

**Edexcel GCSE in
French (Short Course) (3226)**
First examination 2003
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Contents

Introduction	1
Key features	1
Summary of the specification content and scheme of assessment	2
Availability of external assessment	4
Progression and prior learning	4
Forbidden combinations and links with other subjects	4
Specification aims and assessment objectives	5
National Qualifications Framework criteria	5
Aims	5
Assessment objectives	5
Knowledge, skills and understanding	6
Specification content and scheme of assessment	7
Paper 1: Listening and responding (Assessment objective 1)	7
Paper 2: Speaking – Terminal examination (Assessment objective 2)	9
Paper 3: Reading and responding (Assessment objective 3)	11
Paper 4: Writing – Coursework (Assessment objective 4)	13
Coursework guidance summary	13
Entry tiers	19
Relationship of assessment objectives to scheme of assessment	19
Internal assessment moderation	19
Awarding, reporting and equivalence	19
Language of assessment	20
Students with particular requirements	20
Private candidates	20
Grade descriptions	21
Assessment criteria	23
Speaking	23
Writing – Coursework	27
Learning and teaching requirements for key stages 3 and 4	30
The wider curriculum	32
Key skills	32

Social, cultural, spiritual, moral and ethical issues	32
Education for citizenship	32
Information and communication technology	33
Environmental education, health and safety education and the European and global dimension	33
Textbooks and other teaching resources	34
Support and training	36
Training	36
Website	36
Edexcel publications	36
E-mail	37
Regional offices and Customer Response Centre	37
Appendices	39
Appendix 1 – Rubrics	41
Appendix 2 – Linguistic structures	43
Appendix 3 – Minimum core vocabulary	47
Appendix 4 – Procedures for internal assessment	59
Appendix 5 – Key skills	71

Introduction

This specification offers positive and appropriate assessment for modern language learners at key stage 4. Building on best practice, it affords students and teachers choice, flexibility and scope for linking learning activities to student interests and new technology. It promotes the development of different language skills and provides opportunities to apply these across a reduced range of relevant topic areas and contexts.

Key features

- ÷ Linked to Edexcel French full course.
- ÷ Streamlined list of topic areas.
- ÷ Flexible approach to written coursework option – free choice of topics **or** Edexcel task-bank.
- ÷ Increased focus on ICT.
- ÷ Full INSET support and professional advice and guidance.
- ÷ Coursework, student and teacher guides.
- ÷ Bilingual glossaries and student handbooks.
- ÷ Progression route to Edexcel AS/A GCE specifications.

Other GCSE qualifications in the Edexcel modern foreign languages portfolio

In addition to the French short course GCSE featured in this specification, Edexcel also offers:

French (1226)

German (1231)

Spanish (1246)

Italian (1237)

Urdu (1901)

Single tier GCSE specifications are available in:

Arabic (1606/7*)

Chinese (1666/7*)

Japanese (1752/3*)

Modern Greek (1776)

Russian (1241)

*An alternative three skills GCSE (no speaking test) is available in Arabic, Chinese and Japanese.

Summary of the specification content and scheme of assessment

This specification provides a framework for the development of effective language learning and use of the target language and relates to the requirements of the national curriculum orders for modern foreign languages in England, Wales and Northern Ireland.

It combines an emphasis on communication skills with reward for practical knowledge and understanding of language structures and grammar. Rather than develop language within numerous topic areas, students will be encouraged to adapt and apply their target language to different contexts and situations. All papers are designed to match the language experience and maturity of candidates at key stage 4 and will draw on some of the language knowledge developed at key stage 3 or during initial exposure to the target language. The specification provides student-focused papers for listening and responding, speaking, reading and responding and features writing coursework.

A reduced list of three general topic areas and related sub-topics has been produced to provide learners with a clear focus but students will not cover all of these in each part of the examination. The speaking test, for example, affords students an open choice of conversation topic and students will produce written coursework that relates to just two main topic areas.

Students should be entered for **each** paper at **either** Foundation **or** Higher Tier. The grid below shows the relationship between assessment objectives and examination components. Full assessment criteria for speaking and the writing coursework are given in this specification.

Assessment objective	Paper	Method of assessment	Time
1 (Listening) 25%	1F – Foundation	Terminal examination (externally assessed)	25 mins
	1H – Higher		30 mins
2 (Speaking) 25%	2F – Foundation	Terminal examination (externally assessed)	6-7 a mins
	2H – Higher		8-9 mins
3 (Reading) 25%	3F – Foundation	Terminal examination (externally assessed)	30 mins
	3H – Higher		45 mins
4 (Writing) 25%	4C – Coursework	Internal assessment	N/A

NB: Due to changes in regulations, **the 2003 specification does not permit dictionary access in any terminal paper.** However, students should continue to make use of a dictionary within written coursework and for general language-learning purposes.

Topic areas with related sub-topics

At Home and abroad	<ul style="list-style-type: none">÷ Things to see and do÷ Life in the town, countryside, seaside÷ Weather and climate÷ Travel, transport and directions÷ Holidays, tourist information and accommodation÷ Services and shopping abroad÷ Customs, everyday life and traditions in target-language countries and communities.
Education, training and employment	<ul style="list-style-type: none">÷ School life and routine÷ Different types of jobs÷ Job advertisements, applications and interviews÷ Future plans and work experience.
Social activities	<ul style="list-style-type: none">÷ Free time (evenings, weekends, meeting people)÷ Special occasions÷ Hobbies, interests and sports÷ Shopping and money matters.

Availability of external assessment

Students must be externally assessed for papers 1, 2 and 3 and this specification will be first assessed in summer 2003. Assessment will be available in each summer examination session thereafter.

Centres must ensure that students produce written coursework, as there is **no terminal writing paper** for this specification. Students' work must be internally marked and sent to Edexcel for final moderation. Although teachers should conduct French speaking tests, these will have to be marked by Edexcel. This reflects the revised modern foreign language GCSE criteria which restrict **internal assessment to 30% (max.) of the total marks** across all papers.

Progression and prior learning

This specification builds on the knowledge, understanding and skills established by the national curriculum at key stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs and applied language optional units within AVCE programmes.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

The classification code for this specification is 5650.

Candidates entering for this specification may not, in the same series of examinations enter for any other specification with the same title. It is not permitted to take both short course and full course GCSE examinations in the same language.

Specification aims and assessment objectives

National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities, including QCA, and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for modern foreign languages.

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. It is designed to enable students to:

- ÷ develop understanding of the spoken and written forms of the modern foreign language in a range of contexts
- ÷ 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 a variety of relevant contexts which reflect their previous learning and maturity
- ÷ 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 practical use of the modern foreign language.

Assessment objectives

All candidates will be required to demonstrate an ability to:

AO1	understand and respond to spoken language	(25%)
AO2	communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification	(25%)
AO3	understand and respond to written language	(25%)
AO4	communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.	(25%)

Knowledge, skills and understanding

The specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum for England as listed below:

- ÷ acquiring knowledge and understanding of the target language
- ÷ developing language skills
- ÷ developing language-learning skills
- ÷ developing cultural awareness
- ÷ breadth of study.

Further information is given in *Learning and teaching requirements*.

Foundation Tier candidates 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 the specification for Foundation Tier
- ÷ respond to materials from countries and communities where the modern foreign language is spoken.

In addition, Higher Tier candidates 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 wider range of 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 wider range of vocabulary and more complex syntax and structures
- ÷ understand and apply the grammar of the modern foreign language, as detailed in the specification for Higher Tier.

Specification content and scheme of assessment

Paper 1: Listening and responding (Assessment objective 1)

Two tests will be set, one for the Foundation Tier and one for the Higher Tier.

Candidates will be required to listen to a range of authentic recorded material spoken by native speakers. The teacher supervising the test will be required to stop the tape at appropriate points to allow candidates sufficient time to write their answers. Extracts will be of varying lengths and no undue burden will be placed on memory. Speed of delivery will range from near normal to normal and all recordings will be heard twice. Students will be given five minutes reading time immediately before the start of this examination paper. Before each section, the topic title and scenario will be introduced followed by the rubric 'Read the following questions'.

The questions will elicit a combination of non-verbal responses, target-language answers and answers in English. Up to 20% of the tasks set will require responses in English and these tasks will usually be placed at the end of the test.

A range of test-types will be used in each tier and may include grid completion, multiple-choice, matching, form or plan completion, note-taking, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note taking or summary.

The content of the listening tests for this specification will reflect the three main topic areas identified.

Assessment

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). Foundation Tier questions will be presented in a 'peaks and troughs' format, which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty.

Foundation Tier (Paper 1F)

The recorded material may include instructions, announcements, telephone messages, short narratives, descriptions and dialogues, short news items and advertisements.

Candidates will be required to:

- ÷ identify and note main points
- ÷ extract specific details.

Additionally, questions targeted at grades D and C may also require candidates to:

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

It is anticipated that in the Foundation Tier the majority of the tasks will not require a written response in the target language.

Higher Tier (Paper 1H)

The recorded material will include some items from the Foundation Tier, and, in addition, a wider variety of spoken texts, such as extracts from radio broadcasts, discussions, presentations and interviews.

Candidates will be required to:

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

Paper 2: Speaking – Terminal examination (Assessment objective 2)

The format of the test is the same for Foundation and Higher Tiers as all candidates will carry out two rôle-play tasks and take part in a conversation on a selected topic. Although assessment should be qualitative rather than quantitative, it is expected that the speaking tests will last 6-7 minutes (Foundation) and 8-9 minutes (Higher). Candidates are able to score the highest marks without a ‘perfect’ command of the target language.

Rôle-plays

The rôle-play tasks will be presented in the form of instructions in English together with visual stimuli or short prompts in the target language. **All** rôle-plays will be marked for **communication only**. A grid is provided below to indicate possible situations for the different types of rôle-play. Candidates will be allocated preparation time (without dictionary access) immediately in advance of the test.

Rôle-play A is a simple transaction requiring the student to convey four basic pieces of information. It will usually be a task related to shopping, tourist requirements, café/restaurant or accommodation situations that will involve a limited range of vocabulary and structures. (Foundation Tier only).

Rôle-play B is a transaction that will involve a limited amount of unpredictability (one element) and will occur in a wider range of settings. (Foundation and Higher Tiers).

Rôle-play C will involve two unpredictable elements and will cover a different topic area. Candidates will be expected to expand on the bullet points as appropriate (Higher Tier only).

Possible topics/situations for Rôle-plays A, B and C

Topics for Rôle-plays	Rôle-play A	Rôle-play B	Rôle-play C
Shopping and services	✓	✓	
Tourist requirements	✓	✓	
Café/restaurant	✓	✓	
Accommodation (including staying with a family)	✓	✓	✓
Travel arrangements		✓	✓
Social activities		✓	✓
School		✓	✓
Telephone calls – social and work place (may include arranging meetings)		✓	✓
Asking for information		✓	✓
Applying for a job			✓
Reporting and dealing with problems			✓

Conversation

Candidates will have a **free choice** of conversation topic. This will be agreed with the teacher in advance of the speaking test and should relate to any of the three main topic areas. Students may bring brief notes or a visual stimulus into the examination (no larger than an A5 piece of paper). A few target-language bullet points or a simple ‘spider diagram’ would be acceptable. Candidates will have the opportunity to introduce briefly their chosen topic (one minute maximum) to enable them to make a confident start.

Although there is a free choice of topic area for the conversation, possible examples of topic choices are given below. Exact topic choice will depend on the interests and language experience of the individual student. Those aiming at grade C and above will be expected to express opinions and use past, present and future tenses.

At Home and abroad	My best holiday ever
Education, training and employment	My work experience at...
Social activities	My free time

Assessment arrangements

All speaking tests will be conducted by the teacher-examiner and recorded on a date chosen by the centre within a period specified annually by Edexcel. Please refer to the assessment criteria for marking grids. Further support (including student samples and assessment commentaries) will be available in the Edexcel teachers’ guide and at INSET training sessions.

Paper 3: Reading and responding (Assessment objective 3)

Two tests will be set, one for the Foundation Tier and one for the Higher Tier.

Candidates will be required to read a range of authentic written material of varying lengths. The questions will elicit a combination of non-verbal responses, target-language answers and answers in English. Up to 20% of the tasks set may require responses in English. These tasks will usually be placed at the end of the test.

A range of test-types will be used in each tier and may include grid completion, matching, form or plan completion, multiple-choice, note-taking, cloze tests, summary, questions in the target language and interpreting tasks. Where a response is required in English, tasks could include guided note-taking or summary.

Students will be exposed to a range of stimuli (advertisements, articles and short passages) and these will include texts from ICT-based sources.

The content of the reading tests will reflect the three main topic areas identified in this specification.

Assessment

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). Foundation Tier questions will be presented in a ‘peaks and troughs’ format which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty.

Foundation Tier (Paper 3F)

The material for the test may include signs, notices, short advertisements, messages and letters (both printed and hand-written), information leaflets and newspaper and magazine extracts. Candidates will be required to:

- ÷ identify and note main points
- ÷ extract specific details.

Additionally, questions targeted at grades D and C may require candidates to:

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

Most questions at Foundation Tier will not require a written response in the target-language.

Higher Tier (Paper 3H)

The test will include some items from the Foundation Tier paper. In addition, candidates will be required to respond to some longer texts, both factual and non-factual.

Candidates will be required to:

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

Paper 4: Writing – Coursework (Assessment objective 4)

There are no tiers of entry for coursework which offers all students opportunities for creative target-language writing. It may help to increase motivation since students are free to undertake coursework that clearly reflects their interests and experiences. Coursework will be assessed for communication as well as for knowledge and application of language.

Requirements

Students will be required to submit **two** units of work which must each relate to a different main topic area.

- ÷ At home and abroad
- ÷ Education, training and employment
- ÷ Social activities.

Teachers should encourage students to produce a number of pieces of work for each unit in order that their best work can be selected for assessment.

The number of words that candidates are expected to submit is linked to the requirements for the terminal examination in this skill area. Students aiming for Grades G-D should aim to submit 200-250 words over the two units. Students aiming for Grades C-A* should aim to submit 350-400 words. These word counts should be divided approximately equally between the two units.

Please refer to *Appendix 4* for further information on internal coursework assessment procedures.

Coursework guidance summary

Choosing appropriate tasks

A unit may consist of a collection of simple tasks possibly involving short sentences or substitution (appropriate for grade 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 meet the grade criteria for all grades. This specification lists a range of possible coursework tasks, although these are not prescriptive and can be adapted. Teachers are advised to refer to the grade descriptions and the assessment criteria for writing (coursework) when choosing an appropriate task/stimulus. 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 imaginative writing. In addition, those seeking grade A or above will need to produce evidence of extended writing skills and justification of ideas/points of view.

When a unit of coursework is made up of two or more pieces of work, these should be linked to a discrete theme within the main topic area.

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 not only provide stimulating articles for candidates at the higher end of the ability range, but also advertisements, pictures, entertainment guides, etc which can be used for all candidates. Most teachers are in the habit of gathering authentic materials such as brochures, information leaflets, pictures, etc on trips abroad and pupils should be encouraged to do the same. Over time it is possible to build up an extensive bank of authentic material.

Other sources

Suggestions for further sources are given below, but remember that stimulus material does not have to be in the target language, so there may be many more sources available to you.

Websites

- ÷ Language specific items in *The Guardian Education*
- ÷ Charities such as Action Aid, Oxfam, Friends of the Earth
- ÷ Video/films, including language programmes for schools
- ÷ Link/exchange schools (especially for school magazines)
- ÷ 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 **one complete coursework unit** will be done under controlled conditions in class time. Students may have access to a dictionary at all stages during the production of their work and this can include online dictionaries and spell checkers.

Guidance on activities that may be appropriate for candidates aiming at particular grades is provided in the following grids and more suggestions are given in the coursework guide. These tasks are divided into three types, ranging from those that require individual words and phrases to those that require extended responses using a wide range of vocabulary and structures.

Examples of stimulus material that could form the basis for some of these tasks will be provided in the Teachers' Guide, together with authentic student samples and assessment commentaries. The targeted grades given in the following chart 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 will be free to use this material; alternatively they may provide their own or use the task bank as the basis for creating their own tasks. 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 their linguistic capability.

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

Description of coursework task types and sample coursework activities

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

For G/F students, a typical unit 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 candidates 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 candidates the opportunity to express ideas, justify points of view and to research their own interests

For the most able candidates, where each unit 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 more discursive, such as an article on a topical issue such as environment or health; another could be a letter, or a film or book review.

Selecting passages from literary works as stimulus material is usually only suitable for a minority of candidates at the higher end of the ability range. However, literary texts can provide a stimulating source for these students and can be a very useful bridge to the kind of work required at AS or Advanced GCE.

Drafting arrangements

Teachers should discuss the tasks to be completed with candidates and may suggest ways in which the stimulus material could be exploited. Students have an opportunity* to produce a first 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 and spelling (a coursework feedback form appears in *Appendix 4*). 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 students first draft and should submit completed coursework draft feedback sheets for the first draft of each piece of work submitted. First drafts do not have to be submitted for work not undertaken in controlled conditions but should be available to moderators on request.

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

Target grades	At home and abroad	Education, training and employment	Social activities
	Things to see and do Life in the town, countryside, seaside Weather and climate Travel, transport and directions Holidays, tourist information and accommodation Services and shopping abroad Customs, everyday life and traditions	School life and routine Different types of jobs Job adverts, applications and interviews Future plans and work experience	Free time (evenings, weekends) Special occasions Hobbies, interests and sports Shopping and money matters Meeting people
G,F,E	Type 1: ÷ List or labelled plan of local attractions for a foreign visitor ÷ Postcard about home town in response to one from penfriend ÷ Letter booking accommodation (gap-filling or substitution) ÷ List of holiday luggage requirements ÷ Captions for pictures of national events ÷ Holiday postcard	Type 1: ÷ Reply to a friend's letter about school day/favourite subjects (adapting a model letter) ÷ Gap-filling letter applying for a holiday job ÷ Send fax to company stating that your work experience start date will change ÷ Postcard describing holiday job ÷ E-mail a list of facilities of workplace or school to a visitor from abroad	Type 1: ÷ Survey on spare time activities ÷ List of what you spend pocket money on ÷ Labelled plan of a shopping centre
D,C	Type 2: ÷ Description of a local attraction ÷ Letter to exchange school stating facilities (sport, cultural, amusements) in your area ÷ Survey and report of views about local facilities ÷ Letter/fax to business contact or penfriend giving or requesting travel information, eg flight nos, train links, hotel arrangements, etc ÷ Account of a visit or a trip, based on diary or photos	Type 2: ÷ Poem/song lyrics about school (possibly with visual element) ÷ Informal letter outlining plans for the future ÷ Letter to prospective employer asking about hours/conditions of work, pay ÷ Diary of work experience or a holiday job ÷ Letter/fax/E-mail to a company placing an order	Type 2: ÷ An account of a visit to an event, eg concert, theatre trip, football match, motor show etc ÷ Diary recording free-time activities/typical weekend ÷ Response to a wedding invitation
B,A,A*	Type 3: ÷ Leaflet/brochure about local area for visiting exchange school ÷ Description of your town as it was 50 years ago or as you imagine it in 50 years time ÷ Complaint letter to hotel or travel company ÷ Research into different methods of transport for travel abroad, eg methods of crossing the channel with evaluations and personal preferences	Type 3: ÷ Survey about school reports, parents' evenings etc with evaluation (including own opinion) ÷ Article giving advice to young people wanting a holiday job ÷ Article about advantages and disadvantages of work experience ÷ An account of a work-shadowing exercise for a magazine ÷ Job application letter in response to advert	Type 3: ÷ Letter of complaint to organisers of concert or other event (too dear, badly organised, lack of safety precautions, etc) ÷ Report/survey with opinions about shopping issues (eg advantages and disadvantages of Internet or supermarket shopping)

Summary of controlled conditions

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

- ÷ **one unit** of the coursework for each candidate must be produced under controlled conditions, but teachers may increase the proportion of controlled conditions at their discretion
- ÷ work must be done in the classroom and supervised by the teacher
- ÷ candidates may only have access to the task stimulus and a dictionary (which may be on-line)
- ÷ all stimulus material other than a dictionary must be submitted in the candidate's folder
- ÷ ideally, work should be completed in a single session but if this is not possible, the teacher must store it securely until the next controlled conditions session
- ÷ a record must be kept of when and under what conditions the work in the candidate's folder was completed. A coursework frontsheets will be provided for this purpose
- ÷ candidates will know the coursework task in advance of the controlled conditions and may prepare a first draft in advance. First drafts should not be referred to under controlled conditions and must be submitted in the candidate's folder of work
- ÷ teachers will be required to authenticate the coursework as the candidate's own work.

Submission

The coursework must be submitted by the end of the first week in May in the year of the examination. Centres may either spread the work over a two-year course or arrange for its completion in one year. However, all the work will be assessed to the same standard against the same criteria. Please refer to the *Appendix 4* for further guidance on submission procedures.

In order to assess work accurately and measure the degree of candidates' language manipulation and creativity, centres are required to make a formal declaration of source and support materials used (including traditional and on-line dictionaries). They must also submit a copy of centre-devised worksheets, website pages and copies of relevant pages from common 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 Mandatory Code of Practice, centres must standardise assessment across different teachers and teaching groups to ensure that all candidates 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.

Detailed instructions on standardisation of marking and moderation procedures appear in *Appendix 4*.

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 unit of work **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 unit should then be entered on the coursework frontsheet, and the six marks for the two units aggregated to give a final total out of 40.

Entry tiers

Candidates for this qualification must be entered for one of two tiers for **each** of the four language skills tested. However, entry of candidates for written coursework is not tiered. The Higher Tier is targeted at grades A* to D, and the Foundation Tier is targeted at grades C to G. Mechanisms are in place to combine a candidate's achievement in papers of different tiers and so produce an overall grade. Candidates should be entered at the tier most appropriate to their level of competence. A safety net is provided for candidates entered for the Higher Tier in this specification, and an allowed grade E can be awarded on the Higher Tier. Candidates failing to achieve grade E on a Higher Tier paper will be reported as unclassified on that paper. When registering candidates for MFL GCSE examinations, Edexcel does **not** require centres to specify the tier of entry.

Relationship of assessment objectives to scheme of assessment

The table on page 2 (Summary of specification content and assessment) shows the overall weightings of the assessment objectives in relation to each of the examination components.

Internal assessment moderation

To assist centres and to provide all the information required within this document, detailed internal assessment procedures are given in *Appendix 4*. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

Awarding, reporting and equivalence

Two GCSE (short course) awards are equivalent to one GCSE. The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A* to G. The full qualification may be taken more than once. GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- ÷ two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively
- ÷ four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

This GCSE offers a distinctive, key stage 4 focused accreditation pathway with qualification specific aims and assessment objectives. The identified main topic areas are unique to this qualification but there is some overlap with other key stage 4 qualifications.

The Edexcel Entry level Certificate in Modern Foreign Languages (French) requires student exposure to the same general contexts:

- ÷ everyday activities
- ÷ personal and social life

- ÷ the world around us
- ÷ the world of work
- ÷ the international world.

The Edexcel GNVQ language units (French) at Foundation and Intermediate level also involve language learning through the contexts of **The world around us** and **The world of work**. Achievement in a MFL GNVQ equates to a short course GCSE (G-D grade at Foundation level or C-A* at Intermediate level).

Language of assessment

Assessment of this specification will be through non-verbal or target-language responses, although up to 20% of the tasks set in listening and reading papers will require responses in English. This is necessary in contexts which include simple authentic interpreting situations (eg your friend is unable to read French and wants to know...). Assessment materials will be published in the target language with some English support provided where appropriate (eg contextualisation within speaking and writing papers).

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

This specification is not available to private candidates.

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

- Listening** Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.
- Speaking** Candidates take part in simple conversations 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** Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.
- Writing** Candidates 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** Candidates 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 which include familiar language in unfamiliar contexts.
- Speaking** Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. 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** Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events.
They show an ability to understand unfamiliar language.
- Writing** Candidates express personal opinions and write about a variety of topics, 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** Candidates 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** Candidates initiate and develop conversations and discussions, and narrate events. 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 candidates use more complex structures.
- Reading** Candidates 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** Candidates 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 forms. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Assessment criteria

Assessment criteria are designed to reward learners at GCSE level. It will therefore not be necessary for candidates to perform ‘perfectly’ in order to attract the highest marks available in each grid. References to ‘standard’ etc should be interpreted in this context.

Minor errors could include the **occasional** omission of accents, incorrect gender, article, slight spelling errors, auxiliary verb or adjectival agreement.

Major errors could include the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Speaking

Marks for rôle-play performances are awarded positively on a scale of 1-10 using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine whether a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate’s performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a ‘best fit’ mark.

Rôle-play A	Communication and content
9-10	Conveys all information required Interacts extremely well No prompting necessary
7-8	Conveys most information required (At least three prescribed tasks) Little or no prompting necessary
5-6	Conveys half the required information (At least two prescribed tasks) Little prompting necessary
3-4	Conveys less than half of the required information (At least one prescribed task) Some prompting necessary
1-2	One prescribed task completed satisfactorily Extremely hesitant, reliant on prompting
0	No effective communication

Rôle-play B	Communication and content
9-10	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative)
7-8	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary
5-6	Conveys most essential information One element omitted or unsuccessful A degree of hesitation
3-4	Conveys some information Does not attempt some of the tasks Some prompting necessary
1-2	Conveys only one relevant piece of information Extremely hesitant Reliant on prompting
0	No effective communication

Rôle-play C	Communication and content
9-10	All prescribed elements conveyed without ambiguity and without prompting from the teacher-examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7-8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5-6	One element omitted or whole rôle-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the teacher-examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3-4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the teacher-examiner. Does not attempt some of the tasks.
1-2	Conveys only one element without ambiguity. Extremely hesitant. Communication seriously impaired through poor pronunciation and language errors.
0	No effective communication.

Assessment criteria – Conversation

Students can gain up to ten marks in **each** of the following:

Communication and content

Application of language

Accuracy.

Conversation

Communication and content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question types. Extremely responsive, expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on teacher-examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	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.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on teacher-examiners' language and prompts. Opinions limited to basic likes and dislikes.	3-4	Predominantly uses short main clause structures. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'pre-learnt' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on teacher-examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content.	0	No rewardable language.	0	No rewardable language.

Writing – Coursework

Coursework should be marked globally across each complete unit. **Each unit** can attract up to 10 marks for **Communication and content**, five marks for **Knowledge and application** of language and five marks for **Accuracy of language**. Please refer to the following grids:

Communication and content	
9-10	Unit task or tasks clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to the task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked into a whole and relevant to the task. Coherent, pleasant to read. Reference materials used well. Combines clear evidence of linked research with natural, creative (and possibly imaginative) writing.
7-8	Responds fully to all or nearly all of the unit task(s) although there may be minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to link the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious. Effective use of reference materials and clear evidence of linked research. Creative (and possibly imaginative) writing well attempted where appropriate.
5-6	Majority of the unit task(s) completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the stimulus leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places, especially if more ambitious language is attempted. Effective use of reference materials and some evidence of linked research. Creative (and possibly imaginative) writing attempted where appropriate.
3-4	Key information given but some of the stimulus for the unit task(s) may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall with moments of ambiguity. Over-reliant on the stimulus reference materials. Little evidence of linked research. Not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Unit task(s) generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker. Excessive or inappropriate 'lifting' from the stimulus or reference materials. No evidence of linked research.
0	No relevant communication.

Knowledge and application of language	
5	Vocabulary and structures comfortably equal to the tasks set within the unit. Variety of vocabulary, idiom and structures appropriate for narrative and description eg. expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses, although there may be the occasional lapse. Manipulates source material successfully and appropriately.
4	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures, eg subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language and source material/stimulus to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to tasks set within the unit. Language appropriate for purpose, there may be occasional mother-tongue influences which do not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses, with some lapses. Although there will be pre-learned, set phrases and attempts to manipulate language and source material/stimulus, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the tasks set within the unit. Language basic and sometimes inappropriate to the task, some mother-tongue influences and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Pre-learned, set phrases predominate and some incorrect and inappropriate copying of text from the source material/stimulus. Some attempt at enhancement of fact with adjective or adverbial phrases, though these are likely to be only partially successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue influences or non-target language words greatly restrict communication. Language very basic and frequently inappropriate. Little understanding of language structures, eg the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or 'lifted'. Much incorrect and inappropriate copying of text from the source material/stimulus.
0	No language worthy of credit.

Accuracy of language	
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward 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 simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
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.

Learning and teaching requirements for key stages 3 and 4

The specification complements and corresponds to the learning and teaching requirements for key stages 3 and 4 of the national curriculum for England as listed below.

Acquiring knowledge and understanding of the target language

Pupils should be taught:

- ÷ the grammar of the target language and its application
- ÷ how to express themselves using a range of vocabulary and structures
- ÷ the principles and interrelationship of sounds and writing in the target language.

Developing language skills

Pupils should be taught:

- ÷ how to listen carefully for gist and detail
- ÷ correct pronunciation and intonation
- ÷ how to ask and answer questions
- ÷ how to initiate and develop conversations
- ÷ how to vary the target language to suit context, audience and purpose
- ÷ how to adapt language they already know for different contexts
- ÷ strategies for dealing with the unpredictable
- ÷ techniques for skimming and for scanning written texts for information including those from ICT-based sources
- ÷ how to summarise and report the main points of spoken or written texts, using notes where appropriate
- ÷ how to redraft their writing to improve accuracy and presentation, including the use of ICT.

Developing language-learning skills

Pupils should be taught:

- ÷ techniques for memorising words, phrases and short extracts
- ÷ how to use context and other clues to interpret meaning
- ÷ to use their knowledge of English or another language when learning the target language
- ÷ how to use dictionaries and other reference materials appropriately and effectively
- ÷ how to develop their independence in learning and using the target language.

Developing cultural awareness

Pupils should be taught about different countries and cultures by:

- ÷ working with authentic materials in the target language, including some ICT-based sources
- ÷ communicating with native speakers
- ÷ considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken
- ÷ considering the experiences and perspectives of people in these countries and communities.

Breadth of study

During key stages 3 and 4, pupils should be taught the **knowledge, skills and understanding** through:

- ÷ communicating in the target language in pairs and groups, and with their teacher
- ÷ using everyday classroom events as an opportunity for spontaneous speech
- ÷ expressing and discussing personal feelings and opinions
- ÷ producing and responding to different types of spoken and written language, including texts produced using ICT
- ÷ using a range of resources, including ICT, for accessing and communicating information
- ÷ using the target language creatively and imaginatively
- ÷ listening, reading or viewing for personal interest and enjoyment, as well as for information
- ÷ using the target language for real purposes
- ÷ working in a variety of **contexts**, including: everyday activities, personal and social life, the world around us, the world of work and the international world.

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 student involvement.

*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.

Key skills opportunities are detailed more fully in *Appendix 5*.

Social, cultural, spiritual, moral and ethical issues

This specification contributes to an understanding of spiritual, moral, ethical, social and cultural issues.

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 a range of contexts and for different purposes offers natural opportunities for students to consider and express opinions on a variety of social and cultural issues. In particular, the specification identifies the importance of developing student awareness of ‘current affairs, social and environmental issues’.

Spiritual, moral and ethical issues

General spiritual, moral and cultural values of society and the individual should also be upheld. The qualification encourages individual learning, pair work and group activities. When working with others, the respect of each member’s personal beliefs is very important in building a positive and supportive environment in which to develop and respond. In producing and making notes on their own work and through research, students may address spiritual, moral and cultural implications and impact on others through their written and oral communication.

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 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 increases and as access to E-mail and Internet facilities becomes more widespread, it is expected that teachers will integrate ICT activities into the language-learning process. ICT provides an effective means of communication with foreign students and can facilitate independent target-language learning and research.

Environmental education, health and safety education and the European and global 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 contexts of everyday activities, personal and social life, the world around us, the world of work and the international world which feature in the qualification at both Foundation and Higher Tiers.

Textbooks and other teaching resources

Different publishers are engaged in producing GCSE 2003 textbooks and other learning resources across a range of languages. Edexcel will provide details of key publications and other materials suitable for the new specification. Centres are also advised to contact CILT and other organisations including the following:

ALL (Association for Language Learning)
150 Railway Terrace
Rugby
Warwickshire CV21 3HN
Tel: 01788 546443

CILT (Centre for Information on Language Teaching)
20 Bedfordbury
London WC2N 4LB
Tel: 020 7379 5110

Grant and Cutler Ltd
55-57 Great Marlborough Street
London W1V 2AY
Tel: 020 7734 2012

European Schoolbooks Ltd
The Runnings
Cheltenham GL51 9PQ
Tel: 01242 245252

CTI Centre for Modern Languages
School of European Languages and Cultures
University of Hull, Cottingham Road
Hull HU6 7RH (This is an information and research centre for IT and modern languages. It publishes a software guide, a journal (RECALL), and a RECALL newsletter)

Institut Français du Royaume Uni
17 Queensberry Place
London SW7 2DT
Tel: 020 7589 6211

Channel 4 – Schools
PO Box 100
Warwick
CV34 6TZ
Tel: 01926 436 444

BBC Education
PO Box 1116
Belfast
BT2 7AJ
Tel: 08700 100 222

Authentik
27 West Land Square
Dublin 2
Tel: 0800 387 027 (youth-orientated magazines and audio support, etc)

Useful Internet site addresses

All the websites listed commence <http://www>.

The sites given represent a selection of the large number available. The list should not be regarded as recommended or exhaustive. It is suggested that interested teachers and students should experiment and pursue their own research to find suitable and helpful websites.

linguanet.org.uk/websites/websites.htm

Site maintained by CILT, provides links to a variety of sites for French and other languages.

educationunlimited.co.uk/netclass/schools/modernlanguages/0.5607,79833,00.html

This is a site hosted by *The Guardian* and *The Observer* and provides useful exercises and links for French and other languages.

quia.com/index.html

American site with interactive, mainly mnemonic exercises designed by teachers in many languages. It provides templates for designing your own exercises.

melchior.co.uk

Site for French and other languages with exercises created by teachers. Offers wealth of authentic material.

bbc.co.uk/education/languages/gcsebiteize

channel4.com/schools

zipzapfrance.com/index2.html

Site managed by French Government Educational Department, provides exercises and links.

franceguide.com

oup.co.uk/equipe

Website linked to *Equipe* textbook.

Examiners' comments and mark schemes

Examiners' comments and mark schemes will be issued to centres for each language after each examination session. Additional copies may be obtained from Edexcel Publications.

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 020 7758 5620
Fax: 020 7758 5950
020 7758 5951 (second fax number)
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN
Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

The following support materials will be available from spring 2001 onwards:

- ÷ coursework guide (internal assessment)
- ÷ teachers' guide
- ÷ student guide
- ÷ bilingual glossaries and student handbook.

E-mail

A special E-mail facility has been set up which is dedicated to providing centres with a modern foreign language advice and information service. Queries can be sent direct to modernlanguages@edexcel.org.uk

Regional offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

Appendices

Appendix 1 – Rubrics	41
Appendix 2 – Linguistic structures	43
Appendix 3 – Minimum core vocabulary	47
Appendix 4 – Procedures for internal assessment	59
Appendix 5 – Key skills	71

Appendix 1 – 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

Arrange...	les mots correctement
Choisis...	les bonnes phrases les bons mots pour finir la phrase parmi les mots dans la case
Coche...	la case/les bonnes cases pour indiquer...
Complète...	les comparaisons les phrases (avec les bonnes expressions)
Corrige...	les erreurs les fautes
Décris...	ta maison/ta mère etc
Dis...	
Donne...	les renseignements les conseils ton opinion/avis
Ecoute...	la cassette/la conversation
Ecris...	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
Explique...	pourquoi comment
Fais...	une liste un résumé
Finis...	les phrases

Imagine...	que...
Lis...	la lettre/le texte/l'histoire
Mets...	les mots/images dans le bon ordre la bonne lettre dans la case
Note...	deux/trois détails
Pose...	des questions
Prépare...	un poster/ dépliant
Qui...	dit quoi?
Raconte...	les choses que tu as faites ce que tu as fait tes impressions
Regarde...	les images/photos la liste/la carte
Remplis...	les blancs
Réponds...	à ce questionnaire à la lettre aux questions à toutes ces 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

Other words/ phrases

Qu'est-ce que cela veut dire?

Appendix 2 – Linguistic structures

GCSE candidates 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 tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

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

French (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)

All grammar and structures listed for Foundation Tier, 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*)
possessive (*le mien*)

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

Time: including use of *depuis* with imperfect tense

Appendix 3 – Minimum core vocabulary

Minimum core vocabulary list – French (Short Course)

The following vocabulary list is intended to assist teachers in the planning of work in relation to the programmes of study. Assessment tasks 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. Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading.

It is useful for students to have access to this source of vocabulary and a bilingual glossary for French (Full Course GCSE) can be obtained from Edexcel. It has been produced specially for students and provides English meanings, genders, plurals, etc and contains vocabulary lists grouped under the five Edexcel main topic areas as well as alphabetically. The glossaries will also contain vocabulary appropriate for activities targeted at grades C – A*.

At home and abroad

à droite	beau
à gauche	bibliothèque
à l'étranger	billet
accueil	bloc sanitaire
accueillir	boucherie
activités	boulangerie
aéroglysseur	bon séjour
aéroport	bon voyage
affiche	brouillard
aimer	brume
aller-retour	bureau des objets trouvés
aller simple	campagne
allumette	car
amusant	carrefour
appareil photo	carte postale
appeler	cathédrale
arrêt (d'autobus)	centre commercial
ascenseur	centre-ville
arriver	chaleur
atterrir	chat
au bord de la mer	château
auberge de jeunesse	chaud
autoroute	chemin de fer
averse	cher
avion	cheval
bagages	chope
bain	ciel
balcon	circulation
banlieue	climat
banque	colline
bateau	colonie de vacances
bâtiment	commissariat
	complet

complexe sportif
composer un numéro
composter
conduire
consigne
continuer
contrôleur
correspondance
côte
couchette
couvert
décoller
décrire
défaire sa valise
défense de
degrés
demain
département
dépliant
descendre (de)
distraction
donner sur
douane
doubler
douche
droit
écharpe
éclaircie
église
égoïste
embouteillage
emplacement
en panne
en provenance de
endroit
ennuyeux
essence
est
étage
étoile
excursion
excusez-moi
faire de l'autostop
faire du camping
faire la connaissance
faire le plein
faire ses bagages
ferme
fêter
feux
fiche
fils
fontaine
foulard

froid
frontière
gare
gare routière
garer
gendarme
gîte
guichet
habitant
habiter
historique
hôtel de ville
inclus
industriel
jardin public
jardin zoologique
jet d'eau
jour de congé
jour férié
kiosque à journaux
lampe de poche
lent
libre
location
loin
louer
magasin
mairie
manquer
marché
marcher
mauvais
meilleurs voeux
mer
merci
météo
mètre
métro
midi
montagne
monter (dans)
moteur
motocyclette
mourir
moustique
mouton
musée
naissance
naître
neige
non potable
nord
nuage
office de tourisme

orage	salle d'attente
ouest	salle de jeux
ouvre-boîte	sans plomb
ouvre-bouteille/décapsuleur	s'arrêter
palais	se baigner
paquet	se bronzer
parapluie	se trouver
parc	sécurité
parking	séjour
passer	sens unique
pays	s'il vous plaît
paysage	soleil
pellicule	souffrir
pension complète	sparadrap
perdre	stade
permis de conduire	stationner
personne	sud
pièce d'identité	supplément
pied	syndicat d'initiative
piéton	temps
piscine	tour
pittoresque	tourner
place	tout droit
plage	tout près
pleuvoir	trajet
pluie	tranquille
pont	transports en commun
portière	traverser
poste	vacances
potable	vache
pour aller à	valise
près	vélo
prochain	vélocoteur
quai	vent
quartier	vers
quinze jours	ville
recevoir	vite
région	voir
remercier	voiture
remplir	voler
rencontrer	vouloir
renseignement	voyage
réserver	vue
rester	wagon-lit
retard	zone piétonne
rond-point	
rouler	
route (nationale)	
rue	
s'appeler	
sable	
sac	
sac de couchage	
saison	

Education, training and employment

adorer	dessin
agent de police	dessiner
aider	détester
aimer	devoirs
allemand	difficile
anglais	diplôme
animateur/animatrice	directeur/directrice
annonce	disquette
appareil	discuter
appeler	durer
apprendre	échange
apprenti	écran
apprentissage	école
asseyez-vous	école maternelle
autobus	école primaire
avenir	éducation physique et sportive
baccalauréat	élève
bâtiment	employé
bavarder	employeur
bic	emploi
bien	emploi du temps
boîte aux lettres	ennuyeux
boulot	enseignement
bureau	envoyer
cahier	espagnol
caissier/caissière	étudiant
calculatrice	étudier
cantine	exemple
carrière	expéditeur
cartable	expérimenté
chauffeur de taxi	expliquer
chaussettes	facile
chaussures	facteur
chemise	faire un stage
chercher	faute
chimie	fiche
chômage	finir
classer	formation
classeur	gagner
clavier	gendarme
coiffeur	géographie
collège	gomme
commencer	grandes vacances
comptable	gymnase
conseiller	heure
conseiller d'orientation	histoire
coup de téléphone	homme/femme d'affaires
courrier	imprimante
cours	imprimer
court de tennis	indicatif
cravate	informaticien
curseur	ingénieur
déjeuner	intéressant
	instituteur/institutrice

italien	répondeur (téléphonique)
journée	répondre
jupe	résumé
laboratoire	retenue
langue	réunion
leçon	sac à dos
lettre	s'adresser à
licence	salaire
logiciel	salle de classe
livre	salle de musique
livre sterling	salle des professeurs
lycée	sauver
maçon	sciences naturelles
magasin	scolaire
magnétophone	s'écrire
magnétoscope	serveur/serveuse
mal payé	sixième
matière	sonner
mécanicien	stagiaire
médecin	stylo
messagerie électronique	surveillant
métier	tableau
métro	taille-crayon
moniteur/monitrice	taper
mot	téléphoner
note	terminale
ne quittez pas	terrain de sport
ouvrier	timbre
occupé	traitement de texte
ordinateur	travail
oublier	travailler
pantalon	trimestre
papier	trousse
patron	université
pause de midi	usine
payé	vélo
payer	vendeur/vendeuse
perdre	vieux
permettre	voiture
plombier	voyager
poser sa candidature	
préféré	
préférer	
professeur	
programme	
pied	
progrès	
qualifié	
projet	
récréation	
règle	
rendez-vous	
rentrée	
répéter	

Social activities

achats
acheter
addition
aller à la pêche
aller chercher
anniversaire
argent de poche
ascenseur
athlétisme
au coin
bague
ballon
bande dessinée
banque
batterie
bien cuit
bienvenue
bijouterie
bijoux
boîte de nuit
bon appétit
bon marché
bonjour
bonne année
boum
bouteille
boutique
bricolage
bûche de Noël
bureau de change
bureau de tabac
cadeau
caisse
canne à pêche
carte de crédit
centre commercial
centre sportif
charcuterie
chèque (de voyage)
cher
choix
combien
commander
confiserie
correspondant
courses
coûter
danser
dépenser
disque compact
échecs
écouter
embrasser

épicerie
équipe
excursion
faire de la natation
faire de la planche à roulettes
faire de la planche à voile
faire de la voile
faire de l'équitation
faire des économies
faire du cheval
faire du ski (nautique)
faire du sport
faire du vélo
faire la bise
faire partie de
faire une promenade
faire une randonnée
félicitations
fermeture
feu d'artifice
fiançailles
flûte à bec
garçon
hypermarché
jeu de société
jeu électronique
jouet
jour de congé
Jour de l'An
jour férié
joyeux Noël
lecture
lire
loisirs
magasin
maison des jeunes
marché
mariage
monnaie
montre
nager
noces
Noël
offrir
ouverture
papeterie
Pâques
parfum
passe-temps
patinoire
patins à roulettes
pâtisserie
pile
plat (du jour)

plonger
pointure
poissonnerie
portefeuille
porte-monnaie
pourboire
présenter
prix
ravi
rayon
regarder
rencontrer
rendre visite à
roman
s'amuser
se baigner
se bronzer
se détendre
se reposer
self (service)
service compris
solde
sortir
spécialité
sportif
supermarché
taille
tarte maison
terrasse
tutoyer
végétarien
vendre
ville jumelée
violon
vitrine

Social conventions

à demain
à bientôt
à tout à l'heure
amitiès
au revoir
au secours
bonjour
bonne nuit
bonsoir
merci
pardon
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 bas
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
ancien
autre
bête
beau
bon
bref
bruyant
cassé
chouette
confortable
court
de bonne humeur
de mauvaise humeur
debout
dégoûtant

dernier
désolé
drôle
d'une grande valeur
dur
dynamique
en colère
ensemble
en plein air
faible
fatigant
faux
favori
fermé
fermé à clef
formidable
fort
génial
gratuit
gros
haut
incroyable
jeune
joli
laid
léger
lourd
magnifique
merveilleux
mignon
même
moche
mûr
nécessaire
neuf
nombreux
nouveau
parfait
passionnant
plein
pressé
prochain
proche
propre
recherché
reconnaisant
réel
sage
sain
sale
sensass
satisfait
sérieux
sévère

seul
silencieux
tôt
typique
utile
valable
vrai

Verbs

accompagner
allumer
attendre
avoir
boire
changer
choisir
comprendre
compter
conduire
connaître
croire
décider
demander
désirer
devoir
dire
disputer
donner
dormir
écrire
emprunter
entendre
entrer
espérer
essayer
être
fermer
frapper
inviter
jeter
laisser
mériter
mettre
monter
montrer
ouvrir
pardonner
parler
partir
penser
permettre
plaire
pleurer
poser
poser une question
pousser
pouvoir
prendre
prêter
quitter
raconter
regretter

retourner
réussir
rire
s'asseoir
sauter
savoir
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
sembler
souhaiter
sourire
suivre
tenir
tirer
tomber
toucher
trouver
utiliser
venir
vivre
visiter

Colours

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

Adverbs

déjà
encore
ici
là
là-bas
là-haut
longtemps

plutôt
pourtant
presque
quelquefois
toujours
tout de suite
très
trop
récemment
souvent
surtout

Quantities

assez de
beaucoup de
plusieurs
quelques
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

aussi
ensuite
et
d'abord
donc
mais
ou
puis

Time expressions

à l'heure
au début
après-demain
après midi
aujourd'hui
bientôt
demain
de temps en temps
hier
jour
journée
le lendemain
maintenant
matin
quinzaine
quinze jours
semaine

soir
soirée
tous les jours
tout à l'heure

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
Portugal
Royaume-Uni
Suède
Suisse

Nationalities

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

Areas/mountains

Alpes
Bretagne
Massif Central
Midi
Pyrénées

Appendix 4 – Procedures for internal assessment

WRITING COURSEWORK

1 Summary of requirements

- a Students are required to submit **two** units of work from the **three** main topic areas identified in the specification.
- b A unit may include several short pieces of work, or may consist of a single piece of extended writing.
- c **A copy of any stimulus material used must be submitted for each coursework task. Page references of commonly used textbooks may be given but centres may be asked by moderators for copies of these. (See Section 10.2b).**
- d Students aiming for grades G-D should aim to submit between 200-250 words over the two units.
- e Students aiming for grades C-A* should aim to submit between 350-400 words over the two units.
- f At least **one complete unit** of the total work submitted by each student must be produced under controlled conditions (see below).
- g A piece of work may be redrafted once only and the original version must be included in the student's coursework folder. Teachers must not correct individual mistakes, but should make general comments. These should be recorded on the standard coursework feedback forms and teachers must **not** write on the samples of student coursework.
- h Students should have access to a dictionary at all stages during the production of their coursework.
- i Edexcel will require teachers to authenticate the coursework by signing the coursework frontsheet. Centres are reminded that where students have collaborated, eg on the production of questionnaires or surveys, credit may only be given to a student for work that can readily be identified as his/her own. The inclusion of the work of another student, not acknowledged as such, could render the student liable to disciplinary action by Edexcel.

Teachers will award a global mark out of 20 to each unit of work. Tasks which make up the unit must not be awarded individual marks.

2 Controlled conditions

- a Work must be done in the classroom and supervised by the teacher.
- b Students may only have access to the stimulus for the task and a dictionary.
- c **All stimulus material other than a dictionary must be submitted in the student's folder.** For students aiming at grades G-D this may be items such as photographs, diagrams, gap-fill letters and short messages. For students aiming at grades C-A* this may be an article, letter or brochure, and/or notes in the form of headings only and on no more than half a page of A4.

- d If work is not completed in a single session, the teacher must store it securely until the next controlled conditions session.
- e A minimum of one complete unit of coursework for each student must be produced under controlled conditions, but teachers may increase this proportion.

3 Guidance and feedback to students

- a Teachers may wish to give students the opportunity to redraft their work, in which case teachers are reminded that they should not mark student's work, underline or otherwise indicate errors, nor correct specific points of language.
- b If the teacher feels that redrafting or refining is appropriate she/he may make general comments on the coursework feedback form, ie indicate an area of content that would benefit from greater detail or highlight general areas of language that need attention, such as agreements, verbs, accents, etc.

Teachers should indicate on the coursework frontsheet if they found it necessary to offer students help beyond that specified above. **This must then be taken into account when awarding marks.**

4 Standardisation of marking within centres

In accordance with the Code of Practice, where two or more teachers are involved in the assessment of work, it is the responsibility of the centre to standardise the marking of all teacher-examiners to ensure that all students in the centre have been judged by the same standards. In order to ensure that there is effective internal standardisation the following procedures may be adopted:

- a coursework tasks can be standardised in advance
- b when students have completed a unit of work each teacher brings samples of work including the **best**, **worst**, and **average** from their class to a meeting
- c at the meeting work is compared, discussed and cross-marked. A common standard is agreed
- d after the meeting teachers assess the work of all their own students
- e a designated person takes a small sample from each teacher and checks that a common standard has been applied by all teachers. At this stage adjustments can be made if necessary.

5 Procedures for recording and submitting coursework marks

All centres will receive optically-read teacher-examiner mark sheets (OPTEMS). Centres will have the option of:

EITHER

recording marks on an optically-read teacher-examiner mark sheet (OPTEMS), Section 6

OR

recording marks on computer for transfer to Edexcel by means of electronic data

interchange (EDI), Section 7

Sections 8 and 9 apply whichever option is selected and deal with coursework record sheets and the sample of work required for moderation.

6 Centres using OPTEMS

- 6.1 OPTEMS will be pre-printed on three-part stationery with syllabus and paper number, centre details and student names in student number order. A number of blank OPTEMS for students not listed will also be supplied.
- The top copy is designed so that the marks can be read directly by an optical mark reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**
- 6.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 6.3 All students entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such students will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 6.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, syllabus/module, paper, students' names and student numbers must be added to ALL blank OPTEMS.
- 6.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm, flat surface and that figures written in the marks box go through to the second and third copies.
- 6.6 For each student, first ensure you have checked the arithmetic on the coursework record sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct student (please see exemplar).
- 6.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for students scoring 10, 20 etc and the leading zero for single figures, as shown.
- 6.8 If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear on every copy.
- 6.9 Every student listed on the OPTEMS must have either a mark or one of the following codes in the marks box.
- a **0** (zero marks) should be entered only if work submitted has been found to be worthless. It should not be used where students have failed to submit work.
 - b **ABS** should be entered in the marks box and an A in the encoded section for any student who has been absent or has failed to submit any work, even if an aegrotat award has been requested.
 - c **W** should be entered in the marks box and the encoded section where the student has been withdrawn.

Encoded section

Student name	Number	Marks												
NEW ALAN JB	3200	0	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
OTHER AMY JB	3201	5	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
SMITH JOHN PN	3202	ABS	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
WATTS MARK JB	3203	20	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
STEVEN JANE PN	3204	49	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
JONES ANN PN	3205	100	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
RAJ PATEL PN	3206	115	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
WEST SARA JB	3207	W	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)

- 6.10 Where more than one teacher has assessed the work, the teacher's initials or set number should be given to the right of each student's name as illustrated.
- 6.11 The authentication and internal standardisation statement on the OPTEMS must be signed. Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.
- 6.12 Once completed and signed the three-part sets should then be divided and despatched **by early May** (date to be specified in advance by Edexcel) or retained as follows:
- Top copy** to be returned direct to Edexcel in the envelope provided. Please remember this form **must not be folded or creased**.
 - Second copy** to be sent **with the sampled coursework** as appropriate to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.
 - Third copy** to be retained by the centre.

7 Centres using EDI

- 7.1 Marks must be recorded on computer and transmitted to Edexcel by **early May (date to be specified in advance by Edexcel)**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:
- V** – valid non-zero mark recorded; student not pre-selected as part of the sample for moderation
 - S** – valid non-zero mark recorded and student included in sample for moderation (refer to OPTEMS and Section 4)
 - Z** – zero mark recorded for work submitted

- N** – no work submitted but student **not** absent
- A** – absent for component
- M** – missing mark; no information available about the student’s previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is ‘F’, then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the students whose work is to be sampled, where this is pre-selected.

7.2 **Printout**

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate to the moderator, **to be received by early May (date to be specified in advance by Edexcel)**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS** – absent
- W** – withdrawn
- *** – sampled student
- X** – additional sampled students.

Where more than one teacher has assessed the work the teacher’s initials or the set number should be given beside each student’s name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication and internal standardisation** statement should be written at the bottom of the printout and signed by the teacher responsible:

‘I declare that the work of each student for whom marks are listed is, to the best of my knowledge, the student’s own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.’

Signed Date

Centres are advised to retain a copy of the annotated printout.

8 **Coursework frontsheets**

- 8.1 A copy of the coursework frontsheets is given in this appendix for centres to photocopy. The coursework frontsheets, to be completed for each student, provides details for the moderator of how each student’s total mark has been reached. It is the teacher’s responsibility to ensure that:
 - ÷ all marks are recorded accurately and that the arithmetic is correct
 - ÷ the total mark is transferred correctly onto the OPTEMS or via EDI
 - ÷ any required authentication statement is signed by the student and/or teacher as appropriate.
- 8.2 Where a student’s work is included in the sample the coursework record sheet should be attached to the work.

9 Sample of work for moderation

- 9.1 **The pre-printed OPTEMS is asterisked indicating** the students whose work is to be sampled. This work, together with the second copy of the OPTEMS, should be posted to reach the moderator **by early May (date to be specified in advance by Edexcel)**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the student awarded the **highest** mark and the work of the student awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (X) in the left-hand column against the names of each of the students concerned.

For all sampled work the associated record sheet must be attached to each student's work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (X).

For centres submitting marks by EDI the students in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (X), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

- 9.2 **Where the pre-printed OPTEMS is not asterisked and there are 11 or fewer students**, the coursework of ALL students together with the **second copy** of the OPTEMS should be posted to reach the moderator **by early May (date to be specified in advance by Edexcel)**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated record sheet must be attached to each student's work.

If there are more than 11 students, the centre should send the **second copy** of the OPTEMS or the annotated EDI printout to reach the moderator **by early May (date to be specified in advance by Edexcel)**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the students whose work, with the associated record sheets, should be posted to the moderator by return.

- 9.3 **In all cases** please note that the moderator may request further samples of coursework, as required, and the work of all students should be readily available in the event of such a request.

Internal standardisation

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all students at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

10 Presentation of coursework

- 10.1 The work of each student should be fastened together using string, tags or similar fasteners. It may be secured in a thin card or paper cover supplied by the centre, but stiff-backed files, lever-arch files, etc should **not** be used.
- 10.2 Only work to be assessed, as prescribed by the specification, should be included, ie classroom activities. Verb tables, vocabulary lists, etc should not be included unless these were used as specific stimuli.

The coursework submission for each student should include:

- a two units of coursework, each clearly marked with the student's name, the date, and a note of the conditions under which each piece of work/unit was completed
- b a copy of all stimulus materials used. One copy of each piece of stimulus material is sufficient. If reference to a specific textbook is made, please include one photocopy of each page referred to together with the stimulus materials (or page references in the case of commonly used textbooks). Centres must be able to produce copies of these if required by the moderator
- c original versions of and teachers' comments on any pieces of work which have been redrafted
- d one coursework frontsheet, form CF1 for each student (photocopiable from the appendices)
- e the teacher's signed declaration (at the bottom of form CF1) to authenticate the coursework as the student's own.

11 Form CF1 coursework frontsheet

- 11.1 One form must be completed for each student. Enter the centre number, student details and subject details in the boxes at the top left of the form (photocopiable from the CF1 form in this appendix).
- 11.2 In the columns below enter the date on which each unit was completed, the tasks and stimuli for each unit and a note of the conditions under which the work was produced. In the columns at the right-hand side of the page note the marks awarded out of 10 for communication and content and out of five for knowledge and application of language and accuracy of language in each unit. In addition please enter the approximate number of words per unit and the topic area.
- 11.3 Add together the marks from both columns to give a final total out of 60 and write this mark in the box at the top right of the form.
- 11.4 Sign and date the form to authenticate the student's work.

12 Moderation procedures

- 12.1 The marks submitted to Edexcel for paper 4C will be moderated in accordance with the requirements set out in section 4 of the Code of Practice for the GCSE.
- 12.2 An approved moderator will be assigned to each centre by Edexcel.
- 12.3 The moderator will be responsible for standardising marks across several centres.
- 12.4 The moderator may request a second sample from the centre if deemed necessary.
- 12.5 Centres' marks will be adjusted where the moderated and unmoderated marks differ. Normally, moderation will not affect the order of merit established by a centre. However, Edexcel will take appropriate action in cases where there is evidence of inconsistent assessment in order to align standards. If necessary, such centres will be directed to review their assessment and internal moderation procedures.
- 12.6 Edexcel will provide centres with their moderated marks. The moderator will write a report for each centre containing advice, comments and reasons for adjustments, if made.
- 12.7 Coursework not submitted for external moderation should be retained by the centre, in secure conditions, until 1 December of the examination year. In the event of an Enquiry About Results involving coursework, the head of the centre will be asked to confirm in writing that the coursework has been held under secure conditions by the centre following the submission of the OPTEMS form.

Coursework feedback sheet (CFS1)

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 MFL COURSEWORK

Checklist for final submission

Centre name _____

Centre number _____

Specification number _____

Teaching group _____

Language _____

each piece of work/unit/tape referenced with name, date, and title

conditions of each piece of work/unit/tape noted, eg homework, controlled

copies of stimulus materials included

first drafts included as necessary

approximate word-count requirement met for each student

appropriate coverage of topic areas

final marks entered on frontsheet

frontsheet signed by the teacher

all units secured in a paper folder

each unit has been assessed globally

GCSE Modern Foreign Languages Coursework Frontsheet for Paper 4C: Writing Coursework (Short Course)

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°	
<i>Language</i>		Spec. 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	
					Communication (Max = 10)	Application (Max = 5)	Accuracy (Max = 5)	Total (Max = 20)	Moderator total	TL
1										
2										

Teacher:	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.
Name of examining teacher (Block capitals please)	Signature Date

Total mark (Max 40)	<i>For Edexcel use only</i>	
	<i>Moderator total</i>	<i>TL</i>

Appendix 5 – 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 student
- ÷ 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 student's key skills portfolio. 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 paper (listening, speaking, reading and writing) within all the modern foreign language GCSEs featured 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)	Paper 1	Paper 2	Paper 3	Paper 4
Information technology				
IT2.1	✓	✓	✓	✓
IT2.2			✓	✓
IT2.3				✓
Working with others				
WO2.1	✓	✓	✓	✓
WO2.2	✓	✓	✓	✓
WO2.3	✓	✓	✓	✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Communication				
C2.1a	✓	✓		
C2.1b		✓		✓
C2.2		✓	✓	✓
C2.3				✓

Information technology level 2

When producing work for any of the GCSEs in this specification, 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 E-mailed 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 standalone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.1	Search for and select information for two different purposes	1, 2, 3, 4	<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 student could, using key words, search, locate and extract target-language information from the 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 people with specific interests or requirements).</p>
IT2.2	Explore and develop information, and derive new information, for two different purposes	3, 4	<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 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 student could undertake research into the ‘Most Popular Weekend Activities’ identified by contributors to an 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). Additionally, students could contribute to the online discussion.</p>

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.3	<p>Present combined information for two different purposes</p> <p>This work must include at least one example of text, one example of images and one example of numbers</p>	4	<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 proofread.</p> <p>Eg a student could undertake a task such as the ‘Weekend 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 student would choose a suitable layout and insert symbols as appropriate to the target language.</p>

Evidence

Student evidence for information technology could include:

- ÷ tutor observation records
- ÷ notes of sources used
- ÷ printouts 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 cooperatively 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 straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements	1, 2, 3, 4	<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 school 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 cooperatively with others towards achieving identified objectives, organising tasks to meet responsibilities	1, 2, 3, 4	<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. Cooperative 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 'School' project as mentioned above.</p>

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives	1, 2, 3, 4	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. Eg students react appropriately to assessment from teacher and peers – acknowledging areas of weakness and identifying ways to improve target-language performance.

Evidence

Student evidence for working with others could include:

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

Improving own learning and performance level 2

Within these MFL GCSEs, 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 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 short-term targets with an appropriate person and plan how these will be met	1, 2, 3, 4	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 a 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 support from others to help meet targets Improve your performance by: ÷ studying a straightforward subject ÷ learning through a straightforward practical activity	1, 2, 3, 4	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, including how you have used learning from one task to meet the demands of a new task	1, 2, 3, 4	<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 student 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

Student evidence for improving own learning and performance could include:

- ÷ tutor 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 paper(s)	Opportunities for development or internal assessment
C2.1a	Contribute to a discussion about a straightforward subject	1, 2	<p>Many of the topics in this specification are suitable 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>Eg students choose a topic for discussion about different types of film. 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 short talk about a straightforward subject, using an image	2, 4	<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>Eg a student 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 paper(s)	Opportunities for development or internal assessment
C2.2	<p>Read and summarise information from two extended documents about a straightforward subject</p> <p>One of the documents should include at least one image</p>	2, 3, 4	<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>Eg a student 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 school life). Students could then extract and summarise the main points from each letter.</p>
C2.3	<p>Write two different types of documents about straightforward subjects</p> <p>One piece of writing should be an extended document and include at least one image</p>	4	<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>Eg a student could undertake an essay about a special occasion or 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

Student evidence for communication could include:

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

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