

GCSE

Edexcel GCSE in Applied French (Pilot)

Single Award (2701)(Business), (Media & Communications), (Leisure & Tourism)

Short Course (3701/3702) (Business),(Media & Communications), (Leisure & Tourism)

September 2007

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Teachers' guide

Edexcel GCSE
Teachers' guide in
Applied French (Pilot)

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Introduction

This Teachers' Guide has been designed to help you prepare your students for the GCSE examination in Applied French Pilot from 2007.

It is suitable for those teaching the following:

Applied French Single Award (2701)
(Business), (Media & Communications), (Leisure & Tourism)

Applied French Short Course (3701/3702)
(Business), (Media & Communications), (Leisure & Tourism)

For information on the other language qualifications, please contact Edexcel Customer Services on 0870 240 9800.

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

<p>Unit 1 (5751)</p>	<p>Applied Oral Communication <i>in a specialist context</i> (Business, Media & Communications <i>or</i> Leisure & Tourism)</p>	<p>Teacher Assessment (15%) Assessment of <i>speaking 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>Internal Assessment (15%) 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>Applied Written Communication <i>in a specialist context</i> (Business, Media & Communications <i>or</i> Leisure & Tourism)</p>	<p>Internal assessment (30%) This involves students producing between 350 and 700 words of writing in French. This must include <i>at least</i> main samples* (2 x 120-230 words) that has 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 (e.g. an email [30 words] and a short letter [90 words]).</p>
<p>Unit 3a (5753)</p>	<p>Understanding Applied Oral Communication (Generic test – please see page 25)</p>	<p>External assessment (20%) An onscreen listening test marked by Edexcel.</p>
<p>Unit 3b (5754)</p>	<p>Understanding Applied Written Communication (Generic test – please see page 25)</p>	<p>External assessment (20%) An onscreen reading test marked by Edexcel.</p>

Students must undertake all three units to achieve the single award qualification and both units 1 and 2 *should* relate to the *same* specialist area (e.g. Business)

Qualification format (short courses)

Two short course GCSEs in Applied French are available:

GCSE Applied French – Oral Communication (3701)

or

GCSE 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). As with the full course, 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)

<p>Unit 1 (5751)</p>	<p>Applied Oral Communication in <i>specialist context</i> (Business, Media & Communications <i>or</i> Leisure & Tourism)</p>	<p>Teacher Assessment (30%) Assessment of <i>speaking 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>Internal Assessment (30%) 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 3a (5753)</p>	<p>Understanding Applied Oral Communication (Generic test – please see page 25)</p>	<p>External assessment (40%) An onscreen listening test marked by Edexcel.</p>
<p>Unit 2 (5752)</p>	<p>Applied Written Communication in <i>specialist context</i> (Business, Media & Communications <i>or</i> Leisure & Tourism)</p>	<p>Internal assessment (60%) This involves students producing between 350 and 700 words of writing in French. This must include <i>at least</i> main samples * (120-230 words) that has 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 (e.g. an email [30 words] and a short letter [90 words]).</p>
<p>Unit 3b (5754)</p>	<p>Understanding Applied Written Communication (Generic test – please see page 25)</p>	<p>External assessment (40%) An onscreen reading test marked by Edexcel.</p>

Teachers should ensure that Units 1 and 2 relate to one of the prescribed specialist contexts.

Combinations (short courses)

A student who achieves an Oral Communication Applied French GCSE 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.

Specialist contexts (Unit 1 Applied Oral Communication & Unit 2 Applied Written Communication)

The assessment of the student's performance is essentially based on *linguistic* knowledge and skills and is *not* determined by their level of general (non-language related) knowledge and skills in a specific 'specialist' area.

Preparing students for Unit 1: Applied Oral Communication in French

This unit consists of two assessment elements: *speaking interactions* that are teacher assessed and a *presentation* that is internally marked and externally moderated.

The speaking interactions: An overview

- All speaking interactions should relate to the **specialist context (Business, Media & Communications or Leisure & Tourism)**
- The interactions may be based on the examples provided, but teachers may also devise their own tasks or adapt those provided.
- Speaking interactions should be undertaken at appropriate points throughout the course.
- It is recommended that orals are either copied onto a CD or a single cassette tape is used to recording each candidate. They are assessed by the teacher. For training purposes, a few recordings should be made in the first few weeks of the course.
- **Recordings** of three spoken interactions will be required from each student. One of these **must** be undertaken in the final year of the course between March and April. The assessment criteria for the speaking interactions are to be found on page 26 of the specification.
- The marks for **three** interactions in total will be required at the end of the course. The marks should be submitted to Edexcel on the sheet provided on page 118 of the specification. It is expected that teachers will record on the sheet *at least five marks* for each student and select the **best two performances and the final interaction**.
- Students will be allowed access to the speaking interaction stimuli materials up to **three teaching days** prior to their assessment.
- They can have access to a dictionary during this time (but this will be denied during the test)
- Students may make notes to prepare for the task, but teachers should refrain from commenting on these or offering further assistance. Students will not have access to these notes at the time of assessment.
- The interactions should not extend beyond **3 minutes**. Students aiming at grades G-D would not be expected to carry out transactions beyond **2 minutes**.
- At the end of the test, feedback may be given to the student in order to help them improve performance in future interactions.

How to prepare students for the speaking interactions

Preparation of students

Throughout key stage 3 you will have been working with students on developing and improving their skills through a variety of classroom activities. They will have had opportunities to work together on for example:

- rôle-plays
- information gap exercises
- eliciting and giving replies to surveys
- presentations
- discussions.

They may also have been encouraged to make recordings of their own conversations and interactions. In preparing students for the applied speaking interactions, you will want to build on familiar classroom routines and procedures to increase performance levels for students of all abilities.

The suggestions which follow are intended to support you and your students in preparing for the speaking interactions.

Preparing students aiming at grades D-G for the speaking interactions	
Demands	Practice/preparation strategies
<ul style="list-style-type: none">• Familiarity with type of task upon which the interactions will be based.• Familiarity with vocabulary for specialist areas.• Active participation in dialogue.• Awareness of social conventions.	<ul style="list-style-type: none">• Classroom display of typical stimulus materials with comments.• Classroom reinforcement, labelled objects and pictures.• Use of bi-lingual glossary.• Students build their own specialist lists.• Work with a partner on scripted and unscripted dialogues.• Interact with teacher/foreign language assistant.• Encourage familiarity with social conventions (at start and end of lessons/activities; around school and outside MFL lessons).

Preparing students aiming at grades D to A* for the speaking interactions	
Demands	Practice/preparation strategies
<ul style="list-style-type: none"> • Ability to formulate questions. • Ability to respond to unprepared questions. • Ability to substitute vocabulary within topics. • Awareness of the need to initiate and expand where appropriate and add details to the stimulus material which may be from their own imagination. 	<ul style="list-style-type: none"> • Work with a partner on information gap exercises. • Design and carry out a survey e.g. likes and dislikes. • Regular question and answer sessions in MFL lessons. • Loop card activities. • Information gap exercises with teacher/FLA. • Word guessing or 'predicting the unpredictable' games with partner or in small groups. • Synonym games. • Word matching tasks. • Demonstration ... teachers or FLA + teacher. • Use authentic material with a partner in negotiating tasks, i.e. negotiate a day out using a brochure.

Conducting the speaking interactions

Your main concern when conducting the speaking interactions will be to ensure that each student is provided with the opportunity to give his/her best performance.

The assessment criteria are clearly set out in the specification but you may find the points covered below of assistance.

Students aiming at Grades D - G

- Remember to select questions to exploit the stimulus material which are appropriate for students operating at this level.
- If a student is performing well, try to involve them in situations which allow for more ambitious use of tense usage and that include some unpredictable elements.
- Be supportive of the student's efforts.
- You will know from experience that the best kind of encouragement for students likely to achieve the lowest level is a friendly attitude rather than an explanation or comment (however well meaning) in the target language.

Students aiming at Grades A* - D

- You will need to ensure that you exploit the stimulus material fully to give students sufficient opportunity to gain the highest marks for communication and application of language. (See Assessment Criteria on page 26 of the specification). Consequently, students should try to include different tenses, opinions and a wide range of structures and lexis in their interactions.
- Students aiming at the highest grades should be able to take the initiative in interactions and expand the interaction to include material which is not necessarily on the stimulus page. They should justify their opinions and have little hesitation.

The presentation: an overview

- The presentation should relate to the appropriate 'specialist' context (Media & Communications, Business or Leisure & Tourism)
- The timing of the presentation should be 1-2 minutes with follow-up questions of 1-2 minute
- Presentations should be marked by the teacher for *communication, application of language* and *accuracy*.
- The assessment criteria for presentations and follow-up questions and answers may be found on p 29 of the specification.
- Students may use prepared notes, PowerPoint slides, cards or other support materials to carry out the presentation. These may be in English or French but should contain **no more than 30 words**. They can take the form of bullet points or a spider diagram and, if hand written, should be no larger than an A5 piece of paper.
- Practice presentations may be carried out at any point during the course but the *internally assessed presentation* and *related questions by the teacher* must be undertaken in the final year of the course (between March and May - Centres will be notified of exact dates).
- This must be recorded on CD or cassette and should be marked by the teacher. This final recording will be moderated by Edexcel. A proforma for recording the marks awarded in the presentation may be found in Appendix A on page 53.
- The final assessed presentations should not duplicate any of the written tasks submitted by an individual student.

Possible presentation topics for each specialist area

Please note that these are only suggested topics and teachers/students may consider any other presentations that relate to the relevant specialist context.

<p>Leisure & Tourism</p>	<p>Presentation on:</p> <ol style="list-style-type: none"> 1) your locality and attractions for tourists 2) a particular tourist attraction or leisure facility 3) an airline/ferry company 4) an area of France or a French speaking country 5) holiday destinations of French/British tourists 6) a company (real or imaginary) producing leisure items 7) a work placement in a leisure/tourist environment 8) a hotel or holiday centre 9) a theme park/wildlife reserve 10) a package holiday or excursion aimed at potential customers.
<p>Business</p>	<p>Presentation on:</p> <ol style="list-style-type: none"> 1) a company (real or imaginary) 2) a product or range of products 3) equipment used in an office 4) a work placement in a business environment 5) the results of a survey or questionnaire conducted 6) the launch of a new product 7) the facilities of a conference centre 8) the jobs and responsibilities of company employees 9) daily routine and rules and regulations of a company 10) the environmental impact of a factory on an area.
<p>Media & Communications</p>	<p>Presentation on:</p> <ol style="list-style-type: none"> 1) a cinema/theatre 2) a radio or television station 3) a famous media personality 4) a work placement in a media environment 5) the development of the media through the ages 6) a film/play/concert/television programme 7) use of mobile telephones/digital cameras/computers 8) an ICT/media company 9) a product related to media (camera, computer....) 10) the results of a survey on use of media equipment.

You will want to give students every opportunity through practice and preparation to achieve optimum results. Students at the lower end of the ability range will need to be given opportunities to show what they can do in a supported situation. Students aiming for C/D grades or above will need to be confident in their use of tenses and be able to give opinions. Students aiming for the higher grades should make sure that they extend their presentation to give and justify opinions and points of view.

After the presentation, teachers will be free to ask candidates questions that relate to the main topic of the presentation.

Preparing for the presentation

You may find the following suggestions useful in preparing for the presentation element of this unit.

Presentation	Practice/preparation strategies
<ul style="list-style-type: none"> Presentation on a topic chosen by the student. 	<ul style="list-style-type: none"> Familiarise students with questions relevant to their chosen topic. Practise short presentations followed by questions. Practise introduction of topics in class as a listening exercise. Consolidate using a writing task on chosen topics. Build up banks of questions for teacher and student practice.
<ul style="list-style-type: none"> Use of tenses/expressing opinions. 	<ul style="list-style-type: none"> Activate student use of past and future tenses/expression of opinion through activities based on surveys, questionnaires and interviews. Train students to expand their ideas, to see advantages and disadvantages and to use such expressions such as "on the one hand", "on the other." Where appropriate encourage students to listen to French radio/watch television.

It must be emphasised that the presentation should retain a level of spontaneity. Rote-learning of prepared questions will not encourage a natural delivery. When practising with students it is important to vary the wording of questions and their order, especially if different students have produced presentations on similar topics.

Conducting the presentation

The assessment criteria for the presentation on page 29 of the specification gives details of likely student performance across the range, in terms of communication and language. As a teacher examiner you will want your students to do their best. You may find the points made below useful as you prepare yourself for your role within the presentation.

Student aiming at grades G,F,E

- Points to avoid:

- temptation to ask questions which can be answered by yes or no
- tendency to use anglicisms in an attempt to get a response
- duplication of questions: How much is entry to the museum ? How much is entry to the castle? etc.
- over-complicated phrasing of questions
- questions which elicit a name in English e.g.: What film did you last see?
- closed questions e.g. do you like playing tennis or football?

- Positive strategies:

- giving personal examples to prompt response:

T What types of film do you like?
C *(silence)*
T I like romantic comedies, what about you?
C *...oh I like thrillers*

- provide simple extension:

T What equipment is in the office?
C *(silence)*
T There's a fax machine ... what else?

Students aiming at grades D or C

- Points to avoid:

- over-concentration on simple questions which limit potential for student response e.g.

rather than:

T *Where is the office?*
Where student response may be limited to:
C *The office is in Oldbury.*
Invite a more extended response:
T *The office is in Oldbury- what do you think of it?*
Or
How long have you worked there?

- acceptance without intervention of a pre-learned description or catalogue of events after initial introduction of topic
- **Positive strategies:**
 - provide opportunities for student response in past or future tense by reacting to information as well as by asking a direct question e.g.

C *I go to the cinema with friends*
 T *Ah, the cinema - what films did you see last year? - Which did you enjoy?*
 - react positively to students' readiness to demonstrate a good degree of preparation but be prepared to interrupt a monologue to allow the student to show ability to expand or offer an opinion eg

T *Your business trip to Paris sounds wonderful, but what did you like best/least?*

Students aiming at grades B, A, A*

- **Points to avoid:**
 - temptation to limit students' performance at the highest level by engaging too enthusiastically in the exchange and talking more than the student
 - failure to ask searching questions which will allow the student to show full potential and allow him/her to demonstrate the level of response needed to access the higher marks
 - persisting with a question the student has failed to understand, good students are often thrown by this
- **Positive strategies:**
 - Respond to any questions asked by the student with interest but turn them back to the student e.g.

C *What sports do you prefer?*
 T *It depends on the weather. What will you do next weekend if it's fine?*
 - Where appropriate ask students open-ended questions to encourage wide-ranging responses:

T *Fast food, what do you think about it?*

General advice for the presentation

Teachers are advised to:

- keep to the recommended times (1-2 minutes)
- avoid a series of closed questions
- give students the opportunity to use tenses other than the present and to express and justify opinions.

Assessment of the speaking interactions and presentation

The following guidance on assessment of the speaking should help in preparing your students. It is helpful to standardise marking within the department (through the joint marking of samples) so that teachers have a common expectation of the language required in specific marks ranges.

Assessing the speaking interactions

Students aiming at Grades G, F, E

In the spoken interaction, students will be credited for simple language. Marks will be awarded for communication and task completion.

Students aiming at Grades D and C

Students aiming at these grades are required to deal with an element of unpredictability. Marks are awarded positively for communication and task completion and reflect success in the interaction as a whole. Students will not be required to expand replies beyond the scenario suggested by the context and the prompts/visuals. The assessment grid does not cover *every* possible combination of student achievement e.g.:

A student who coped successfully with an unpredictable element, but did not complete one of the other tasks would score in the 5 box and if only partially successful with more than one other task would score in either the 3 or 4 box.

Students aiming at Grades B, A and A*

For students aiming at these grades, the marks should be awarded positively for Communication and application of language. Students will be credited for their ability to expand on the information given on the stimulus and to develop replies with or without prompting from the teacher examiner. **For full marks error-free language is not required.**

Assessing the presentation

The assessment grid for the presentation covers students from G - A*. Marks are awarded positively for Communication and content, Application of language and Accuracy.

When assessing communication, comprehension of questions and the amount of reliance on the teacher's language must be taken into account together with the variety of information given and the student's ability to offer opinions. At the higher end of the scale there must be clear references to past, present and future events - one or two pre-learnt phrases in a presentation are not enough to put a student in the middle band.

Application of language covers range of structures and lexis appropriate to the questions. Anglicisms and inappropriate use of English words must also be noted. In the middle to higher range students will be expected to handle tenses without ambiguity. In the higher range students will be expected to use some more complex lexical items.

When assessing accuracy, pronunciation and intonation should also be considered. In the middle to higher range students will be generally accurate when using simple language. In the higher range errors will be minor and instances of error will increase when more complex structures are used.

In all the assessment categories you will have to make a 'best fit' judgement of the students. They will not necessarily fit every description in a band and you will have to judge which is most appropriate for the student's performance as a whole. Once you have decided on the band, you then have to decide whether the student is nearer to the band above or the band below in order to allocate the higher or lower mark within that band.

Preparing students for Unit 2: Applied Written Communication

Details of the requirements for this Unit can be found in the specification. The assessment criteria will also give you detailed information of what is expected from students. (See pages 38-40 of the specification).

You may find the following guidance helpful:

- practise a range of different writing tasks
- use the possible writing tasks bank as a source of ideas
- link writing tasks with oral preparation
- use the grade descriptions (page 14 and 15 of the specification) and assessment criteria (pages 38-40 of the specification) to make students aware of how to access the higher marks
- encourage students to spell words correctly
- teach students how to check their work methodically.

The following advice and guidance is for students aiming for grade C and above:

- read carefully what is required
- check that all bullet points are covered
- ensure the style is appropriate
- demonstrate ability to use a wide range of vocabulary and idiom
- include time reference/tenses
- link sentences by using time indicators and conjunctions
- express and justify ideas and points of view
- use comparisons
- be aware that a degree of sophistication is needed for the higher marks
- avoid repetition, as this does not show off a range of syntax
- try to use more complex structures, such as use of conjunctions, tenses, verb forms.

The requirements of unit 2

- The written coursework should relate to the specialist context (Business, Media & Communications or Leisure & Tourism)
- The content of written coursework **must be different** to the content of the presentation in Unit 1.
- There must be **three** main samples of work. Each sample to be of equal length (120-230 words)
- The overall word count is 350 - 700 words.
- Each sample could consist of one long piece of writing or a few shorter ones on a linked theme.
- Students aiming at grades C - A* will need to demonstrate the ability to produce 'extended' writing.
- Dictionaries and reference materials are permitted, but copies of any texts etc, used, must be submitted with the coursework.
- At least two thirds of all work must be done under **controlled conditions** in class time. These must be complete coursework main samples. Such work must be done in the classroom under the supervision of the teacher. Under controlled conditions, students may only have access to dictionaries and the appropriate task stimulus. It is possible that a student undertaking an extended piece of work might occupy more than one lesson. In this case, you would simply need to keep the work in secure conditions until the next lesson.
- In the case of students aiming at the higher grades and producing longer pieces of writing, they may well have done some preliminary research and have made notes (possibly for homework). They should then refer to these notes when writing up their final version of coursework (uncontrolled conditions). Redrafting is not compulsory and is likely to arise only with students aiming at higher grades. It is perfectly acceptable to give a student advice on the content of a piece of work - to suggest expansion of a certain section, introduce more description or opinion, etc. General advice can also be given on the linguistic content - a suggestion that genders or verb forms be checked, for instance. Obviously, specific errors must not be indicated and all feedback should be given via the Edexcel coursework feedback sheet (*Appendix G, page 115 of the specification*) Students may produce a first draft of their work, but they must not refer to this when operating under controlled conditions.
- A record of all coursework must be kept (with a copy of any stimulus material) on the coursework frontsheet. (*Appendix G, p115 of the specification*) This sheet should also be used to record the teacher's mark for each unit and to authenticate the student's work.
- Where more than one teacher in a centre is preparing students for writing coursework, their marking across the teaching groups must be standardised. **This is a requirement of the Mandatory Code of Practice.**

Assessment

There are three grids for writing coursework - one for Communication and content, one for Knowledge and application of language and one for Accuracy.

Teachers should assess each sample of work globally with a maximum of ten marks for Communication and content and five marks each for Knowledge and application of language and Accuracy. The three marks for each sample should be entered on the Coursework frontsheet and the nine marks for the three samples aggregated to give a final total out of 60.

Tasks such as lists, labelling and substitution exercises, by their very nature, offer little scope for the student to earn marks for quality of language. Therefore, all but the very weakest students should be given the opportunity to attempt slightly more demanding tasks which allow them the scope to gain credit for quality of language as well as communication.

Planning coursework and choosing appropriate tasks

When planning writing coursework you need to bear in mind:

- The three samples must all be set in the specialist context and must not be the same as the content of the presentation in Unit 1.
- Students should have a mix of tasks in their portfolio. This is particularly important for higher ability students, for whom a unit may consist of one extended piece of work. The student's own interests and abilities need to be taken into account.
- In choosing coursework tasks teachers also need to consider which tasks offer scope for research. Evidence of good use of reference material is rewarded in the marking scheme.
- Centres should aim to make good use of any first hand authentic material from students' penfriends, and/or an exchange school. However, many language course books provide writing tasks which may be appropriate for coursework, or can be readily adapted. Students may also provide their own stimuli, in the form of photos, souvenirs of a visit abroad etc. this can be very motivating, especially for less able students.

The suggested coursework tasks on the next two pages in this guide are arranged according to level of difficulty. The tasks have been divided into types 1, 2 and 3:

There are also some further suggested tasks for each specialist area in the specification.

Type 1 tasks

Lists, labelling, short messages, gap-filling tasks, short letters.

Type 2 tasks

Longer letters, articles, descriptions, accounts which give students the opportunity to use tenses other than the present and to express opinions.

Type 3 tasks

Extended writing tasks giving students the opportunity to express ideas, justify points of view and to research their own interests, e.g. narrative with comment and opinion on the events related, discursive writing such as an article on a topical issue such as environment or health, a letter or a film or book review.

Possible type 1 tasks (Target grades G, F, E)

Business	Media & Communication	Leisure & Tourism
Completion of 'employee movements sheet' for the week ahead	Produce contents page for a youth magazine	Simple PowerPoint presentation listing the facilities of a hotel
Write an order for office stationery	List of films and types of film showing in a cinema	List of activities and prices for a sports centre
Memo about a business meeting	Web-page for an internet café	Poster for a tourist information office
Produce key text to accompany new product advertisement/poster	E-mail ordering computer supplies	Web-page for a travel agent
Curriculum vitae	Poster for a media festival	Simple fax to hotel about a visitor's special dietary requirements

Possible type 2 tasks (Target grades D, C)

Business	Media & Communication	Leisure & Tourism
Write an information sheet about a product with details of future product developments	Write a newspaper article about a newly released film	PowerPoint presentation on your local area with forthcoming events
Write a detailed itinerary for a business trip	Design a website for a mobile phone company describing current range & what the future plans are	Write an article about the life of a sport personality and his/her future plans
Write a report of work experience with suggestions for positive improvements	Write a review of a media event.	Write a letter of application for a job in a sports centre.
Design a website for a business conference centre describing facilities and forthcoming events	Write a letter of complaint about faulty computer equipment	Prepare a detailed brochure on a local tourist attraction, outlining the history and future of the attraction.
Write a letter of complaint to a hotel/conference centre following a business trip	Write an article about the life of a media personality and his/her future plans	Write an information sheet about the various job opportunities available in a hotel and about the hotel in general.

Suggested type 3 tasks (Target grades B, A, A*)

Business	Media & Communication	Leisure & Tourism
Design a flowchart to map the development of a product and write an account of what will happen to the product when it leaves the factory.	Research computer development through the ages to the present day and prepare a report. This should also outline your views on how computers may develop further in future.	Write a newspaper article about popular holiday destinations of the French, explaining why you think they are popular and which areas may develop in the future and why.
Write a report on possible locations of a new branch of a company, explaining the advantages and disadvantages of each site.	Write a report on possible locations of a new cinema complex, explaining the advantages and disadvantages of each site.	Write a report on possible locations of a new hotel or campsite, explaining the advantages and disadvantages of each site.
Describe a 'young enterprise' activity your group has undertaken and outline future plans.	Write an article on a film you have seen describing the plot and characters and how in your opinion, it could have been improved.	Write a newspaper article on a sporting event you have seen, describing it in detail and how it could have been improved.
Write a business plan to set up a clothing company.	Write a business plan to set up a mobile phone company.	Write a business plan to set up a sports shop.
Write up and analyse the results of a consumer survey you have undertaken.	Write up and analyse the results of a survey you have undertaken about the popularity of different forms of media by different age groups.	Write up and analyse the results of a survey you have undertaken into participation in sports and leisure activities by different age groups.
Write a report on the health and safety issues arising from use of computers in the office.	Write an article entitled: <i>Radio - an outdated means of communication.</i>	Write a report on the health issues arising from poor diet and lack of exercise and describe how the leisure industry can try to address these.

The following examples show how some writing tasks could be developed to provide balanced units of work for students of different abilities. Some tasks can be extended to provide a suitable higher level activity. For example, any type 2 letter or account, with the inclusion of opinion, comparison and justification of point of view can become type 3.

Where appropriate, students should be given the opportunity to use ICT skills in the production of the tasks.

Business

Task	Suggested stimulus	Type
(a) Letter applying for a job in a company	Job advertisement	1
(b) Short email giving description of self in advance of a meeting.	Bullet point descriptions of different people	1
(c) CV for a job	Blank form	1
(d) Letter applying for job abroad, asking about hours, pay etc	Job advertisement	2
(e) Diary/article giving account of a job with impressions	Notes/photos	2 and 3
(f) Article/letter giving advice to young people wanting a job abroad	Checklist of points to cover	3

Notes

Unit content

This unit focuses on a job abroad and links together well.

Task setting

Task (b) with less support and more student input could become type 2.

Media & Communications

Task	Suggested stimulus	Type
(a) Fill in an ID form for a famous media personality	Students to provide information themselves	1
(b) Make a brochure for the local cinema	Typical cinema brochure	1 and 2
(c) Make up an advertisement for a forthcoming media event	Entry in local paper	1 and 2
(d) Account of a visit to an event, film, media show, radio station, TV show with comment/opinion on event - could be written as a newspaper report	Photo, entry in local paper	2 and 3
(e) Letter/article to paper expressing concern over local environment issue relating to media (e.g. siting of a mobile phone mast)	Newspaper article	3
(f) Letter of complaint to organisers of a media festival/computer fair too expensive, poor organisation etc	Poster/advert for event	3

Notes

Unit content:

It should be straightforward to make a unit of work linked by one theme.

Task setting

Tasks (b) and (d) could be type 2 with less support and more input from the student. Likewise task (e) could be type 3.

Leisure & Tourism

Task	Suggested stimulus	Type
(a) Booking letter to hotel/campsite	Stimulus letter	1 and 2
(b) Diary of activities during a visit abroad	Stimulus diary page	1 and 2
(c) Letter to tourist office asking for information for a business trip - hotels, car hire etc	Memo with summary of requirements	2
(d) Account of a visit or trip, including impressions	Diary notes or photos	2 and 3
(e) Article about somebody you met/ interviewed during a stay	Interview notes	2 and 3
(f) Letter of complaint to a hotel	Diary notes	2 and 3
(g) Research different methods of travel, evaluate and give own opinion	Travel brochures	3
(h) Article describing an area visited for holidays or work purposes	Brochures	2 and 3

Notes

Unit content

There are two pathways in this unit: the practical arrangements for travel and accommodation and the cultural and personal aspects of the visit.

Task setting

Tasks (a) and (b) could be type 2 with less support in the stimulus and more input from the student.

Organising coursework

The following points are suggestions to help you organise your students' coursework over the two years leading to final submission in May.

Referencing

Make sure all coursework is referenced with a date, title, and topic. The conditions under which work was produced should also be noted, i.e. homework, controlled conditions. First drafts for work done in controlled conditions should also be included. Centres 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.

Centres are required to make a formal declaration of source and support materials used (including traditional and on-line dictionaries, spell checks).

Record keeping

You may wish to devise a system of interim record-keeping to help you and your students keep track of the coursework produced throughout key stage 4. You do not have to mark each task separately, but you may find the following system helpful:

- 2 = include in folder
- 1 = room for improvement, e.g. redraft
- 0 = not worth including.

For student motivation purposes, it might be preferable if students are not initially given a 0. All final marks for each unit submitted must be recorded on the Coursework frontsheet.

Standardising

It is a requirement of the Code of Practice that coursework is standardised in the centre. There are several ways this can be achieved:

- by task, where teachers agree common coursework tasks
- by marking together as a department
- departmental moderation of coursework
- exchange of students' work.

Selection

Towards the end of the spring term preceding the final date for coursework submission, you and your students will want to make the final selection of work to be submitted. This task will be much easier if clear referencing and record-keeping has taken place.

Storage

Coursework must be stored carefully. You may wish to consider where you will keep the folders your students produce.

Generic content (Unit 3)

The third unit of the specification is *not specific to a specialist area* but is designed to promote general understanding of spoken and written communication in a range of common and practical settings. These may include the subtopics identified below. (Students must cover all of the generic topic areas).

Generic topic areas with related sub-topics

Town and Region	<ul style="list-style-type: none"> • Visitor information • Weather • Local amenities
Getting around	<ul style="list-style-type: none"> • Accommodation • Public Transport • Directions •
Customer Service and Transactions	<ul style="list-style-type: none"> • Restaurant/Café • Shops • Dealing with Problems • Lost Property •
Personal information and future plans	<ul style="list-style-type: none"> • Key interests and leisure activities
Work, education and work-related experiences	<ul style="list-style-type: none"> • Basic language of the internet • Job advertisements • Simple job applications • Curricula vitae
Formal and informal dialogues and messages	<ul style="list-style-type: none"> • Conversations • Telephone calls • Voicemail • Faxes, email and other written messages

Structure of the onscreen assessment

Understanding Applied Oral 5753 and Written Communication 5754 in French (Generic Unit)

Listening and reading skills will be tested by via onscreen examinations. Each onscreen paper will attract a potential of 40 marks and are designed to be candidate-friendly. Students will have the facility to control the pace of the test so that they can, if they wish, spend more time on certain questions or even revisit and amend original answers. The examinations allow adequate time to read the questions, hear every recording twice and to give responses. *All responses must be recorded onscreen* and this will usually involve simple 'click' or 'click and drag' movements. Candidates may also make separate notes during the test on an additional sheet of paper provided by the centre. *Marks are allocated for communication of an easily identifiable correct response*. 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.

Progression and differentiation

Specification content: Unit 3 (The generic unit)

The content of the generic unit may already be familiar to you and your students as a result of work completed during key stage 3 or initial exposure to the language. All the topics have been further divided into sub-topics in order to give specific guidance on the areas which topics will focus.

The following pages give an indication and some guidance on the kinds of activities you may wish to include when preparing students for the GCSE in Applied French generic unit in Listening and Reading. Each one refers to a sub-topic from the specification and may well build on the students' prior knowledge. Activities are graded within the skill areas of listening and reading.

Suggestions are also given for each of the specialist areas of writing and speaking activities which incorporate vocabulary from the generic area.

Town and region

Prior knowledge

- Town and region specific vocabulary (see minimum core vocabulary list)
- Days of the week, months, time, numbers, adjectives
- Landscape, town, names of places/countries

Possible activities	
<p>Unit 3 <i>Understanding</i> <i>Applied Oral</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Match town symbols to words or phrases heard on tape. • Identify opening times and details of facilities in town and choose correct answer from a list of alternatives provided in French. • Note down in French or English details about a town festival from a recording.
<p>Unit 3 <i>Understanding</i> <i>Applied Written</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Sequence text to match set of weather/seasons/climate symbols. • Read account of weather conditions (severe/unusual) and match up paraphrased sentences. • Read narrative centred on extreme weather conditions and respond to related questions in English/French.
<p>Unit 1 <i>Applied Oral</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism <i>Spoken interaction.</i> Respond to questions posed by a tourist on facilities in your town in your role as an employee in a tourist information office. <i>Presentation.</i> Give a presentation about your local area in your role as an employee in a tourist information office.</p> <p>Business <i>Spoken interaction.</i> Telephone conversation with a foreign colleague planning a business trip about potential leisure and free time pursuits. <i>Presentation.</i> Give a presentation on the suitability of your town/region for a new branch of a French company.</p> <p>Media & Communication <i>Spoken interaction.</i> Respond to questions posed by a foreign visitor about films and sports facilities available in your local area. <i>Presentation.</i> Give a radio report about an event taking place in your area/town.</p>
<p>Unit 2 <i>Applied Written</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism Prepare a website on your town for French tourists</p> <p>Business Send a fax to a company in France about key business activities in your region.</p> <p>Media & Communication Write a newspaper report on a new tourist facility in your area.</p>

Getting around

Prior knowledge

- Getting around related vocabulary (see the minimum core vocabulary list)
- Methods of transport, types of ticket
- Directions
- Hotels, campsites, youth hostels

Possible activities	
<p>Unit 3 <i>Understanding</i> <i>Applied Oral</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Match transport symbols to words or phrases heard on tape. • Identify requirements of guests to a hotel (type of room, number of nights, facilities required) and select answers from multiple choice options in French. • Note down in French or English details from a radio advertisement for a new hotel.
<p>Unit 3 <i>Understanding</i> <i>Applied Written</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Sequence text to match set of transport/hotel symbols. • Read an account of a business trip and match up paraphrased sentences. • Answer questions in English on a letter of complaint to a hotel.
<p>Unit 1 <i>Applied Oral</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism <i>Spoken interaction.</i> Respond to questions posed by a traveller in your role as employee at an airport. <i>Presentation.</i> Give a presentation on the facilities of a local hotel/holiday complex.</p> <p>Business <i>Spoken interaction.</i> Telephone conversation with a foreign colleague planning a business trip about potential travel and accommodation arrangements. <i>Presentation.</i> Give a presentation on conference facilities available in a hotel.</p> <p>Media & Communications <i>Spoken interaction.</i> Respond to questions posed by a foreign visitor about how to reach a local exhibition. <i>Presentation.</i> Give a presentation on a media event taking place in your local area.</p>
<p>Unit 2 <i>Applied Written</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism Prepare a brochure on a local hotel for French tourists.</p> <p>Business Prepare a web page about a local conference venue.</p> <p>Media & Communications Prepare a programme for an ICT event taking place at a local venue.</p>

Customer service and transactions

Prior knowledge

- Customer service and transactions related vocabulary (see minimum core vocabulary list)
- Restaurants/cafés, food and drinks
- Shopping
- Lost property

Possible activities	
<p>Unit 3 <i>Understanding</i> <i>Applied Oral</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Match food symbols to words or phrases heard on tape. • Identify requirements of visitors to a restaurant and select answers from multiple choice options in French. • Note down in French or English details from a (department store) radio advertisement.
<p>Unit 3 <i>Understanding</i> <i>Applied Written</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Match drink symbols to items on a menu. • Read a complaint form and select answers from multiple choice options in French. • Answer questions in English based on a web-page for a new shopping centre.
<p>Unit 1 <i>Applied Oral</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism <i>Spoken interaction.</i> Respond to questions posed by a visitor in your role as employee at a sports centre. <i>Presentation.</i> Give a presentation on the facilities of a local shopping centre/sports centre/hotel.</p> <p>Business <i>Spoken interaction.</i> Conversation in a retail environment with the student playing the role of the shop assistant. <i>Presentation.</i> Give a simple presentation on the services/ goods offered by a company.</p> <p>Media & Communications <i>Spoken interaction.</i> Conversation in a computer shop with the student playing the role of the shop assistant. <i>Presentation.</i> Give a presentation on the services provided by a computer company. (Products, repair service etc).</p>
<p>Unit 2 <i>Applied Written</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism Prepare a questionnaire on a local restaurant for French tourists</p> <p>Business Prepare publicity materials for a local shop.</p> <p>Media & Communications Write/respond to a letter of complaint written about faulty computer equipment.</p>

Personal Information and future plans

Prior knowledge

- Personal information and future plans related vocabulary (see minimum core vocabulary list)
- Key interests and leisure activities
- Expressing future plans

Possible activities	
<p>Unit 3 <i>Understanding</i> <i>Applied Oral</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Match personal information symbols to words or phrases heard on recordings. • Match future plan information heard on tape with names of French people. • Note down in French or English the details from a TV interview with a French celebrity including personal details and outlining future plans.
<p>Unit 3 <i>Understanding</i> <i>Applied Written</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Match future plan symbols with simple text. • Complete a blank CV from choices in a box. <ul style="list-style-type: none"> • Answer questions about a French language newspaper article on the future plans of several students.
<p>Unit 1 <i>Applied Oral</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism <i>Spoken interaction.</i> Have a social conversation with a French visitor exchanging personal details. <i>Presentation.</i> Give a presentation on the future plans for development of the Leisure & Tourism industry in your area.</p> <p>Business <i>Spoken interaction.</i> Have a social conversation with a French visitor, exchanging personal details. <i>Presentation.</i> Give a presentation on the future plans for business development in your area.</p> <p>Media & Communications <i>Spoken interaction.</i> Have a social conversation with a French visitor, exchanging personal details. <i>Presentation.</i> Give a presentation on a media celebrity about to visit your area and your plans for the event.</p>
<p>Unit 2 <i>Applied Written</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism Write a newspaper article about a sports celebrity, including their plans for the future.</p> <p>Business Write a report about a member of your company, describing their personal details, role and future plans.</p> <p>Media & Communications Write a newspaper article about a film star, including their plans for the future.</p>

Work, education and work-related experiences

Prior knowledge

- Topic specific vocabulary (see minimum core vocabulary list)
- School subjects
- Jobs

Possible activities	
<p>Unit 3 <i>Understanding</i> <i>Applied Oral</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Listen to students talking about school subjects and match to pictures. • Listen to a radio advert for summer jobs and note down details in the target language. • Listen to someone talking about a particular job and note details e.g. advantages and disadvantages, in either English or French.
<p>Unit 3 <i>Understanding</i> <i>Applied Written</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Match pictures to short job advertisements. • Read a letter sent by a firm to a prospective employee outlining a job and conditions, identify a set number of correct statements from a list of phrases in French which involve paraphrasing. • Read an account written by someone who recently returned from working abroad, recognise positive and negative attitudes, summarise either in English or French.
<p>Unit 1 <i>Applied Oral</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism <i>Spoken interaction.</i> Ring up to apply for and to find out details about a summer holiday job. Give reasons for wanting the job, detail experience and dates available. <i>Presentation.</i> Give a presentation on a recent work placement in a tourist environment.</p> <p>Business <i>Spoken interaction.</i> Welcome a visitor to your company and describe the company, products and personnel.</p> <p>Media & Communications <i>Presentation.</i> Give a presentation about a recent work experience in a business environment. <i>Spoken interaction.</i> Have an informal conversation with a work colleague about your likes and dislikes relating to the media. <i>Presentation.</i> Give a presentation on your local arts centre.</p>
<p>Unit 2 <i>Applied Written</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism Write a CV and job application letter for a job in a leisure centre/hotel/theme park.</p> <p>Business Write a report for the company newspaper about a new product.</p> <p>Media & Communications Write a report about a work experience placement in a cinema in France.</p>

Formal and informal dialogues and messages

Prior knowledge

- Topic specific vocabulary (see minimum core vocabulary list)
- Using telephones

Possible activities	
<p>Unit 3 <i>Understanding</i> <i>Applied Oral</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Listen to short answerphone messages and match content to pictures • Listen to a telephone conversation and select answers from multiple choice options in French. • Listen to someone talking about a methods of communication in offices today and note advantages and disadvantages in either English or French.
<p>Unit 3 <i>Understanding</i> <i>Applied Written</i> <i>Communication</i></p>	<ul style="list-style-type: none"> • Match pictures to different means of communication. • Read a fax sent by a firm to place an order, identify a set number of correct statements from a list of phrases which involve paraphrasing. • Read a series of instructions on the use of a fax machine and summarise either in English or French.
<p>Unit 1 <i>Applied Oral</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism <i>Spoken interaction.</i> Have a conversation with a customer reserving tennis courts at a leisure centre. <i>Presentation.</i> Give a presentation to other employees in a travel agency about the different means of communication.</p> <p>Business <i>Spoken interaction.</i> Working on the switchboard of a company, putting through callers to the relevant departments. <i>Presentation.</i> Give a presentation to other company employees about efficient communication within the company.</p> <p>Media & Communications <i>Spoken interaction.</i> Take a telephone reservation for tickets for a television show. <i>Presentation.</i> Give a presentation on your use of mobile telephones.</p>
<p>Unit 2 <i>Applied Written</i> <i>Communication</i> <i>(Specialist Context suggestions)</i></p>	<p>Leisure & Tourism Write a fax or e-mail placing an order for the sports centre.</p> <p>Business Respond by fax or letter to an order placed.</p> <p>Media & Communications Write the script for a short play.</p>

Minimum core vocabulary list

The minimum core vocabulary list (see Appendix C in the specification) 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 general vocabulary *and* should 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 table below, although not exhaustive, illustrates where vocabulary areas can be applicable to more than one topic.

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. In addition to the specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months etc.

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 to this list the specialist context vocabulary that relates to their individual needs.

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 the minimum core vocabulary section and may be used and adapted as a starting point for vocabulary acquisition.

Home topic	Vocabulary area	Other topics where available
1	Town and region	Topic 2: Getting around
2	Getting around	Topic 1: Town and region
3	Customer service and transactions	Topic 5: Work, education and work-related experiences
4	Personal information and future plans	Topic 5: Work, education and work-related experiences
5	Work, education and work-related experiences	Topic 3: Customer service and transactions Topic 4: Personal information and future plans Topic 6: Formal and informal dialogues and messages
6	Formal and informal dialogues and messages	Topic 5: Work, education and work-related experiences

Target-language testing and rubrics

It is a requirement of the national curriculum and therefore of all GCSE criteria that languages should be assessed through the target language except where a response is more appropriate in English e.g. the transfer of meaning/interpreting.

The on line tests for unit 3 use a combination of the following test types:-

- matching pictures and symbols to text
- multiple choice selection
- dragging and dropping text
- form completion
- answering questions either in English or French.

The tests targeting grades G-D will normally involve single words or short statements only. Writing in the target language will be limited. Tests targeting grades D-A* will require candidates to write answers in the target language and to demonstrate their ability to identify attitudes and opinions and to draw inferences from what they have heard or read.

Key stage 3 experience

Students will already be familiar with target-language testing through the work they have done in key stage 3 or in initial exposure to the language. Course books and other teaching materials will have already provided opportunities for practice in target-language assessment. The pilot specification for the new Applied GCSE in French will build on this experience.

Rubrics

Clear, concise instructions for tasks in all the papers support students of all abilities. The target-language rubrics used in the onscreen tests for unit 3 are listed below in French and English.

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.

Arrange...	les mots correctement	Arrange...	the words correctly
Choisis...	le bon titre pour chaque... les bonnes phrases les bons mots pour finir la phrase parmi les mots dans la case	Choose....	the correct title for each the correct phrases the correct words to finish the sentence from the words in the box
Clique...	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	Click.....	on ...and drag it into the correct box/on the correct answer/on the correct words
Coche...	la case/les bonnes cases la/les bonne(s) réponse(s) [pour indiquer...]	Tick...	the box/the correct boxes the correct answers (to show)
Complète...	les comparaisons les phrases (avec les bonnes expressions)	Complete...	the comparisons the sentences
Corrige...	les erreurs les fautes	Correct...	the errors the faults
Décris...	ta maison/ta mère etc	Describe...	your house/mother e
Dis...		Say...	
Donne...	des/les renseignements des/les conseils ton opinion/avis	Give...	information advice opinions
Écoute...	la cassette/la conversation/ ce dialogue	Listen to...	the tape/conversation/ dialogue
Écris...	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	Write...	the odd word out the numbers which correspond your opinion & reasons a letter a postcard an answer an article
Explique...	pourquoi/comment	Explain...	why/how
Fais...	une liste un résumé glisser	Make...	a list/ a summary
Finis...	les phrases	Drag	
Imagine...	que...	Finish...	the sentences
Lis...	la lettre/le texte/l'histoire	Imagine...	that
Mets...	les mots/images/leurs noms dans le bon ordre la bonne lettre/ leurs noms dans la (bonne) case	Read...	the letter/text/story
Note...	les/deux/trois détails	Put...	the words/pictures/names in the right order the right letter/name in the box
Pose...	des questions	Note...	the two/three details
Prépare...	un poster/dépliant	Ask...	questions
		Prepare...	a poster/leaflet

Qui...	dit quoi?	Who ...	says what?
Raconte...	les choses que tu as faites ce que tu as fait tes impressions	Relate...	things you have done what you have done your impressions
Regarde...	les images/photos la liste/la carte	Look at...	the pictures/photos/ list/map
Remplis...	les blancs	Fill in...	the gaps
Réponds...	à ce questionnaire à la lettre aux questions à toutes ses questions	Reply...	to this questionnaire to the letter to the questions to all his questions
Trouve...	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	Find...	the mistake the correct answer to each question the sentence which matches each photo the text which matches the picture/ drawing title the person with this 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

What does that mean?

According to the text...

For each phrase

You can zoom in on the text

Test types

Students will encounter a wide variety of test-types in each of the papers. The table of test-types lists the question types or tasks which students may expect to encounter in the language papers or coursework. The table has no hierarchy of difficulty and is not necessarily exhaustive.

Points for guidance

- (a) When objective test-types are used (ticking boxes, filling in a letter or a number of simple drag and drop type tasks), an example will be given. Students should be trained to look at the example. Answers used in the example will not be used again in the same question.
- (b) There will be sparing use of open-ended target language questions which require target language responses. These will normally be restricted to the Higher Tier papers.
- (c) Where answers in the target language are required for the listening and reading papers, it is important that students give easily identifiable responses (The accuracy of language will not be considered, provided that the meaning is clear).
- (d) Where students have to read questions or instructions in the target language, the language used will be kept as simple as possible and will be less demanding than the language used in the text which is being tested.
- (e) Where students have to match pictures/headlines/captions to text, there will always be extra pictures/headlines/captions, i.e. six short texts matched with six out of seven titles.
- (f) For note taking or summary, students will always be given guidance. This guidance could take the form of an information sheet to complete, points to list or paragraph headings.

Test types

Unit 1 Applied Oral Communication Suggested assessment types for the teacher and internally assessed tasks	Unit 2 Applied Written Communication Suggested assessment types for the teacher and internally assessed tasks	Unit 3a Understanding Applied Oral Communication (Generic listening test)	Unit 3b Understanding Applied Written Communication (Generic reading test)
Conversation	Label pictures/photos	Complete grids	Complete grids
Discuss headline	Caption writing	Cloze tests	Cloze tests
Interview	Design writing	Multiple choice	Multiple choice
Presentation	Completing forms		
Eliciting information	Gap-filling or substitution		
Carrying out transactions (rôle- play)	Lists	Matching (with pictures or sentences in target language)	Matching (including headlines and captions)
Explanation of diagrams	Messages, agendas memos	Complete form	Complete form
Information gap	Emails, letters	Complete plan/ timetable	
Giving instructions	Diary accounts		Complete plan/time table
Survey	Poetry	Questions in the target language	Questions in the target language
Questionnaire	Short story		
Telephone call		Guided note taking	Guided note taking
Leaving a message	Narrative - factual/imaginary	Guided summary	
Group discussion	Discursive	Interpreting	Guided summary
Negotiating	Expansion of notes		Interpreting
Interpreting	Review of a film, event or book		Re-ordering text
Radio broadcast			

Training students in listening skills

Questions targeted at grades G to D will require students to

- identify main points
- extract specific details.

Questions targeted at grades D and C may also require students to

- identify points of view
- show some understanding of familiar language in unfamiliar contexts
- understand references to past, present and future events.

Questions targeted at grades C - A* will require students to

- identify and note main points
- extract specific details
- identify points of view
- recognise attitudes and emotions
- draw conclusions
- understand references to past, present and future events.

You should train your students to:

- tune into extracts and the kind of vocabulary to be encountered by reading the titles and the contextualisations
- decide what kind of answer is needed e.g. is it a place, a number, a day
- listen not only for individual items of vocabulary, but also for sequences of language
- recognise time indicators e.g. yesterday, tomorrow
- make connections between nouns, verbs and adjectives
- recognise cognates and near cognates
- answer concisely and unambiguously, especially when answering in English
- at grades C to A* give detailed responses which fully answer the question
- identify opinions, key concepts and draw conclusions
- listen for negatives, comparisons and 'qualifiers' e.g. a lot/few/sometimes/rarely/very.

Students should be given regular opportunities to practise the various test-types. Most text books now incorporate these.

Numbers, dates, prices, times and the alphabet should be practised on a regular basis at *both* levels.

Training students in reading skills

Questions targeted at grades G to D will require students to

- identify and note main points
- extract specific details.

Questions targeted at grades D and C may also require students to

- identify points of view
- show some understanding of unfamiliar language
- understand reference to past, present and future events.

Questions targeted at grades C - A* will require students to

- identify and note main points
- extract specific details
- identify points of view
- recognise attitudes and emotions
- draw inferences and conclusions
- understand references to past, present and future events.

You should train your students to:

- make use of other clues e.g. layout, context, visuals
- to pick out key words/phrases and ignore redundant material
- to deduce meaning from the context and/or by applying grammatical knowledge
- to look for cognates and near cognates and to be aware of "faux amis"
- answer concisely and unambiguously when answering in English
- at grades C to A* give detailed responses which fully answer the question
- identify opinions, key concepts and draw conclusions
- look out for negatives, comparisons, 'qualifiers'

Again students should be given regular opportunities to practise the various test types.

Use of dictionaries

Dictionaries are not allowed in either of the terminal examinations. However students should continue to make use of a dictionary within the written coursework option, to prepare for the speaking and for general language learning purposes.

You may find the following helpful when developing students' dictionary skills:

ensure students understand the way a dictionary is set out and that they understand the abbreviations used, e.g.

Eng/Fr Fr/Eng, n, v, a, vt, m, f

- help students to choose the appropriate words when alternatives are given by explaining that the first entry is usually the most common and by training them to check meaning by cross referencing
- encourage students to extend their range of vocabulary and language by making a note of new words they encounter in a vocabulary book, database or bilingual glossary
- raise awareness of language by encouraging students to search out cognates or near cognates, opposites etc which do not feature in the minimum core vocabulary lists
- raise awareness of language and the application of grammatical rules through teaching students to use the dictionary effectively e.g. how to conjugate verbs once looked up/ alternatively how to find infinitives from a variety of verb forms, how to check genders/ irregular agreements, how to recognise word families and, where appropriate, how to use verb tables
- remind students that dictionaries are just one of the resources available to them and that memory, deduction based on context and their own experience may be better and more efficient support.

Application of grammatical knowledge and accuracy

One of the aims of the new specification is to develop knowledge and understanding of the grammar of the modern foreign language and the ability to apply it. This follows on from the programmes of study in operation in key stage 3.

The linguistic structures of which students are expected to have acquired Knowledge and understanding are listed in the specification. The degree to which these are developed will depend upon the ability of the individual student. However, as far as possible, students should be enabled to manipulate structures and language to suit a purpose and in order to express what they want to say or write. They should also be taught how to structure the language e.g. how to make statements, how to ask questions and how to develop the complexity of their language through using a range of tenses, the use of subordination, pronouns, adverbial and other phrases etc. They need also to be able to use language appropriately e.g. correct register.

The way this is taught will depend upon the institution and style of the individual teacher and should be appropriate to the needs of the students. Learning paradigms is not appropriate for many students who need a more active, hands-on approach.

Students should be trained to be as accurate as possible in both their speaking and writing in the modern foreign language. In their speaking work this includes pronunciation and intonation and in their writing, spellings, word endings and correct applications of grammatical conventions such as plurals, adjectival agreements.

Students should also be trained to check their work thoroughly using the grammatical rules they have already learnt and by consulting dictionaries to check spellings. The feedback checklist provided for coursework provides a useful framework for students, although teachers or students may wish to devise their own checklist. Obviously some students will find this difficult and teachers should decide how far to develop this aspect. However all students, and in particular the least able, should be trained to check spellings copied from the board or textbook and to use a dictionary to check spellings when they are not sure.

Information and communication technology (ICT)

This specification highlights the need to maximise use of information and communication technology in order to improve achievement in modern foreign languages.

- Students should be taught techniques for skimming and scanning written texts for information, including those from ICT based sources.
- Students should be taught how to redraft their writing to improve its accuracy and presentation, including use of ICT.

Developing cultural awareness

- Students should be taught about different countries and cultures by working with authentic materials in the target language, including some from ICT based resources (for example, hand-written texts, newspapers, magazines, books, video, satellite TV, texts from the Internet).
- During key stages 3 and 4 students should be taught the Knowledge, skills and understanding, producing and responding to different types of spoken and written language, including texts produced using ICT.
- During key stages 3 and 4 students should be taught the Knowledge, skills and understanding through using a range of resources including ICT for accessing and communicating information.
- In order to meet the requirements of the MFL GCSE specification, the use of ICT should be seen as an integral part of teaching and learning and teachers should encourage students to become increasingly independent users of ICT both within the institution of study and at home. The home market is a fast expanding realm and an area which teachers should be encouraging students to make use of for home study and revision.
- ICT is a very useful tool for MFL teachers at key stage 4 with emphasis on increased independence. It helps students to develop a wider range of expression and addresses the need for access to a more extensive range of unfamiliar language (through reading and listening) to a variety of materials from countries and communities where the languages are spoken. It is a very good motivator, allowing students to learn in a variety of ways best suited to their particular learning styles and enabling them to engage intensively with the target language. Most importantly it provides a window on the world and introduces many native speakers to the students.

Making the most of ICT in the GCSE in Applied French

A range of ICT applications may be useful in preparing students for their GCSE in Applied French. ICT should be built into the teaching and learning process with the consideration always on how best to integrate ICT into the learning process in order to maximise the language learning outcome.

Developing knowledge and understanding of grammar and the ability to apply it

ICT provides an excellent tool for practising & consolidating all aspects of grammar.

Text manipulation software improves students' knowledge and understanding of the language through a number of activities ranging from - gap-filling and sequencing, to reconstructing texts. This software can help to develop both fluency and accuracy.

Integrated Learning Systems also provide tools for independent practice on vocabulary and structures and give individual feedback to students. Teachers can develop work-programmes suited to individual student's needs.

Text-manipulation software or **CD Rom** packages enable students to work at their own pace and can be customised by teachers to fit individual student needs.

Unit 1: Developing speaking skills through ICT

The speaking interactions

Multi-media language specific software which is now widely available on CD Rom provides a variety of models for practising role play situations individually or in pairs or even as a class with the use of a data projector. Often CD ROMs will provide onscreen translations and or dictionaries to assist.

Using multi-media language specific software students can rehearse common rôle plays as often as they like in order to practice pronunciation and intonation and play back their own version and compare it with a standard model - this enables many students to feel more confident and less inhibited about their spoken language.

Databases provide stimulus for simulations in a variety of situations e.g. booking a hotel room and can also be linked in with the results of class surveys which can then be presented in graph form.

Presentations

Generic **multi-media presentation packages** such as Power Point provide an excellent tool for combining skill areas but also for putting together multi-media presentations in the target languages. The **Internet** is a useful source of information for students to research for oral conversation topics, particularly at Higher level.

Using a **video camera** is a good motivator and a useful tool for enabling students to improve their own learning performance in preparation for the applied Speaking activities. Peer assessment of work allows students to assess communication and quality of language grades - making them more aware of the precision and accuracy required to score at the higher levels.

Video-conferencing has enormous potential and provides an excellent medium for practising both speaking and listening skills through direct communication with native speakers by providing a real context for learning.

Unit 2: Developing writing skills through ICT

Word-processors can be used to assist students in redrafting their writing and improving its accuracy, quality and presentation.

Grammar checkers are a useful tool to highlight mistakes and for students to read reasons for mistakes.

Spell-checkers will assist with improving accuracy - the mistake is highlighted - which means students first of all look at the error and then the correct version is given.

On-line dictionaries will enable students to extend their writing skills and improve accuracy and extend their range of language and expressions.

DTP packages, e.g. Microsoft Publisher together with authentic clip art and access to illustrations via the Internet will enable students to present information in a particular way with regard to an audience by brochure about their school combining graphics with text.

Email can be used to share ideas and work with native speakers - joint projects can be organised between schools with students collaborating on topics - this provides a real context for communication and an audience for writing. It can also be utilised to request information about a specific area in the target language - this usually results in brochures being delivered to the school.

School web-sites provide an excellent location for students' work to be published.

Text manipulation software can be used as a guided writing tool prior to students producing a specific piece of written work themselves.

Unit 3a: Developing listening & responding skills through ICT

Access to authentic materials and a variety of topics via **satellite TV** or **video clips** on the **Internet** helps the development of more sophisticated listening skills, in particular the ability to listen for gist and to identify the main points and details from a variety of types of authentic and spoken language.

Satellite TV or **video clips** from the **Internet** can be used to develop cultural awareness and listening skills at a range of levels. Students aiming at the lower grades can listen out for main points from News broadcasts, whilst more able students can be asked to prepare an English version broadcast in order to reach the higher levels required in the listening examinations - video clips provide excellent paralinguistic clues to support comprehension.

Multi-media digital language labs enable students to listen to a wide variety of texts and play them back at their own speed - they can take notes on an integrated note pad.

Software packages such as **multi-media CD ROMs** enable students to practice the key aspects of language both at home or at school. A number are available for students to practice numbers, time and dates, an area where even the best students can slip up at GCSE.

Those seeking A and A* grades will be able to develop their *independent* listening by selecting from and responding to recorded sources according to their interests.

Unit 3b: Developing reading & responding skills through ICT

Communicating via email provides immediate access to native speakers and brings target language into the classroom. On-line dictionaries are particularly useful for students who are accessing authentic texts via the Internet.

Using French search engines will enable students to search for suitable web sites relating to a particular topic area or to expand their reading. Using search engines can be a useful way of developing skimming and scanning techniques.

Data-bases enable students to extract specific detail and identify and note main points.

Favourite web-sites can be put on the school Intranet to avoid time searching through too much material and can be related to the different topic areas - such materials provide a greater variety and students can be encouraged to choose a text and read for gist.

Authentic texts from the Internet Web Pages on the Internet can be used for developing skimming and scanning techniques and take borderline students beyond reading for main facts to developing an understanding of unfamiliar language and encourages them to develop the ability to extract meaning from more complex language.

Print outs of web pages can be used for whole class teaching and provide a useful and creative possibility for creating interesting and current classroom resources.

Multi-media electronic encyclopaedias such as Encarta can be used by students to research and retrieve information about France and French speaking countries.

The Internet provides an invaluable resource for authentic stimulus material for course work providing up-to-date access to material in all topic areas.

Revision and study support

The broad range of MFL software now available on the market and on-line learning services such as BBC Bitesize and Channel 4 extr@ enable students to practice aspects of language intensively with greater concentration both at home and at school.

Professional development

A number of web sites provide an opportunity for professional discussion groups relating to the use of ICT in MFL - more details can be obtained from CILT.

Whole class teaching

Electronic interactive white-boards and data projectors are excellent tools to support whole-class teaching to present new vocabulary and structure, to consolidate and they can also be used for student presentations.

Interactive Whiteboards can be used in the presentation phase and to bring another culture into the classroom through authentic multi-media presentations.

Interactive whiteboards enable students to present and also to be actively involved in all aspects of the learning process, in particular in problem solving tasks which are included on a number of CD ROM packages.

Multi-media presentations provide a variety of models of pronunciation for students.

Interactive white-boards are excellent tools for teaching grammar in a user-friendly manner.

Multimedia language centres

Multimedia language centres provide an excellent means of enabling students to work on all four skills in an integrated manner. Students are able to utilise audio, video and text files for multi-media learning and also enables teachers to monitor and facilitate the improvement of student's work in an individual manner whilst students work at their own pace.

General benefits of using ICT in preparation for the GCSE in Applied French

- ICT supports non-specialists by providing target language models.
- Multi-media technology supports a communicative approach.
- ICT improves boys' involvement in MFL learning.
- Multi-media soft-ware is multi-sensory and can meet the needs of a variety of different learning styles.
- ICT improves skill levels and overall performance in MFL.
- ICT allows students to work at their own pace.
- ICT allows students to study independently at home using multi-media soft-ware.
- ICT allows students to take control of their own learning.
- ICT provides immediate support and response.
- ICT supports development of cultural awareness.

Ten top tips for using ICT in languages

1. Do short, limited projects, with clear goals and outcomes.
 2. Target single ICT applications; don't try to use everything at once.
 3. Be aware of the students' skills: if you will be using new applications or new techniques, ensure that the students have sufficient time to learn the new elements before applying them in the language context.
 4. If possible, try to use authentic language versions of software.
 5. Let students with higher level ICT skills "shine" - possibly by teaching you how to use a piece of software!
 6. Use CAL programs to help with language learning.
 7. Email could be one of the best ways of encouraging your students to use their language, but make sure that you prepare email projects carefully with your opposite number in the overseas school.
 8. Make the most of multimedia - this gives students many opportunities to practise speaking and listening, even with very basic software.
 9. Use your school website as an opportunity to provide an international audience for your students' language skills.
 10. Get your students to use a spreadsheet or database to collate the results of a target-language questionnaire, and use the graphing facilities to assist with the production of a report.
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Resource list/useful websites

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. Most recently a publication in the Reflections Series contains a number of small Action Research projects investigating the impact of ICT on teaching and learning in MFL.

www.bbc.co.uk/education/languages

www.cilt.org.uk

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

<http://www.linguanet.org>

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

<http://www.linguascope.com>

French

www.asterix.tm.fr

www.giverny.org/

www.momes.net

<http://www.agency-dynamite.com>

<http://www.pubstv.com>

<http://www.videorigolo.com>

<http://www.adodoc.net>

<http://www.tfl.fr>

<http://www.tv5.org/enseignants>

<http://www.meteo.fr>

Sites to enable you to create your own onscreen testing materials

www.quia.com (Quia – 30 day trial but then subscription is necessary)

<http://eleaston.com/french.html>

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

www.google.com/intl/fr/

Please do refer to the specification for more information on websites.

Appendix A – This form is for reference purposes only.

GCSE IN APPLIED FRENCH

Student Mark Sheet for Unit 1 Applied Oral Communication: Presentation and follow-up questions and answers

Candidate Name		Candidate N°					
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.							
Presentation and follow up questions	Teacher Marks		Moderator Marks		Senior Moderator		
	Comm. + Content Presentation (max 5 marks)	Pres	Follow	Pres	Follow	Pres	Follow
	Follow-up questions (max 5 marks)						
	Application of Lang. (max 10 marks)						
	Accuracy (max 10 marks)						
Total marks for presentation and follow up questions (max 30 marks)							
Moderator's / Examiner's Name (Block capitals please)			AA N°				
Senior Moderator's / Examiner's Name (Block capitals please)			AA N°				

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