endroit	stade
ensoleillé	station-service
entrée	température
excursion	temps
exposition	théâtre
ferme	toilettes
fermeture	tour
fête	touristique
froid	usine
gare (routière/maritime)	variable
historique	vent
hôpital	village
hôtel (de ville)	ville
hôtesse d'accueil	zone piétonne

## Getting around

à côté	embouteillage
à droite	escalier
à gauche	essence
à pied	est
aéroglysseur	excusez-moi
aéroport	feux
aller simple	fiche
aller-retour	fonctionner
arrêt (d'autobus)	fumeur
ascenseur	garer
atterrir	gendarme
auberge de jeunesse	guichet
(auto)bus	horaire
autoroute	informer
avion	lavage
bagages	ligne
bain	liste des prix
balcon	lit
bateau	litre
billet	louer
(bon) séjour	manquer
bon voyage	marcher
buffet	marque
bureau d'accueil/de renseignements	mécanicien/mécanicienne
camion	mètre
carnet	méto
carrefour	moteur
carte (d'identité/routière)	mourir
centre ville	nord
chambre	noter
chauffeur (de taxi)	occupé
chemin de fer	ouest
circulation	ouvert
clef	panne
coin	panneau
colonie de vacances	passer
commerce	péage
compartiment	permis de conduire
composter	piéton
conducteur/conductrice	plan (de la ville)
conduire	pompe
consigne	porte (d'entrée)
contrôle des passeports	portière
contrôleur	potable
correspondance	pour aller à
couchette	pression
décoller	priorité à droite
défense de	problème
délai	quai
départ	rapide
dès que	réception
descendre	recevoir
déviacion	remplir
douche	rencontrer
durer	rendez-vous



rentrer  
réparer  
réserver  
retard  
réunion  
rez-de-chaussée  
rond-point  
rouler  
route  
rue  
saison  
salle d'attente  
salle de jeux  
sans plomb  
s'arrêter  
se trouver  
sens interdit/unique  
sortie  
sous-sol  
station de métro  
stationner  
sud  
suivant  
supplément  
taxi  
téléviseur  
tourner  
tout droit  
tranquille  
transports en commun  
traverser  
valise  
vérifier  
vite  
voie  
voir  
voiture  
vol  
voyage  
vue  
wagon-lit  
wagon-restaurant

### **Customer service and transactions**

accepter  
addition  
aider  
argent  
boisson  
bouteille  
bureau de change  
bureau des objets trouvés  
café  
caisse  
carte (bancaire/de crédit)

casse-croûte  
champignon  
chaussette  
chaussure  
chef  
chemise  
chèque (de voyage)  
choix  
citron  
client  
coiffeur/coiffeuse  
commissariat de police  
coton  
cours de change  
courses  
croque-monsieur  
cuit  
décrire  
dommage  
envoyer  
erreur  
Euro  
facture  
fiche  
framboise  
gagner  
gant  
grand magasin  
hors-d'oeuvre  
immédiatement  
jupe  
jus de fruit  
laine  
légume  
livre sterling  
maillot de bain  
malade  
malheureusement  
monnaie  
moules  
note  
pantalon  
pâtisserie  
patron/patronne  
pêche  
perdre  
petit déjeuner  
petits pois  
pièce (d'identité)  
plat du jour  
pointure  
poire  
pomme de terre  
porc

portefeuille  
porte-monnaie  
prêt  
prix  
pull/pullover  
rayon  
recommander  
reçu  
rembourser  
repas  
robe  
rôti  
salle à manger  
saucisson  
serveur  
service (non) compris  
servir  
signer  
taille  
timbre  
vendeur/vendeuse  
vendre  
vin  
vol  
voler  
voleur  
vouloir  
yaourt

### **Personal information and future plans**

âge  
aimable  
aîné  
ambiance  
ami  
amical  
an  
année prochaine  
anniversaire  
annuler  
article de sport  
athlétisme  
bague  
baskets  
bavard  
bien payé  
blouson  
boîte de nuit  
bouclé  
boucles d'oreille  
boulot  
cadet  
célibataire  
championnat  
chanson

chapeau  
club des jeunes  
code postale  
connaissance  
cyclisme  
date de naissance  
dépenser  
difficile  
disque compact  
divorcé  
drôle  
égoïste  
émission  
ensemble  
équipe  
facile  
faire des études  
fanatique de  
fièvre  
frisé  
gentil  
habillé  
imperméable  
informatique  
jeu (de société/électronique)  
joueur  
lecture  
licence  
lieu de naissance  
loisirs  
maison des jeunes  
mari  
marié  
mère  
métier  
mince  
mode  
naître  
offrir  
orchestre  
paresseux  
passe-temps  
patinage  
patins à roulettes  
père  
pièce de théâtre  
portable  
prénom  
projet  
promener  
raide  
rater  
responsable  
ressembler à  
résultats  
réviser

roux  
s'amuser  
séparé  
sportif/sportive  
stage (en entreprise)  
surfer sur internet  
survêtement  
temps libre  
terrain de sport  
timide  
tourisme  
travailleur  
unique  
université  
vedette  
végétarien/nne  
veste  
vêtements  
vêtu

**Work, education and work-related experiences**

acteur/actrice  
adulte  
agence de voyages  
agent de police  
annonce  
apprentissage  
architecte  
bavarder  
boîte aux lettres  
boucher/bouchère  
boulangier/boulangère  
bulletin  
cantine  
charger  
chimie  
chômage  
classer  
classeur  
clavier  
cliquer  
collège  
collègue  
composer un numéro  
conditions de travail  
conférence  
conseiller  
consultant  
copier  
couloir  
coup de téléphone/fil  
couper  
coller

courrier (électronique)  
couture  
cuisinier/cuisinière  
curseur  
demande d'emploi  
diplôme  
directeur/directrice  
discuter  
disquette  
échange  
écran  
effacer  
électricien/électricienne  
EMT  
emploi  
emploi du temps  
employé/employée (de banque/bureau)  
employeur  
enseignement  
entretien  
étudiant  
examen  
expérimenté  
faire un stage  
faute  
fax  
fermier/fermière  
flexible  
fois  
fonctionnaire  
formation  
formulaire  
gérant  
hôtesse/steward de l'air  
imprimante  
imprimer  
informaticien/informaticienne  
ingénieur  
instituteur/institutrice  
introduire  
journaliste  
langue  
livre (sterling)  
maçon  
mal payé  
marketing  
mi-temps  
moniteur/monitrice  
mot de passe  
ordinateur  
organiser  
oublier  
par heure  
pause de midi  
pause-café (thé/déjeuner)

permanence  
plombier  
pompier  
poser sa candidature  
poser une question  
poste (le)  
présenter  
prévenir  
prévu  
produire  
professeur  
programmeur  
progrès  
rapport  
rechercher  
remettre  
remplacer  
rendre visite à  
réponse  
représentant(e)  
s'adresser à  
salaire  
sauver  
serveur/serveuse  
site  
société  
sondage  
souris  
sujet  
supérieur  
sur place  
taper  
technicien/technicienne  
touche  
travail  
travailler  
trimestre  
vestiaire  
web  
web-mail

### **Formal and informal dialogue and messages**

à bientôt  
à l'appareil  
à l'attention de  
à l'étranger  
à l'extérieur  
à plus tard  
à propos  
à votre service  
adresse  
allô  
annuaire  
appelle-moi/appelez-moi  
bip sonore  
bonjour

c'est de la part de qui?  
cher  
combiné  
composer le numéro  
 décrocher  
en communication avec  
en fait  
en ligne  
envoi de  
être bien chez  
faux numéro  
indicatif  
instant  
je reviens tout de suite  
je vous écoute  
je vous le passe  
messagerie vocale  
minitel  
ne quittez pas  
nombre de pages  
page de couverture  
patientez  
pour l'instant  
radiomessagerie  
remercier  
répondre à tous  
sonner  
suite à  
texte  
téléphone

### **Acronyms**

BAC  
BNP  
cc  
CD-ROM  
CES  
CV  
EDF  
FR3  
GDF  
M6  
MJC  
P et T  
RER  
SNCF  
SVP  
TGV  
t.l.j.  
TVA  
UE

### **Social conventions**

à demain  
à bientôt  
à tout à l'heure  
amitiés  
au secours  
au revoir  
bonne nuit  
bonsoir  
merci  
prière de  
salut  
s'il te plaît  
s'il vous plaît

### **Prepositions**

à  
à cause de  
à côté de  
après  
au bout de  
autour de  
avant  
avec  
chez  
contre  
dans  
de  
dehors  
derrière  
devant  
en  
en face de  
en haut  
entre  
environ  
jusqu'à  
loin de  
par  
parmi  
partout  
pendant  
pour  
près de  
sans  
sauf  
selon  
sous  
sur  
vers

### **Adjectives**

affreux  
amusant  
ancien  
autre  
bête  
beau  
bon  
bref  
bruyant  
cassé  
chouette  
confortable  
content  
court  
de bonne humeur  
debout  
dégoûtant  
dernier  
désolé  
drôle  
d'une grande valeur  
dur  
dynamique  
en colère  
en plein air  
ennuyeux  
ensemble  
faible  
fatigant  
fatigué  
faux  
favori  
fermé (à clef)  
fort  
génial  
grand  
gratuit  
gros  
haut  
incroyable  
jeune  
joli  
laid  
léger  
libre  
long  
lourd  
magnifique  
même  
merveilleux  
mignon  
moche  
mûr  
nécessaire

neuf  
nombreux  
nouveau  
occupé  
parfait  
passionnant  
petit  
plein  
préféré  
pressé  
proche  
propre  
rapide  
recherché  
reconnaissant  
réel  
riche  
sage  
sain  
sale  
satisfait  
sensass  
sérieux  
sévère  
seul  
silencieux  
tout  
typique  
utile  
valable  
vieux  
vrai

### **Additional verbs**

acheter  
accompagner  
adorer  
aider  
aimer  
ajouter  
aller  
allumer  
améliorer  
appeler  
apprendre  
arriver  
attendre  
avoir  
boire  
changer  
chercher  
choisir  
commencer  
comprendre  
compter  
conduire

connaître  
contacter  
continuer  
coûter  
croire  
décider  
demander  
désirer  
détester  
devoir  
dire  
disputer  
donner  
dormir  
écouter  
écrire  
emprunter  
entendre  
entrer  
envoyer  
espérer  
essayer  
être  
étudier  
fermer  
finir  
frapper  
habiter  
inviter  
jeter  
laisser  
mériter  
mettre  
monter  
montrer  
ouvrir  
pardonner  
parler  
partir  
penser  
permettre  
plaire  
pleurer  
poser (une question)  
pousser  
pouvoir  
préférer  
prendre  
prêter  
quitter  
raconter  
regarder  
regretter  
répéter

réserver  
rester  
retourner  
réussir  
rire  
s'appeler  
s'asseoir  
s'échapper  
s'ennuyer  
s'intéresser à  
s'occuper de  
se débrouiller  
se dépêcher  
se fâcher  
se promener  
se rappeler  
se servir de  
se taire  
se terminer  
sauter  
savoir  
sembler  
souhaiter  
sourire  
suivre  
téléphoner  
tenir  
tirer  
tomber  
toucher  
trouver  
utiliser  
vendre  
venir  
vivre  
visiter

### **Colours**

blanc  
bleu  
brun  
clair  
couleur  
foncé  
gris  
jaune  
marron  
noir  
rose  
rouge  
vert

### **Adverbs**

déjà  
encore

ici  
là  
là-bas  
là-haut  
longtemps  
peut-être  
plutôt  
pourtant  
presque  
quelquefois  
récemment  
souvent  
surtout  
tout de suite  
très  
trop

### **Quantities**

assez de  
beaucoup de  
plusieurs  
un morceau de  
un paquet de  
un peu de  
un pot de  
un tiers de  
une boîte de  
une bouteille de  
une douzaine de

### **Connecting words**

alors  
aussi  
d'abord  
donc  
ensuite  
et  
mais  
ou  
puis

### **Time expressions**

à l'heure  
à partir de  
au début  
après-demain  
après-midi  
aujourd'hui  
bientôt  
de bonne heure  
de temps en temps  
demain  
hier

jour  
journée  
le lendemain  
maintenant  
matin  
minute  
nuit  
plus tard  
prochain  
quinzaine  
quinze jours  
semaine  
soir  
soirée  
toujours  
tous les jours  
tout à l'heure  
week-end

### **Expressions**

à moi  
à mon avis  
avec plaisir  
bien sûr  
bof  
bonne chance  
ça dépend  
ça m'est égal  
ça ne fait rien  
ça s'écrit comment?  
ça va  
d'accord  
d'habitude  
encore une fois  
être en train de  
être sur le point de  
j'en ai assez/marre  
quel dommage  
tant mieux  
tant pis  
voici  
voilà

### **Other words**

ça  
cela  
chose  
comme  
façon  
fin  
fois  
forme  
genre  
madame

mademoiselle  
monsieur  
milieu  
nombre  
non  
oui  
parce que  
par exemple  
quelqu'un  
quelque chose  
si  
tout le monde

### **Countries etc**

Afrique  
Allemagne  
Angleterre  
Autriche  
Belgique  
Corse  
Danemark  
Ecosse  
Espagne  
Etats-Unis  
Europe  
Grande-Bretagne  
Grèce  
Irlande  
Italie  
Pays Bas  
Pays de Galles  
Royaume-Uni  
Russie  
Suède  
Suisse

### **Nationalities**

africain  
allemand  
américain  
anglais  
autrichien  
belge  
corse  
danois  
écossais  
espagnol  
européen  
français  
gallois  
grec  
hollandais  
irlandais  
italien



russe  
suédois  
suisse

### **Areas/mountains**

Alpes  
Bretagne  
La Manche  
Massif Central  
Midi  
Pyrénées  
Le tunnel (sous la Manche)

### **Specialist contexts**

#### **Business**

adjoint  
affaires  
affichage  
après-ventes  
association  
assurance  
au détail  
budget  
cadres  
carte de visite  
catalogue  
chef d'achats  
chef de bureau  
chef de production  
chef des ventes  
chiffres  
clientèle  
commande  
commander  
commercial  
compagnie  
comptabilité  
comptable  
compte (en banque/bancaire)  
comptoir  
concurrence  
congés (payés)  
consommateur/consommatrice  
contrat de travail  
coopérative  
croissance  
demande  
description du poste  
dessinateur/dessinatrice  
disponible  
distribuer  
documenter  
données  
droit du travail

dupliquer  
économique  
emballage  
emplacement  
en gros  
en magasin  
en stock  
en transit  
endommagé  
entreprise  
espèces  
expéditeur  
fabriquer  
femme d'affaires  
fichier (joint)  
fournir  
franchise  
gamme  
garantie  
grève  
grossiste  
homme d'affaires  
hors taxes (HT)  
impôt  
intérêt  
jour de congé  
liaison  
livraison  
livrer  
logiciel  
marchandises  
matériel  
montant  
nouveau message  
objet  
outils  
ouvrier/ouvrière  
paiement  
personnel  
perte  
photocopie  
production  
produit  
puce  
qualité (de vie)  
régler  
remise  
répondeur  
résumé  
siège social  
standard  
standardiste  
succursale  
syndicat  
technique  
téléconférence

télétel  
TTC  
vente  
zone artisanal  
zone d'activités

### **Media and communications**

abonnement  
abonné  
accessoire  
accroche  
actualités  
adresse électronique  
allumer  
antenne (satellite)  
annonce personnelle  
annuaire électronique  
appareil photo/vidéo (numérique)  
appuyer sur  
article (de tête)  
assistance technique  
audience  
auditeur  
auteur/femme auteur  
bande dessinée  
barre d'espace  
base de données  
brancher  
caméscope  
câble  
caméra intégrée  
caractère  
carte à puce  
carte mémoire  
cartouche  
chaîne (à péage)  
charger (le fichier)  
cible  
collage  
colonne  
comédie  
communiquer  
connecter au réseau  
convaincre  
copie  
correspondant  
courrier du coeur  
crédible  
critique  
découpage  
déplacer l'image  
(desktop) portable  
dessin animé  
dessin humoristique  
dialogue

diffuser  
documentaire  
documentaliste  
dramatique  
éditorial  
émettre  
émission (en direct/de divertissement/de varieties etc)  
enquête  
enregistrer  
enregistrement vidéo  
étui  
façade (interchangeable)  
faire glisser  
faits divers  
favori  
fermer une session  
feuilleton  
fichier (audio)  
fiction  
film comique  
film d'amour  
film d'aventures  
film de science-fiction  
film d'épouvante  
film d'horreur  
film policier  
flash d'informations  
flèche  
groupes de discussion  
hebdomadaire  
horoscope  
illustré  
image  
impartial  
impression  
informations  
intranet  
jeu vidéo  
journal (télévisé)  
kit de connexion  
lecteur (CD-Rom)  
lecteur DVD (enregistreur)  
légende  
local  
logo  
magazine (documentaire)  
magnétoscope  
marque  
marquer  
mélanger  
mémoire  
mensuel  
menu  
message text  
mettre à jour

mettre hors tension  
mixer  
mobile (mains libres)  
modem integer  
mondial  
montage  
mot de passé  
mots croisés  
moyen/haut de gamme  
(multi)média  
navigateur WEB  
non délivrable  
numérique  
objectif  
organiseur (PDA)  
ouvrir une session  
panier  
partisan  
patienter  
périodique  
périphériques  
persuader  
(de) petit format  
petites annonces  
photographe  
plantage  
poids  
politique de confidentialité  
positioner le curseur  
presse  
processeur  
promotion  
protection contre les menaces  
publication  
publicité  
puissance  
questionnaire  
quitter un programme  
quotidien (populaire)  
radio  
réalisation  
réaliser  
recevoir des messages  
réclame  
rédacteur/rédactrice  
rédaction  
réinitialiser  
reportage  
sauvegarder  
scanner  
scénario  
séance  
séduire  
sensationnel  
série  
shopping internet

slogan  
son  
sondage  
sonnerie  
spectateur  
spot publicitaire  
station de radio  
supplément  
supprimer  
système  
tarif avec/sans abonnement  
technologie (de pointe)  
télé par satellite  
télé-film  
télé-réalité  
téléchargement  
télécharger  
télécommunication  
tirage  
titre (les gros titres)  
touche de suppression/de tabulation  
tournage  
tourner (un film)  
traitement de texte  
USB  
valisette  
vibreur  
vidéo-clip  
visuel

### **Leisure and tourism**

(auto)car  
activités (culturelles/sportives)  
aire de jeux  
animateur/animateuse  
arrivée  
bain  
bloc sanitaire  
caravane  
centre sportif  
chambre  
chariot  
circuit  
complet  
compris  
demi-pension  
dépliant  
distributeur automatique  
donner sur  
étage  
étoile  
facilités pour handicapés  
faire de l'équitation  
faire de la natation  
faire de la planche à roulettes

faire de la planche à voile  
faire de la voile  
faire du camping  
faire du cheval  
faire du ski (nautique)  
faire du sport  
faire du vélo  
faire partie de  
faire une randonnée  
frontière  
garderie  
gîte  
hébergement  
hors saison  
libre  
location  
maître nageur  
monument historique  
musique  
nager  
natation  
navette  
parc d'attractions  
pension complète  
piste (de ski)  
plats (à emporter)  
pourboire  
qu'est-ce que vous avez comme..?  
rez-de-chaussée  
salle (de réunion)  
self (service)  
sport (d'hiver)  
syndicat d'initiative  
tente  
terrain de camping/jeux  
touriste  
trajet  
vélo (tout terrain) (VTT)  
timbre  
voyage organisé  
vue (sur mer)

## Appendix D – The wider curriculum

### Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of *information technology, improving own learning and performance, working with others and communication*\*. Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of learner involvement.

\*Although learning a modern foreign language will greatly assist in the general development of effective communication skills, it is important to stress that evidence for the key skill of communication is **not valid in French** or in other modern foreign languages. Key skills opportunities are detailed more fully in *Appendix E*.

### Social and cultural issues

The ethos of any language course is to promote understanding of other cultures in addition to developing language knowledge. Use of the target language in different contexts and for different purposes may offer natural opportunities for students to consider and express opinions on a variety of social and cultural issues.

### Spiritual, moral and ethical issues

This specification encourages individual learning, pair work and group activities. When working with others, it is important to consider each person's personal beliefs and to operate in a positive and supportive learning environment. In producing and making notes on their own and through research, students may encounter, reflect and comment on different spiritual, moral and ethical issues.

### Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for citizenship. Study of a modern foreign language can enable students to understand and appreciate different countries, cultures, people and communities. They will be expected to learn about the customs, everyday life and traditions of the countries or communities where the target language is spoken.

This affords students an opportunity to consider themselves as world citizens as well as citizens of the United Kingdom and Europe.

## **Information and communication technology**

Information and communication technology can play a vital role in supporting and stimulating modern foreign language learning. As the range of available software continues to increase and as access to email and internet facilities becomes more widespread, it is expected that teachers will integrate ICT activities into the language-learning process. ICT can provide effective links with partner centres in other countries and facilitates independent target-language learning and research.

This specification features online assessments for listening and reading skills.

## **Environmental education, health and safety education and the European dimension**

This qualification provides opportunities to support awareness of environmental issues, health and safety considerations and European developments consistent with relevant international agreements. This can be in the form of coursework projects or through activities undertaken within the context of 'work, education and work-related experiences' and through exposure to the different cultures of French speaking communities in Europe.

## **Links with business and other organisations**

It is strongly recommended that, where possible, centres form links with appropriate organisations. These could be in the form of secondment into industry for teachers, work experience/shadowing for students, guest speaker sessions, visits etc. Centres could make great use of materials produced by a range of organisations. As we operate in a global economy, it is advantageous for students to become aware of organisations (possibly on a local or regional level) that employ French speaking staff and/or that have dealings with French speaking clients or visitors.

## Appendix E – Key skills

This GCSE offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolio.

In particular, the following key skills can be developed through this specification at level 2:

- information technology
- improving own learning and performance
- working with others
- \*communication.

\* Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that **evidence for the key skill of communication can only be evidenced in English, Irish or Welsh.**

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

Part A: what you need to know – this identifies the underpinning knowledge and skills required of the learner

Part B: what you must do – this identifies the evidence that students must produce for their portfolio

Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the learner's key skills portfolio. In addition, in order to achieve The Key Skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each unit in this specification will provide opportunities for the development of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

Mapping of key skills: summary table

Key skills (Level 2)		Unit 1	Unit 2	Unit 3
Information technology	ICT2.1	✓	✓	✓
	ICT2.2		✓	✓ (Reading)
	ICT2.3		✓	
Working with others	WO2.1	✓	✓	✓
	WO2.2	✓	✓	✓
	WO2.3	✓	✓	✓
Improving own learning and performance	LP2.1	✓	✓	✓
	LP2.2	✓	✓	✓
	LP2.3	✓	✓	✓
Communication	C2.1a	✓		✓ (Listening)
	C2.1b	✓	✓	
	C2.2	✓	✓	✓ (Reading)
	C2.3		✓	



## Information and communication technology level 2

When producing work for this qualification, students will have numerous opportunities to use information technology. The internet, CD-Rom, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be emailed to tutors for initial comments and feedback.

As part of their modern foreign language programme students may not be able to generate sufficient evidence required for this unit. For example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand alone ICT sessions for development and such evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		Units	Opportunities for development or internal assessment
ICT2.1	Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in one case	1, 2, 3	<p>Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose.</p> <p>A learner could, using key words, search, locate and extract target language information from INTERNET or other ICT sources on a given topic as appropriate to the activity. (Eg – reviewing a tourist bulletin of a given locality and then selecting suitable holiday activities for different clients with specific interests or requirements.)</p>
ICT2.2	Enter and develop information to suit the task and derive new information	2, 3	<p>Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs.</p> <p>New information could be derived from Internet websites, eg – football league table or another sports-related source from a target-language country, and this could be compared with results from the previous year and, using different formulae, converted into tables. This could provide a stimulus for further research and language development eg – students could discover more information about a certain club and key players.</p> <p>Eg – a learner could undertake a ‘market research task’ about ‘favourite leisure activities’ identified by contributors to an approved Internet discussion group in the target language. This information could be transferred into a table and provide a stimulus for an article to be word processed in the target language.</p>

Key skill portfolio evidence requirement		Units	Opportunities for development or internal assessment
ICT2.3	Present combined information such as text with image, text with number, image with number.	2	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience eg GCSE coursework, ohts/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proof-read.</p> <p>Eg – a learner could undertake a task such as the ‘favourite leisure activities’ article (see IT2.2) and develop this as a piece of word-processed extended writing in the target language. This could possibly be enhanced with suitable graphics and charts/tables. The learner would choose a suitable layout and insert symbols as appropriate to the target language.</p>

### Evidence

Learner evidence for information technology could include:

- tutor observation records
- notes of sources used
- print-outs with annotations
- draft documents.

## Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements; work co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		GCSE Paper(s)	Opportunities for development or internal assessment
WO2.1	Plan work with others.	1, 2, 3	<p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities. For example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>Eg – students agree tasks and responsibilities for carrying out a project comparing likes and dislikes about mobile phones with other class members – undertaking research, planning questionnaires, writing articles.</p> <p>Eg – students plan an informative web page or video project on their town intended for a target language audience.</p>
WO2.2	Work co-operatively with others towards achieving the identified objectives	1, 2, 3	<p>Students will need to organise tasks so that responsibilities can be met. For example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed.</p> <p>Eg – students actively engage in activities to ensure completion of the 'mobile phones' project as mentioned above.</p>
WO2.3	Review your contributions and agree ways to improve work with others	1, 2, 3	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>Eg – students react appropriately to assessment from teacher and peers – acknowledging areas of weakness and identifying ways to improve target language performance.</p>

## Evidence

Learner evidence for information technology could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

## Improving own learning and performance level 2

Within this GCSE, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least two examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in Applied French will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		GCSE Paper(s)	Opportunities for development or internal assessment
LP2.1	Help set targets with an appropriate person and plan how these will be met.	1, 2, 3	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan.  Eg Discussing planning and research procedures for a given coursework task and agreeing deadline for plan and/or initial draft. This could be adapted for non- coursework tasks across all skills.
LP2.2	Take responsibility for some decisions about your learning, using your plan and from to help meet targets and improve your performance.	1, 2, 3	The plan should be implemented with performance reviews and should include working for short periods without close supervision.  Eg – agree to undertake independent study/homework as directed and respond to teacher guidance – interpreting general teacher/feedback and identifying errors within texts through consulting reference books, teacher or language assistant.

Key skill portfolio evidence requirement		GCSE Paper(s)	Opportunities for development or internal assessment
LP2.3	Review progress with an appropriate person and provide evidence of your achievements.	1, 2, 3	<p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well. targets met, providing evidence of achievements from relevant sources. They should identify with, for example, their tutor, action for improving their performance.</p> <p>Eg – target setting review meeting may reveal that a learner has developed a wide vocabulary but needs to be more secure with a range of tenses.</p> <p>Eg – asking for advice and guidance from the teacher when referring to marked work.</p>

### Evidence

Learner evidence for information technology could include:

- tutor observation records
- annotated action plans
- records of discussions
- learning log
- work produced.

## Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		GCSE Papers	Opportunities for development or internal assessment
C2.1a	Take part in a group discussion	1, 3	<p>This specification refers to contexts, settings and topics that may be used as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>For example, students choose a topic for discussion about different types of leisure facilities. They would prepare this and then contribute to a class/group discussion. This activity would encourage students to give and justify opinions.</p>
C2.1b	Give a talk of at least four minutes	1, 2	<p>Following a period of research students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include, charts and diagrams, pictures or models, maps, etc.</p> <p>For example, a learner could make a short presentation about their work experience. The presentation could be enhanced with a copy of a page from the work diary to illustrate the daily work routine and activities undertaken.</p>

Key skill portfolio evidence requirement		GCSE Papers	Opportunities for development or internal assessment
C2.2	Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.	1, 2, 3	<p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose – eg for a talk, discussion or an essay.</p> <p>For example, a learner could read two extended letters from students living in a country where the target language is spoken giving information about and their views on a particular topic (eg work experience). Students could then extract and summarise the main points from each letter.</p>
C2.3	Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.	2	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>For example, a learner could undertake an essay about a planned visit. They could enhance the presentation with an annotated story board incorporating photographs, drawings etc. This would be ideal preparation for the development of extended writing skills. Students could write a letter about a different topic as a contrasting activity.</p>



## Evidence

Learner evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

## **Appendix F — Sample assessment tasks (internal and teacher assessment)**

The following give an *illustration* of the intended type of activities that could take place within different specialist contexts (Business, Leisure & Tourism and Media & Communications).

## **Possible writing tasks (Leisure & Tourism)**

### **Task 1 (F)**

While on work experience you have been asked to email arrangements in French about a forthcoming conference to a French colleague.

You will need to include details on:

- travel arrangements
- hotel room
- dining arrangements
- hotel facilities
- conference timings
- local leisure activities.

### **Task 2 (F & H)**

While on work experience at the local tourist information bureau, you have been asked to produce a brochure in French for French speaking visitors about the town where you live.

It could include details on the following:

- sporting facilities
- shopping
- museums, galleries, places of historical interest in the town/area
- restaurants, local specialities
- location and transport connections
- relevant opinions of your own.

### **Task 3 (F)**

You have been asked to send an email in French to make a reservation at a hotel for two colleagues from the firm where you are on work experience.

Include details on:

- room preferences
- length and dates of stay
- meal requirements.

They want to know about:

- leisure facilities in the hotel
- dining arrangements
- internet points in the rooms/hotel
- car parking.

#### **Task 4 (F & H)**

You are applying for a holiday job in a tourist information bureau/hotel/restaurant/holiday centre in France. You have already had some experience of this type of work in your home town.

Write a letter of application in French mentioning the following:

- where you've seen the job advertised
- why you want the job
- when you are available
- what experience you have
- your interests.

Ask about:

- the pay
- the hours of work
- your accommodation in the town.

#### **Task 5 (H)**

You have been asked to write a letter of complaint in French by the manager of the company where you are on work experience. Two colleagues attended a conference last week at a large hotel in Paris. They were most dissatisfied with the hotel and the service.

Include the following:

- dates of the stay
- why they were there
- their complaints about the rooms, facilities and service in the hotel.

Ask/suggest what the hotel might do to make up for this.

#### **Task 6 (F)**

You have been asked to send an email in French to a company based in Geneva confirming the travel arrangements made for one of your work colleagues from the company where you work.

Mention

- time and date of arrival at the airport
- flight details.

Ask

- if someone can meet him/her at the airport
- them to let you know which hotel he/she will be staying at
- them to send you the website address of the hotel.

### **Task 7 (H)**

You have been asked to send an email in French to a French holiday centre that was expecting a visit from one of your colleagues at work.

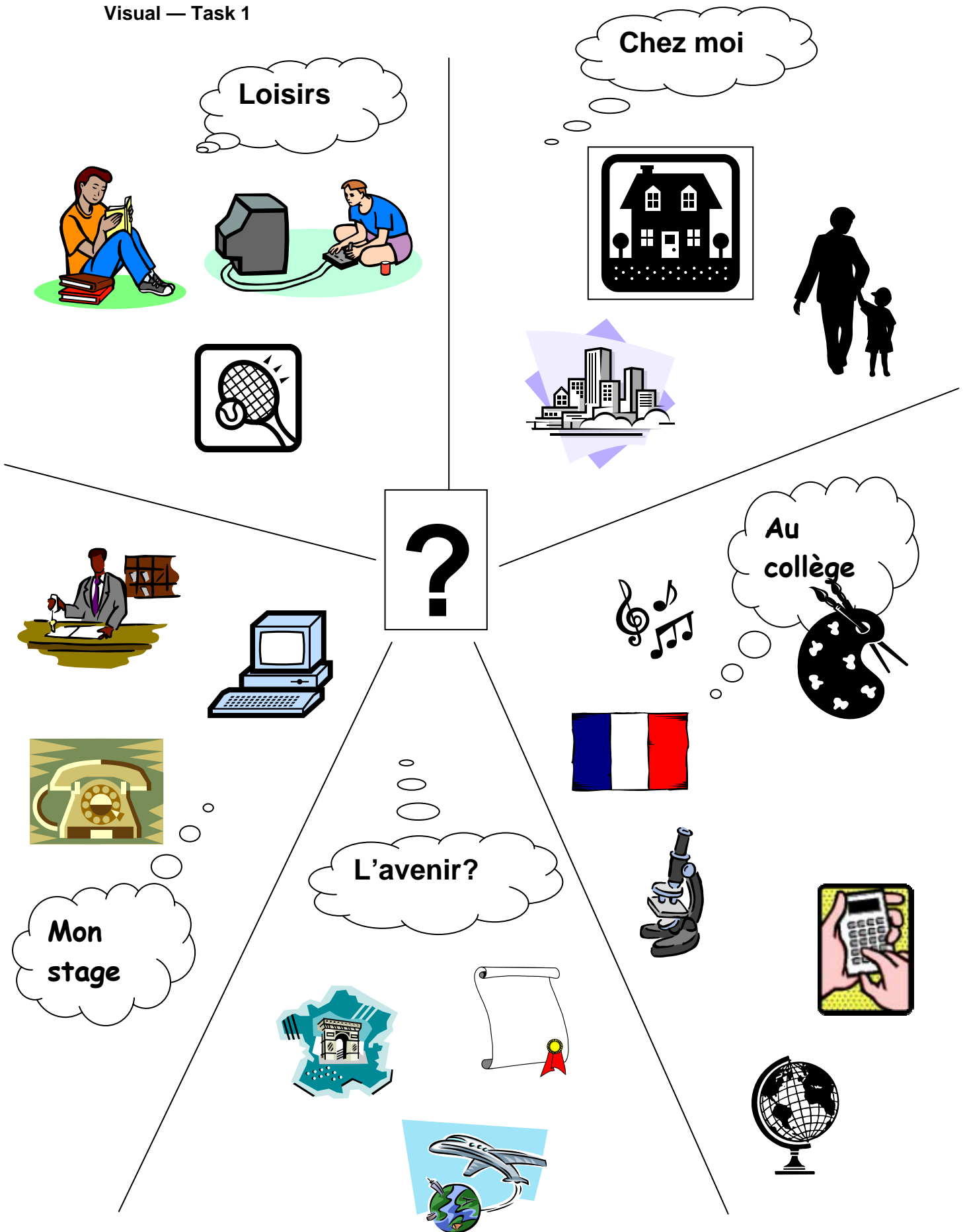
Explain that

- the colleague will not be able to come on the agreed date
- he/she has had an accident (brief details)
- he/she hopes to visit the centre next month (give dates).

Ask

- if they can reserve a room for the colleague
- them to confirm the new date for the visit.

Visual — Task 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)




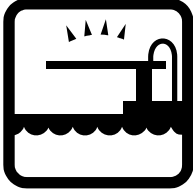




Est-ce que vous voudriez faire cette sorte de travail plus tard? Pourquoi/Pourquoi pas? H

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

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



Visual — Task 2

 <p>Mountbridge Castle (13<sup>th</sup> Century) Open Saturdays &amp; 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>Tel: 361007</p>
 <p>Mountbridge Gallery Open Fri-Mon 10.00-17.00</p>	<p>Mountbridge Museum of Childhood 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?



## Excursions Summer 2006 Hartley Hall

- ◆ stately home dating from 14<sup>th</sup> century
- ◆ beautiful gardens
- ◆ farm park
- ◆ restaurant and tea room
- ◆ boating lake
- ◆ toy museum

### Daily excursions April – October

Departure:

- 9.30 from Tourist Information Bureau

Cost:

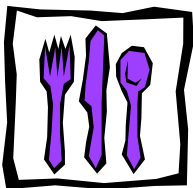
- Adults £10 Children under 14 £5

Includes:

- Coach travel
- All admission charges
- Insurance

Return:

- 16.00 from Hartley Hall
- Arrive Tourist Information 17.30 approx.



***Special Offer:***

A 2-course lunch (£6.00) in the restaurant may be booked in advance.

## Information for learners

### Task 3

#### Situation

You are working in the local tourist information bureau. A French family comes in to book an excursion to the Hartley Hall visitor attraction for the following day.

#### Task

- Give details of the excursion — use the leaflet to help you.  
**Answer any questions.**

Find out:

- how many people will be going on the excursion, the ages of the children, if they want to book a place for lunch
- check that they have understood costs and times
- ask how they want to pay.

The teacher will play the part of the mother/father and will start the conversation.

## Information for teachers

### Task 3

#### Situation

The learner is working in the local tourist information bureau. A French family comes in to book an excursion to Hartley Hall for the following day. You play the part of the parent.

#### Task

Book places on the excursion. Find out times, prices, lunch arrangements, what there is to do.

Follow up details given by the learner.

*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\*.*

Est-ce qu’il y a encore des places pour l’excursion à.....?

Je voudrais réserver ... places.

C’est combien par personne?

Est-ce qu’il y a un tarif réduit pour enfants?

On part/arrive/rentre à quelle heure?

On met combien de temps pour y aller? (H)

Le rendez-vous, c’est où?

Où peut-on manger? Peut-on réserver à l’avance? (H)

Qu’est-ce qu’il y a à voir/faire? (H)

Qu’est-ce qu’il y a à voir/faire s’il pleut? (H)

Connaissez-vous?

Avez-vous déjà visité Hartley Hall? (H) Il est comment? (H)

## **Possible writing tasks (Business)**

### **Task 1**

While on work experience at a conference centre you have been asked to email confirmation of arrangements in French about a forthcoming conference to a French company who have organised an event.

You will need to include details on:

- facilities reserved and number of delegates
- dates of conference
- accommodation reserved
- other facilities available with prices
- leisure activities on offer in town.

### **Task 2**

While on work experience an office in your town you have been asked to produce a PowerPoint presentation/brochure in French about the company.

It should include the following:

- location of the company and travel links
- number of employees and history of the company
- range of products offered
- interviews with satisfied customers including why they purchased the product and why they are so pleased
- plans for the future.

### **Task 3**

You are on work experience in a company in the UK and you are asked by your manager to write a letter of complaint in French to a hotel in France where he/she stayed during a recent business trip.

You should include:

- dates of the visit
- problems with the room
- problems with the restaurant
- problems with the staff
- a proposed solution to the problems.

#### **Task 4**

You are applying for a holiday job in an office/hotel/restaurant in France. You have already had some experience of this type of work in your local town.

Write a letter of application in French mentioning the following:

- where you've seen the job advertised
- why you want the job
- when you are available
- what experience you have
- your interests

Ask about:

- the pay
- the hours of work
- accommodation in the town.

#### **Task 5**

You are asked to write an account of your work experience placement in a company in France for their website. The account must be written in French and you should include the following but you may add other details as appropriate.

- where the placement was
- how long you worked for
- the hours of work
- describe the centre
- mention some of the jobs you did
- what you thought of the place and the people you worked with.

#### **Task 6**

You are working in an office in the UK and have to organise a business trip to your local area for a group of French speaking colleagues from Lyon. Write a letter in French outlining:

- travel information
- accommodation arrangements during their stay
- meetings planned
- social activities proposed, giving various possibilities.

Request a reply to your letter with their reactions to your suggestions.



### **Task 7**

You are working for a sportswear and equipment outlet in the UK and are asked to place an order for some clothing and equipment with a French company.

Write a fax or email in French giving the following information:

- full details of the products you wish to order
- delivery and shipping instructions
- a request for quantity discount.

You should also refer to an order placed previously which has not yet arrived and/or a product ordered from them which has a fault and suggest a solution to this.

### **Task 8**

You are working for a fast-food outlet in the UK which is interested in setting up a chain of outlets in France. You are asked to prepare a brochure on the company in French.

You should include:

- company information (number of employees, location of branches, when founded)
- range of products and the type of customers you have
- special events which have been organised this year in your restaurants
- environmental awareness of the company (recycling etc)
- fundraising efforts/charity support the company has been involved in
- plans for future development.

## Visual — Task 1

Oak Hill House Conference Centre



### TARIFF

Delegate rate            £150/24 hours

(Minimum number of delegates, 10)

This price is inclusive of

Hire of seminar room

Equipment for presentations

Flipchart and marker pens

Complimentary notepad and pen per delegate

**Other equipment available at an extra charge**

**Coffee** on arrival

**Mid-morning coffee**/biscuits

**Buffet lunch** (comprising standard & vegetarian foods)

**Afternoon tea**/biscuits

**3 course dinner**

Accommodation in single room with WC and shower and full English breakfast

For stays of more than 24 hours, rates are negotiable.

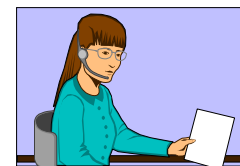
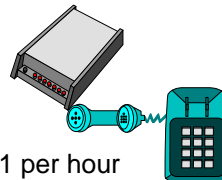
### FACILITIES FOR DELEGATES:

Telephones

Fax room (£1 per sheet)

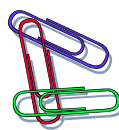
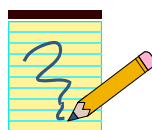
Internet café with email facilities/printing facilities £1 per hour

Secretarial service for typing of correspondence 9.00–18.00



Photocopying (20p per copy)

**Stationery for sale.**



## **Information for learners**

### **Task 1**

#### **Situation**

You are working for a company that organises residential business conferences (Oak Hill House Conference centre). A French business person is planning a conference and needs some information.

#### **Task**

Using the information sheet provided, answer the questions you are asked. You do not have to mention *everything* on the sheet and you may add other details.

The person testing you will play the part of the French business person.

## Information for teachers

### Task 1

#### Situation

The learner is working at Oak Hill House Conference Centre in the UK and you play the part of a French business person who wishes to organise a conference.

You ask the learner questions such as

- the price per day for a residential conference
- what the price includes
- details of the meal arrangements
- facilities for delegates
- accommodation.

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 questions 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 seeking grades C–A\*.*

*C’est combien pour réserver une salle de séminaire?*

*Que comprend ce prix?*

*J’ai lu dans votre brochure que les salles sont équipées de matériel de base. En quoi consiste-t-il exactement?*

*Qu’est-ce qu’il faut faire si je veux un lecteur vidéo? (H)*

*Faut-il le réserver à l’avance? (H)*

*Est-ce qu’il faut un nombre minimum de participants pour réserver une salle?*

*Et si le séminaire a moins de dix participants? (H)*

*Quelle sorte de chambres avez-vous?*

*Avez-vous des chambres pour des handicapés? (H)*

*Les pauses café comprennent des biscuits — si je voulais des pâtisseries? (H)*

*Vous avez d’autres services supplémentaires pour les participants? (H)*

*C’est combien pour faire des photocopies?*

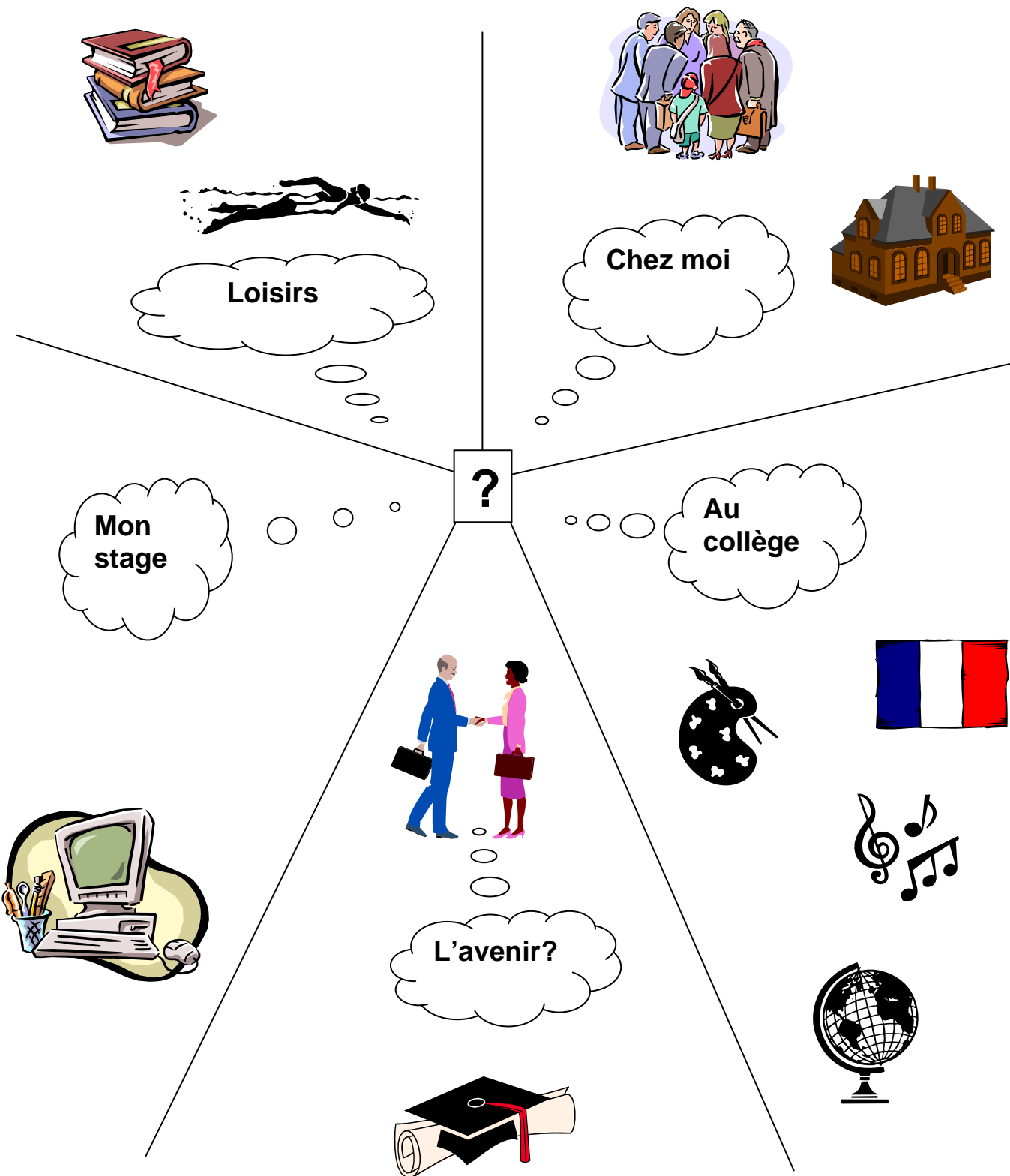
*Qu’est-ce qu’on peut acheter?*

*Si je réservais la salle et que je voulais l’annuler après, y aurait-il un forfait à payer? (H)*

*Qu’est-ce qu’il y a à faire/voir dans la région? (H)*

*Vous avez visité la ville? C’était comment? (H)*

Visual — Task 2



## Information for learners

### Task 2

#### Situation

You have applied to do some work experience in a French office. You are called in to an English branch of the office for an interview by one of the company managers.

#### 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. ***Remember to ask at least one question yourself.***

The person testing you will play the part of the company manager.

## Information for teachers

### Task 2

#### Situation

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 questions 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 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?

Quelles qualités avez-vous pour travailler dans un bureau en France? (H)

Où avez-vous fait votre stage en entreprise?

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

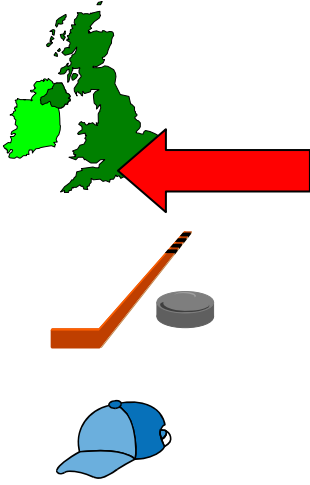


Comment avez-vous trouvé le travail? (H)

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)

### Visual — Task 3

 <p>10 branches throughout the UK Head office in London 5000 employees</p> <p><b>Products</b> Sports equipment and clothing</p>	<p style="text-align: center;"><b>Monday</b></p> <p style="text-align: center;">Visit to main office in London</p> <ul style="list-style-type: none"> <li>• Travel by train</li> <li>• Tour of factory 9.00-18.00</li> </ul> <p style="text-align: center;">Lunch in staff canteen</p>												
<p><b>Tuesday &amp; Wednesday</b> Work experience in Northbridge branch Working in the warehouse or the shop</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Bring sandwiches</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Bowling Tuesday evening 20.00</div> 	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <p><b>Thursday</b> Computer training 10.00-16.00 Head office London</p> </div>  <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <p><b>Friday</b> Marketing presentation in London office  9.00-15.00</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Pizza evening 19.30</div> </div>												
<p style="text-align: center;"><b>PLACES OF INTEREST IN THE AREA</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Town Museum</td> <td style="width: 20%;">Open Friday-Sunday</td> <td style="width: 30%;">10.00-17.00</td> </tr> <tr> <td>Castle</td> <td>Open Saturdays</td> <td>10.00-16.00</td> </tr> <tr> <td>Sports centre/swimming pool</td> <td>Open every day</td> <td>9.00-21.00</td> </tr> <tr> <td>Nature Reserve with lake for watersports</td> <td>Open all weekend</td> <td>9.00-19.00</td> </tr> </table>		Town Museum	Open Friday-Sunday	10.00-17.00	Castle	Open Saturdays	10.00-16.00	Sports centre/swimming pool	Open every day	9.00-21.00	Nature Reserve with lake for watersports	Open all weekend	9.00-19.00
Town Museum	Open Friday-Sunday	10.00-17.00											
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Sports centre/swimming pool	Open every day	9.00-21.00											
Nature Reserve with lake for watersports	Open all weekend	9.00-19.00											
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;"><b>RESTAURANTS (OPEN EVERY NIGHT 18.00-23.00)</b></p> <p>Zorbas Greek Restaurant Pizza Heaven Tony's Burger Bar</p> </div>													



## Information for learners

### Task 3

#### Situation

You are working in large company which often receives French speaking visitors for a week of work experience. You have been asked to talk to one of the French visitors who does not speak English in order to tell them about the company, their itinerary for the week and potential free time activities for the evenings and at the weekend.

#### Task

Use the planned agenda to help you talk about the company, the planned meetings and to explain what there is to do in the evenings and at the weekend. *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 likes.*

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

## Information for teachers

### Task 3

#### Situation

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

#### Task

The learner should tell you about the company and the planned itinerary for the week and 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 list below is to help you. It is not intended to be prescriptive or exhaustive. Interaction is expected (not just a succession of questions 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 seeking grades C–A\*.*

Où se trouve le siège social de la compagnie?

Combien de succursales a la compagnie?

Combien d'employés travaillent dans la compagnie?

Qu'est-ce que vous produisez/vendez?

Qu'est-ce qu'on va faire lundi/vendredi?

Comment vais-je voyager?

C'est quand le stage dans le magasin à Northbridge?

Qu'est-ce que je vais faire exactement? (H)

Il y a une cantine à Northbridge?

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? (H)

Qu'est-ce qu'on peut faire comme sport dans la ville?

Quelles sont les heures d'ouverture du musée?

Je voudrais acheter des cadeaux...(H)

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

C'est combien l'entrée?

## **Possible writing tasks (Media & Communications)**

### **Task 1**

While on work experience at a large cinema complex you are asked to design an area of the website for French speaking visitors.

You will need to include the following:

- an index page
- details of opening hours and location
- summary page of films showing this week with showing times
- reviews of the films linked to the summary page
- refreshments available
- any special offers.

### **Task 2**

While on work experience at a multimedia superstore, you are asked to design a brochure in French on the range of products sold.

It should include the following:

- opening hours and location of the store
- range of products with prices
- a review of the features of one or two of the products
- special offers.

### **Task 3**

You are asked to write a review of a programme or film (real or imaginary) to appear on a French language website. You should include details of the following:

- the characters in the film/programme
- your favourite character and why
- a summary of the plot
- your opinion of the film/programme.

### **Task 4**

You are applying for a holiday job in newspaper in France. You have already had some experience of this type of work in your local town.

Write a letter of application in French mentioning the following:

- where you've seen the job advertised
- why you want the job
- when you are available
- what experience you have of this type of work
- your interests.

Ask about:

- the pay
- the hours of work
- accommodation in the town.

### **Task 5**

You have been asked to write a letter of complaint in French by the manager of the company where you are on work experience. S/he has purchased some products from a multimedia superstore and has had some problems with them.

Include the following:

- products purchased and date of purchase
- the problems he/she has had with the products
- a suggested solution to the problem.

Remember your letter will need to be a formal letter and will need to begin and end in an appropriate manner.

### **Task 6**

You are on a work experience placement at a French magazine. You have travelled with other learners from your school/college. You are asked to write an article in French for the newspaper about the trip.

Mention

- your travel details and details of your party
- where other learners are working and what they have been doing
- the impressions of the group of so far
- when you will be returning home and how the trip will be followed up.

### **Task 7**

Write an article in French for a French radio/television station's 'employee news' intranet. The article should relate to your recent work experience there and should include the following but you may add other details.

- where the placement was
- how long you worked for
- the hours of work
- mention some of the jobs you did
- what you thought of the place and the people you worked with.

### **Task 8**

You are working for your local newspaper and have been asked by the town's twinning association to design and produce a French language PowerPoint presentation about an important forthcoming town festival.

You should include:

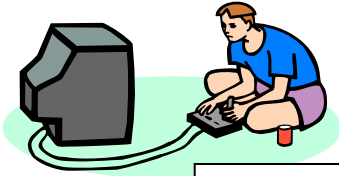
- dates and times of the events
- an overview of the different events planned for all age groups
- some comments from visitors to the festival last year
- details of how to book or obtain further information.

## Visual — Task 1

Game Master console and bundle  
of 5 games

Bargain      £299

**Our lowest price laptop**  
Combined DVD CD-drive  
Floppy disc drive  
Windows XP      £599



### **SPECIAL OFFERS THIS WEEK ONLY**

**Stores open 8.00 a.m to 8.00 p.m Monday to Saturday**  
**Also order on-line at [www.communicationwonderland.com](http://www.communicationwonderland.com)**  
**Free delivery**



**Latest deals  
from Communication  
Wonderland**

**Digital camera**  
Half price for one  
week only £50



**Basic computer system**  
Flat screen  
Keyboard  
Mouse      £399



**Mobile phone**  
With built-in digital camera.  
Connected to the Lemon network  
Pay as you go  
Only £89.00 Can be used all over  
Europe.

## Information for learners

### Task 1

#### Situation

You are working at Communication Wonderland, a discount PC store in the UK and a French customer comes into the store and wants to talk about the special offers this week. Using the visuals, answer their questions.

#### 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 teacher testing you will play the part of the customer.

## Information for teachers

### Task 1

#### Situation

The learner is working at Communication Wonderland, a PC store in the UK and you play the part of a customer coming into the store.

You ask the learner questions such as:

- the opening times of the stores
- what the special offers are this week and the prices
- the features of the products
- his/her opinion of the products and whether he/she has used them
- delivery times and the possibility of discount.

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 questions 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 seeking grades C–A\*.*

Quelles sont les heures d’ouverture?

Je cherche un PC/appareil photo/portable/une imprimante... C’est combien celui/celle-ci?

Qu’est ce qu’on peut faire avec .....? (H)

Est-ce qu’on peut prendre des photos/regarder les DVD/faire des photocopies?

Combien de pages à la minute peut-on imprimer?

C’est quel réseau?

Quels sont les avantages de...? (H)

Qu’est ce que vous pensez de ....? (H)

Vous avez d’autres....?

Quel est le meilleur ...? Pourquoi? (H)

Vous pouvez me donner une réduction si j’achète les deux ensemble? (H)

Quel est le délai de livraison?

Avez-vous utilisé .....? (H)

Comment l’avez vous trouvé? (H)



# Megaplex Cinema

OPENING HOURS: 10.00 A.M. — 2.00 A.M. ASK ABOUT OUR SPECIAL OFFERS FOR STUDENTS AND SENIOR CITIZENS AND FOR FILMS SHOWING BEFORE 6.00 P.M.

## Screen 1 All week

### The Price of Love (15)



A romantic comedy starring Crystal Brown and Hugh Morgan.

10.00, 12.30, 19.30

Screen 2 Saturday and Sunday  
11.30 14.00 17.30



The Little Cat (U)  
An animated adventure for children

## Screen 4 All Week

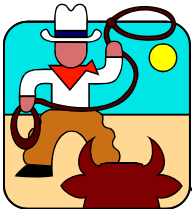
10.00, 14.30, 17.30, 20.00



Road Race (15)  
An exciting adventure starring Chris Kimber and Luke Walter

## Screen 3

Thurs-Saturday 19.00



The Last Cowboy (PG)  
A hilarious Western for all the family

ASK US ABOUT A MONTHLY SAVER  
TICKET ONLY £10!

## SCREEN 5



Murder by Candlelight (15)  
An exciting thriller starring Jenny Jones and Simon Welch

All week  
11.30, 15.30, 19.00

## **Information for learners**

### **Task 2**

#### **Situation**

You are on work experience at your local multi-screen cinema. A French learner who is in England for a year comes in.

#### **Task**

The learner wants information about the cinema, tickets and the films showing. Use the information leaflet to help you answer the questions. The person testing you will play the part of the learner and will start the conversation.

## Information for teachers

### Task 2

#### Situation

The learner is working in The Megaplex Cinema and you are playing the role of a French learner who is staying for a year in England.

You ask the learner questions about the following:

- opening hours of the cinema
- the films which are showing this week
- whether or not he/she has seen any of the films and his/her opinion
- any special offers available
- any films which are showing in the future.

You will begin the conversation.

*The list below is to help you. It is not intended to be prescriptive or exhaustive. Interaction is expected (not just a succession of questions 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 seeking grades C–A\*.*

Quelles sont les heures d’ouverture?

Qu’est-ce que je peux voir cette semaine?

Je voudrais voir un film comique - que proposez-vous?

C’est combien l’entrée?

Est-ce qu’il y a une réduction pour les étudiants?

Avez-vous déjà vu le film? C’était comment? (H)

C’est quelle sorte de film.....?

Le film commence à quelle heure?

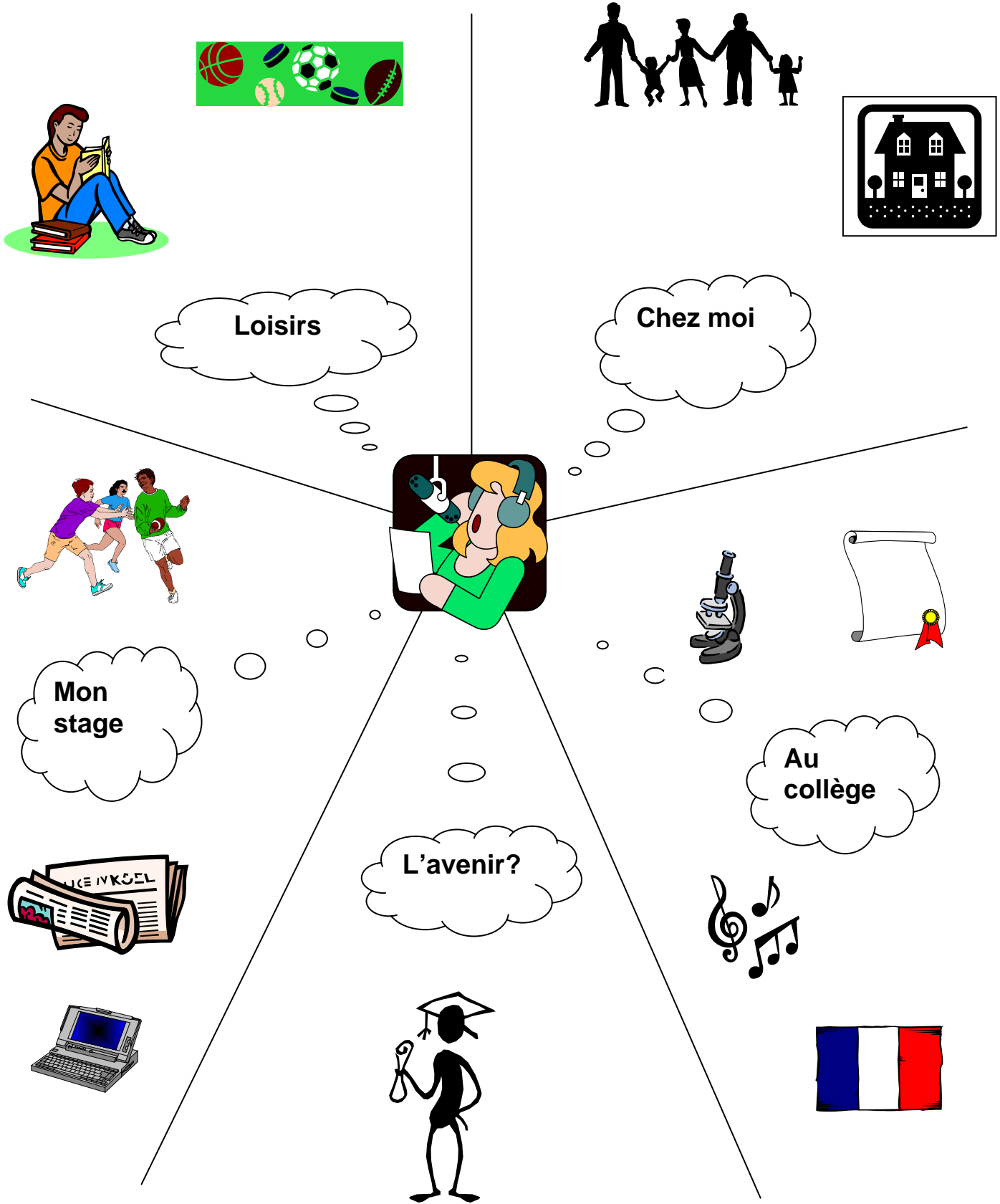
Le film dure combien de temps?

Est-ce que je peux acheter quelque chose à manger?

Avez-vous des offres spéciales? (H)

Qu’est-ce que je peux voir la semaine prochaine/à l’avenir? (H)

Visual — Task 3



## **Information for learners**

### **Task 3**

#### **Situation**

You are on a work experience placement at a French language newspaper in France. One of the reporters decides to interview you so that he/she can write an article for the newspaper.

#### **Task**

The reporter wants information about you and your education and interests, your trip to France and your work experience placement at the newspaper.

Using the sheet to help you, answer the questions you are asked. You do not have to mention everything on the sheet and may add other details if you wish.

The person testing you will play the part of the reporter.

## Information for teachers

### Task 3

#### Situation

The learner is on work experience at a newspaper in France. You play the part of a reporter who interviews the learner in order to write an article for the paper.

You ask the learner questions about him/herself including:

- name, age, education, interests, languages spoken;
- how they travelled to France and who else came with them
- where they are staying in France
- 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 questions 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 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?

Qu’est-ce que vous étudiez au collège?

Avez-vous fait un stage en Angleterre?

Qu’est-ce que vous avez fait?

Comment avez-vous voyagé en France?

Avec qui avez-vous voyagé?

Où logez-vous?

Qu’est-ce que vous avez fait pendant votre stage en France? (H)

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)

Qu’est-ce que vous voudriez faire à l’avenir?

**Appendix G – Forms (internal and teacher assessment). Please note that these forms are intended for reference only and copies are available on the Edexcel website.**

## CFS1 COURSEWORK FEEDBACK SHEET

CONTENT	
TASK COMPLETION	
Some parts of the task have not been covered	
Fails to meet the requirements of the task	
PRESENTATION	
Presentation and layout to be tidied up	
INTEREST	
Add some more ideas/introduction/conclusion	
Give more description	
Give more opinions/reasons	
Vary type of sentence more	
Vary your vocabulary more	
QUALITY OF LANGUAGE	
Check verb tenses and formation	
Check spellings and accents	
Check word order	
Check nouns and genders	
Check adjectives and agreements	



**GCSE in Applied French - Coursework**  
**Unit 2: Applied Written Communication Assessor Record Sheet**

**CF1**

**NB: A copy of any stimulus material used should be included in the candidate's folder.**

Candidate Name (Block capitals please)		Candidate N°	
Centre Name		Centre N°	
Language		Specification N°	

Unit N°	Date unit completed	Task types (including stimulus used)	Approximate number of words	Controlled/ not controlled	Candidate's marks				For Edexcel use only	
					Comm (Max = 10)	Application (Max = 5)	Accuracy (Max = 5)	Total (Max = 20)	Moderator total	TL
<b>1</b>										
<b>2</b>										
<b>3</b>										

Title of Oral Presentation

<b>Candidate:</b> I hereby certify to the best of my knowledge that this work has been produced without any assistance beyond that recorded and allowed by the scheme of assessment. I also agree to my coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators.	Signature:	Date:
<b>Teacher:</b> I hereby certify to the best of my knowledge that this work has been produced without any assistance beyond that recorded and allowed by the scheme of assessment.  <b>Name of examining Teacher (Block capitals please):</b> .....	Signature:	Date:

<b>Total mark (Max = 60)</b>	<b>For Edexcel use only</b>	
	<i>Moderator total</i>	<i>TL</i>

**Unit 1: Interactions Assessor Record Sheet** (Please complete a new form for each candidate).

Candidate name (Block capitals please)		Candidate no	
Centre name		Centre no	

<b>Specialist context</b> (Please circle) <ul style="list-style-type: none"> <li>• Business</li> <li>• L &amp; T</li> <li>• M &amp; C</li> </ul>	Teacher-Examiner Name (Block capitals please)	
	Teacher-Examiner Signature	

Format of sample (please circle the appropriate format)	Cassette Tape / CD
---	--------------------

	Date	Task description/ref*	Track or tape no. & time ref.	Comm	AoL	Total	R*	S*	For Edexcel use only		
									Comm	AoL	Total
a											
b											
c											
d											
e											
f											
<b>Candidate:</b> I agree to my coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators.							Candidate's total marks (Max = 30)	For Edexcel use only			
<b>Signature:</b>								TL Total		PE Total	
<b>Date:</b>											

Interactions which have been recorded must be indicated by an 'R' in the appropriate column. Similarly, the three recordings that form the sample of work of a candidate must be identified by placing an 'S' in the appropriate column. Teacher-Examiners must give a description, eg At the Reception, of the interactions and submit a copy of the stimuli. If more than one candidate has used the same stimulus, only one copy with each submission need be sent. A sample of 3 interactions per learner must be submitted by all centres.

## GCSE IN APPLIED FRENCH

### Unit 1 Applied Oral Communication: Assessor Record Sheet Presentation and follow-up questions and answers

<i>Candidate Name</i>		<i>Candidate N°</i>				
Centre Name		Centre N°				
Specialist Context	Tape or CD	Tape/CD No: A/B	Side			
Teacher-Examiner's name (Block capitals please)						
Presentation Topic:						
Coursework Topics:						
1.						
2.						
3.						
<b>Presentation and follow up questions</b>  Comm. + Content Presentation (max 8 marks)  Follow-up questions (max 8 marks)  Application of Lang. (max 7 marks)  Accuracy (max 7 marks)  Total marks for presentation and follow up questions (max 30 marks)	Teacher Marks		Moderator Marks		Senior Moderator	
	Pres	Follow	Pres	Follow	Pres	Follow
Moderator's / Examiner's Name (Block capitals please)		AA N°				
Senior Moderator's / Examiner's Name (Block capitals please)		AA N°				

<b>Candidate:</b> I agree to my coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators.	Signature:	Date:
---	------------	-------

# Appendix I-

## Resource list/useful websites (updated)

There are a wealth of useful resources and excellent websites available for use in MFL teaching and learning. A number of organisations and individuals have compiled their own extensive lists of sites.

CILT have published a number of excellent publications as part of their InfoTech series, which assist with the teaching, and learning of languages with ICT. These include publications on *E-mail*, *Text Manipulation*, *The Internet* and *Video in Language Learning*.

[http://www.languages-ict.org.uk/technology/technology\\_for\\_languages.htm](http://www.languages-ict.org.uk/technology/technology_for_languages.htm)  
[www.bbc.co.uk/education/languages](http://www.bbc.co.uk/education/languages)  
[www.cilt.org.uk](http://www.cilt.org.uk)  
<http://www.linguanet.org>  
<http://www.learn.co.uk>  
<http://www.linguascope.com>  
<http://www.channel4.com/learning/main/secondary/modlang.htm>

### French

#### Sites useful for Leisure and Tourism Context

[www.asterix.tm.fr](http://www.asterix.tm.fr)  
<http://www.meteo.fr>  
[http://www.infoparks.com/flashfr/r\\_parcs/r\\_theme2/frameset.htm](http://www.infoparks.com/flashfr/r_parcs/r_theme2/frameset.htm)  
<http://www.paris.org/parisF.html>  
<http://www.antilles-info-tourisme.com/guadeloupe/>  
<http://www.carnaval.qc.ca/>

#### Media and Communications Context

[www.momes.net](http://www.momes.net)  
<http://www.agency-dynamite.com>  
<http://www.pubstv.com>  
<http://www.videorigolo.com>  
<http://www.adodoc.net>  
<http://www.tf1.fr>  
<http://www.tv5.org/enseignants>  
<http://www.festival-cannes.org/>

#### Business Context

<http://www.bbc.co.uk/languages/french/forwork/doingit/index.shtml>  
<http://french.about.com/library/weekly/aa111000.htm>  
<http://bibliolangues.free.fr/conception/FDA/page2activites.htm>  
[http://www.eurexpo.com/fr/home\\_fr.htm](http://www.eurexpo.com/fr/home_fr.htm)

#### CILT Vocational Languages Resource Bank

<http://www.vocational-languages.org.uk/>

#### Sites to enable you to create your own onscreen testing materials

<http://web.uvic.ca/hrd/halfbaked> (Hot Potatoes)  
[www.quia.com](http://www.quia.com) (Quia - 30 day trial but then subscription is necessary)  
<http://www.contentgenerator.net/> - (Create your own Flash resources)  
<http://www.mdsoft.co.uk/> (Task Magic - 30 day trial but then subscription is necessary)  
<http://www.sandfields.co.uk/games/games.html> (Free site of Flash games for teachers)

### Search engines

A search engine is a tool used to search the web for a topic or text. Some useful ones include:

[www.yahoo.fr](http://www.yahoo.fr)

[www.wanadoo.fr/bin/frame.cgi](http://www.wanadoo.fr/bin/frame.cgi)

### Resources produced by teachers on the Pilot

<http://www.schoolsnetwork.org.uk/Article.aspx?NodeId=0&PageId=219006>

<http://web.mac.com/sanferminuk/iWeb/The%20Lead%20Practitioner%20Blog/Welcome%20Bienvenidos%20Bienvenue%20Willkommen%20Velkomin%20Benvinguts.html> (These resources link specifically to the textbook for the GCSE in Applied French, Contexte, published by Heinemann)

### Resources created by teachers for teachers

[http://www.eurobourne.org.uk/mfl\\_resources/index.html](http://www.eurobourne.org.uk/mfl_resources/index.html)

<http://www.frenchteacher.net/>

<http://groups.yahoo.com/group/mflresources2/>

<http://www.mflresources.org.uk/>

<http://tre.ngfl.gov.uk/>

<http://www.mflconsultant.co.uk/LTML/>

<http://www.sunderlandschools.org/mfl-sunderland/resources.htm>

<http://www.langweb.co.uk/>

### Other useful sites

<http://french.about.com/library/writing/bl-texting.htm>

<http://www.atantot.com/>

### Published Materials

Contexte Leisure and Tourism for the Edexcel GCSE in Applied French. By Gill Beckett.

Published by Heinemann and endorsed by Edexcel.

[www.heinemann.co.uk](http://www.heinemann.co.uk) (01865) 888058

#### Components

Student's book ISBN - 978 0 435717 82 7

Teacher's Notes (on CD) ISBN 978 0 435718 01 5

Audio CD pack ISBN 978 0 435387 70 9

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

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or email: [enquiries@edexcel.org.uk](mailto:enquiries@edexcel.org.uk)  
or visit our website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

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