

Edexcel GCSE in German (1231)

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# Introduction

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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 range of relevant contexts.

## Key features

- Streamlined list of topic areas.
- Flexible approach to written coursework option - free choice of topics or Edexcel task-bank.
- Increased choice of writing tasks at both tiers.
- Choice of Edexcel or teacher-marked oral (if coursework not undertaken).
- Increased focus on ICT.
- Full INSET support and professional advice and guidance.
- Coursework and teachers' guides.
- Bilingual glossaries and student guides.
- Progression route to Edexcel AS/A GCE specifications.

### Other GCSE qualifications in the Edexcel modern foreign languages portfolio

In addition to the modern foreign language GCSE featured in this specification, Edexcel offers:

**French (1226)**

**Italian (1237)**

**Spanish (1246)**

**Urdu (1901)**

**French - short course (3226)**

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 writing. It also offers a written coursework or internally marked speaking test option.

A list of 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 tests, for example, afford students an open choice of first conversation topic, but this is complemented by a reduced number of sub-topics for rôle-plays and for second conversation exploitation. Similarly, the written coursework option enables teachers and students to select three topic areas and all writing 'terminal' papers will involve a choice of questions.

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 writing papers are given in this specification.

Assessment Objective	Paper	Method of assessment	Time
<b>1 (Listening) 25%</b>	1F - Foundation	Terminal examination (externally assessed)	30 mins (+ 5 mins reading time)
	1H - Higher		40 mins (+ 5 mins reading time)
<b>2 (Speaking) 25%</b>	2F - Foundation	Terminal examination (internally or externally assessed*)	8-9 mins
	2H - Higher		11-12 mins
<b>3 (Reading) 25%</b>	3F - Foundation	Terminal examination (externally assessed)	40 mins
	3H - Higher		1hr
<b>4 (Writing) 25%</b>	4F - Foundation	Terminal examination (externally assessed)	50 mins
	4H - Higher		1 hr
	4C - Coursework option	Internal assessment	N/A

\* Please refer to section Availability of external assessment.

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

## Topic areas with related sub-topics

<b>At home and abroad</b>	<ul style="list-style-type: none"> <li>• Things to see and do</li> <li>• Life in the town, countryside, seaside</li> <li>• Weather and climate</li> <li>• Travel, transport and directions</li> <li>• Holidays, tourist information and accommodation</li> <li>• Services and shopping abroad</li> <li>• Customs, everyday life and traditions in target-language countries and communities</li> </ul>
<b>Education, training and employment</b>	<ul style="list-style-type: none"> <li>• School life and routine</li> <li>• Different types of jobs</li> <li>• Job advertisements, applications and interviews</li> <li>• Future plans and work experience</li> </ul>
<b>House, home and daily routine</b>	<ul style="list-style-type: none"> <li>• Types of home, rooms, furniture and garden</li> <li>• Information about self, family and friends</li> <li>• Helping around the house</li> <li>• Food and drink</li> </ul>
<b>Media, entertainment and youth culture</b>	<ul style="list-style-type: none"> <li>• Sport, fashion and entertainment</li> <li>• Famous personalities</li> <li>• The media</li> <li>• Current affairs, social and environmental issues</li> </ul>
<b>Social activities, fitness and health</b>	<ul style="list-style-type: none"> <li>• Free time (evenings, weekends, meeting people)</li> <li>• Special occasions</li> <li>• Hobbies, interests, sports and exercise</li> <li>• Shopping and money matters</li> <li>• Accidents, injuries, common ailments and health issues (smoking, drugs)</li> </ul>

## Availability of external assessment

First assessment of this specification will be in June 2003. Assessment will be available in each summer examination session thereafter.

Centres may offer students a written coursework option instead of the terminal writing paper. In this case, students' work will be internally marked and sent to Edexcel for final moderation. Similarly, centres may undertake internal marking of speaking tests; but they are unable to do this if they also offer the written coursework option. This reflects the revised GCSE criteria for Modern Foreign Languages which restrict **internal assessment to 30% (maximum) of the total marks** across all papers. There is no tier of entry for the written coursework option.

## Prior learning and progression

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 German 5670.

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

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## 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 aim of this GCSE specification is 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 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

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## 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 5 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.

## 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 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 two topics. Although assessment should be qualitative rather than quantitative, it is expected that the speaking tests will last 8-9 minutes (Foundation) and 11-12 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 structure (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-play	Rôle-play A	Rôle-play B	Rôle-play C
Shopping and services	✓	✓	
Tourist requirements	✓	✓	
Café/restaurant	✓	✓	
Accommodation (including staying with a family)	✓	✓	✓
Travel arrangements		✓	✓
Entertainment		✓	✓
School		✓	✓
Telephone calls – social and work place (may include arranging meetings)		✓	✓
Asking for information		✓	✓
Applying for a job			✓
Reporting and dealing with problems			✓

## Conversations

Candidates must undertake two conversations and will be assessed globally on the basis of their performance across both topics.

### Conversation 1

Candidates will have a **free choice** of first conversation topic. This will be agreed with the teacher in advance of the speaking test and should relate to any of the five main topic areas. For the first conversation, 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 initial conversation, possible examples of student 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.

<b>At home and abroad</b>	<ul style="list-style-type: none"><li>• My best holiday ever</li></ul>
<b>Education, training and employment</b>	<ul style="list-style-type: none"><li>• My work experience at ...</li></ul>
<b>House, home and daily routine</b>	<ul style="list-style-type: none"><li>• My ideal home</li></ul>
<b>Media, entertainment and youth culture</b>	<ul style="list-style-type: none"><li>• ....(famous personality)</li></ul>
<b>Social activities, fitness and health</b>	<ul style="list-style-type: none"><li>• My free time</li></ul>

### Conversation 2

The second topic will be allocated on a random basis as prescribed by Edexcel and will require the teacher-examiner to choose from a limited choice of two. (This will ensure that the second conversation topic is different to the main topic area selected for the first conversation.)

Guidance on the types of question to be asked will be supplied to ensure that candidates are given the opportunity to demonstrate their linguistic skills at an appropriate level. These will be sample questions showing how a conversation may be developed to allow candidate expansion within the related topic area, and are not compulsory.

Teachers will be free to develop **any** related conversation sub-topic or sub-topics and possible examples of these are given in the following grid. Although the choice and use of these sub-topics is at the teacher's discretion, there is no requirement to develop any additional sub-topics to those listed, although this will be permissible.

As in the first conversation, those aiming at grade C and above will be expected to express opinions and use past, present and future tenses.

## Suggested sub-topics

<b>At home and abroad</b>	<ul style="list-style-type: none"> <li>• My region/town (or region/town in target-language country that the student has either visited or researched)</li> <li>• Holidays</li> </ul>
<b>Education, training and employment</b>	<ul style="list-style-type: none"> <li>• School life and routine</li> <li>• Future plans</li> <li>• Work experience (if appropriate)</li> </ul>
<b>House, home and daily routine</b>	<ul style="list-style-type: none"> <li>• My home and domestic routine</li> <li>• Family</li> <li>• Friends</li> <li>• Food and drink</li> </ul>
<b>Media, entertainment and youth culture</b>	<ul style="list-style-type: none"> <li>• Television/cinema/music/theatre</li> </ul>
<b>Social activities, fitness and health</b>	<ul style="list-style-type: none"> <li>• Sports/exercise</li> <li>• Free time/interests</li> <li>• Health issues</li> </ul>

For example, a student undertaking the second conversation topic area of Education, Training and Employment could talk about all the related sub-topics (School life and routine, Future plans and Work experience) or focus on just one. A revised bank of possible linked questions will be available.

## 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. Centres send tests to Edexcel for marking or, if not offering the written coursework option, may undertake teacher-examiner marking. Edexcel moderates all centre marking. 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.

### **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 tasks 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. 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 – Terminal examination (Assessment objective 4)**

Two tests will be set, one for the Foundation Tier and one for the Higher Tier. These reward candidates for communication and content as well as for knowledge and application of grammar and structures.

### **Foundation Tier (Paper 4F)**

Candidates will be required to complete four tasks in the target language, ranging from one which requires single word or short sentence answers, to a longer piece of writing related to a variety of topics, including past, present and future events.

- Task 1:** Candidates will be required to write short lists or fill in a form or questionnaire using individual words. The task will be marked for communication only and instructions will be in English (10 marks)
- Task 2:** Candidates will be required to write about five simple phrases in response to visual and simple target-language stimuli. Task instructions will be in English. (10 marks)
- Task 3:** Candidates will be required to write a postcard or similar message of approximately 30 words. Task instructions will be in English. (10 marks)
- Task 4:** Candidates will be offered a choice of task and will be required to produce a piece of continuous writing of between 70 and 80 words. A task could be a reply to a short letter in the target language, the expansion of notes, or be based on visuals or other simple stimuli written in the target language. Instructions will be given in English. (20 marks)

### **Higher Tier (Paper 4H)**

Candidates will be required to complete two tasks in the target language.

The first task of the Higher Tier will be the final task of the Foundation Tier. Additionally, candidates will be required to produce a piece of writing of about 150 words. They will select one task from a choice of two.

Candidates may be required to narrate events, express ideas and justify points of view. They will be expected to produce longer sequences of writing, using a wider range of vocabulary, structures and time references.

- Task 1:** Candidates will be offered a choice of task and will be required to produce a piece of continuous writing of between 70 and 80 words. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Instructions will be given in English. (20 marks)
- Task 2:** Candidates will be offered a choice of task and will be required to produce a piece of about 150 words. Questions will be set so that candidates can undertake either narrative or discursive writing. These may be factual or imaginary narratives or involve extended letter writing. They may be based on stimuli in the target language, visuals or a combination of both. Instructions will be given in the target language. (30 marks)

## Paper 4: Writing – Coursework option (Assessment objective 4)

Centres may offer written coursework as an alternative to the terminal assessment of Paper 4 Writing. There are no tiers of entry for this option which offers 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 grammar and structures.

Students will be required to submit **three** units of work which must each relate to a different main topic area (At home and abroad, Education, training and employment, House, home and daily routine, Media, entertainment and youth culture and Social activities, fitness and health).

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 students 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 250-350 words over the three units. Students aiming for Grades C-A\* should aim to submit 500-600 words. These word counts should be equally divided between all three units whenever possible.

Please refer to the *Coursework guidance summary* for further information.

# Coursework guidance summary

## Choosing appropriate tasks

A unit may consist of a collection of simple tasks possibly involving short sentences or substitution (appropriate for grades G, F and E) or it may be a single piece of extended writing. Coursework tasks can be set for exploitation at different levels and should enable students to access the full range of marks. This specification lists a range of possible coursework tasks although these are not prescriptive and can be adapted. Teachers are advised to refer to both the grade descriptions and the assessment criteria for writing (coursework) when trying to choose an appropriate task or 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 provide not only stimulating articles for students at the higher end of the ability range, but also advertisements, pictures, entertainment guides, etc which can be used for all students. Most 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 **at least** a third of the work will be done under controlled conditions in class time and this **must include one complete coursework unit**. Students may have access to a dictionary at all stages during the production of their work and this may include online dictionaries and spellcheckers.

Guidance on activities that may be appropriate for students 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, answers to short stimulus messages. Different types of task generate different types of language and a variety of tasks will therefore allow students to show a wider range of language skills and will be more interesting for them.

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

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

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

For the most able students, where each 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.

Target grades	At home and abroad	Education, training and employment
	<b>Things to see and do</b> <b>Life in the town, countryside, seaside</b> <b>Weather and climate</b> <b>Travel, transport and directions</b> <b>Holidays, tourist information and accommodation</b> <b>Services and shopping abroad</b> <b>Customs, everyday life and traditions</b>	<b>School life and routine</b> <b>Different types of jobs</b> <b>Job adverts, applications and interviews</b> <b>Future plans and work experience</b>
G,F,E	<b>Type 1:</b> <ul style="list-style-type: none"> <li>List or labelled plan of local attractions for a foreign visitor</li> <li>Postcard about home town in response to one from penfriend</li> <li>Letter booking accommodation (gap-filling or substitution)</li> <li>List of holiday luggage requirements</li> <li>Captions for pictures of national events</li> <li>Holiday postcard</li> </ul>	<b>Type 1:</b> <ul style="list-style-type: none"> <li>Reply to a friend's letter about school day/favourite subjects (adapting a model letter)</li> <li>Gap-filling letter applying for a holiday job</li> <li>Send fax to company stating that your work experience start date will change</li> <li>Postcard describing holiday job</li> <li>E-mail a list of facilities at workplace or school to a visitor from abroad</li> </ul>
D,C	<b>Type 2:</b> <ul style="list-style-type: none"> <li>Description of a local attraction</li> <li>Letter to exchange school stating facilities (sport, cultural, amusements) in your area</li> <li>Survey and report of views about local facilities</li> <li>Letter/fax to business contact or pen-friend giving or requesting travel information eg flight numbers, train links, hotel arrangements etc</li> <li>Account of a visit or a trip, based on diary or Photos</li> </ul>	<b>Type 2:</b> <ul style="list-style-type: none"> <li>Poem/song lyrics about school (possibly with visual element)</li> <li>Informal letter outlining plans for the future</li> <li>Letter to prospective employer asking about hours /conditions of work, pay</li> <li>Diary of work experience or a holiday job</li> <li>Letter/fax/E-mail to a company placing an order</li> </ul>
B,A,A*	<b>Type 3:</b> <ul style="list-style-type: none"> <li>Leaflet/brochure about local area for visiting exchange school</li> <li>Description of your town as it was 50 years ago or as you imagine it in 50 years time</li> <li>Complaint letter to hotel or travel company</li> <li>Research into different methods of transport for travel abroad, eg methods of crossing the channel with evaluations and personal preferences</li> </ul>	<b>Type 3:</b> <ul style="list-style-type: none"> <li>Survey about school reports, parents' evenings etc with evaluation including own opinion</li> <li>Article giving advice to young people wanting a holiday job</li> <li>Article about advantages and disadvantages of work experience</li> <li>An account of a work-shadowing exercise for a magazine</li> <li>Job application letter in response to advert.</li> </ul>

House, home and daily routine	Media, entertainment and youth culture	Social activities, fitness and health
<b>Types of home, rooms, furniture, and garden</b> <b>Information about self, family and friends</b> <b>Helping around the house</b> <b>Food and drink</b>	<b>Sport, fashion and entertainment</b> <b>Famous personalities</b> <b>The media</b> <b>Current affairs, social and environmental issues</b>	<b>Free time (evenings, weekends)</b> <b>Special occasions</b> <b>Hobbies, interests and sports</b> <b>Shopping and money matters</b> <b>Meeting people</b> <b>Exercise</b> <b>Accidents, injuries and common ailments</b> <b>Health issues (healthy eating, drugs)</b>
<b>Type 1:</b> <ul style="list-style-type: none"> <li>Plan or photo of house or room – labelled</li> <li>Shopping list of food or drink for a picnic</li> <li>Fill in form to find a pen-friend</li> <li>Simple family tree</li> </ul>	<b>Type 1:</b> <ul style="list-style-type: none"> <li>Captions for a poster on a topical, social or environmental issue</li> <li>Fact sheet about a well-known person (artist, sports person, actor, musician)</li> </ul>	<b>Type 1:</b> <ul style="list-style-type: none"> <li>Survey on spare time activities</li> <li>List of what you spend pocket money on</li> <li>Labelled plan of a shopping centre</li> <li>Captions about health and fitness for a poster</li> <li>A simplified fitness-maintenance plan</li> </ul>
<b>Type 2:</b> <ul style="list-style-type: none"> <li>An account for foreign language school magazine of typical day in your life</li> <li>Writing up a favourite recipe</li> <li>An account of a visit to a restaurant or a special celebration meal</li> <li>Informal letter introducing yourself or family to a new pen-friend or to a new business contact</li> <li>Description of a member of the family or friend</li> </ul>	<b>Type 2:</b> <ul style="list-style-type: none"> <li>Magazine interview with personality</li> <li>Informal letter describing favourite types of film or television programme</li> <li>Summary of a sports event</li> </ul>	<b>Type 2:</b> <ul style="list-style-type: none"> <li>An account of a visit to an event eg concert, theatre trip, football match, motor show etc</li> <li>Diary recording free-time activities/typical weekend</li> <li>Response to a wedding invitation</li> <li>Informal letter/E-mail to a pen-friend giving information about an illness/ailment that you have</li> <li>Survey and report of views on a health issue (eg smoking)</li> <li>Magazine interview with a fitness adviser or former smoker</li> </ul>
<b>Type 3:</b> <ul style="list-style-type: none"> <li>Discursive writing on division of household chores</li> <li>Article on differences between homes/housing in the United Kingdom and a target-language country</li> </ul>	<b>Type 3:</b> <ul style="list-style-type: none"> <li>Review of book/film, TV programme</li> <li>Response to ‘agony column’ type letter on disagreements with parents about pocket money, clothes, friends, etc</li> <li>Letter to a newspaper expressing concern over a topical, social or environmental issue</li> <li>Detailed article about a person who has been in the news in the last six months</li> </ul>	<b>Type 3:</b> <ul style="list-style-type: none"> <li>Letter of complaint to organisers of concert or other event (too dear, badly organised, lack of safety precautions, etc)</li> <li>Report/survey with opinions about shopping issues (eg advantages and disadvantages of Internet or supermarket shopping)</li> <li>Describe an accident that you have witnessed or experienced</li> <li>Discursive writing on a health issue</li> </ul>



## Drafting arrangements

Teachers should discuss the tasks to be completed with students and may suggest ways in which the stimulus material could be exploited. Students have an opportunity\* to produce a 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, eg agreements, verbs, 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 student's 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.

## Summary of controlled conditions

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

- at least a third of the total coursework for each candidate must be produced under controlled conditions, but teachers may increase this proportion at their discretion
- work must be done in the classroom and supervised by the teacher
- 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 frontsheet 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 the final year of the course. However, all the work will be assessed to the same standard against the same criteria. Please refer to *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 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 front sheet, and the nine marks for the three units aggregated to give a final total out of sixty.

## Entry tiers

Candidates for this qualification must be entered for one of two tiers for **each** of the four language papers. However, entry of candidates for the writing coursework option 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 student's achievement in papers of different tiers and so produce an overall grade. Students 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 the Higher Tier paper will be reported as unclassified on that paper. When registering students 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 the specification content and scheme of assessment*) shows the overall weightings of the assessment objectives and the relationship between the assessment objectives and each of the examination components.

## Internal assessment moderation procedures

To assist centres and to provide all the information required within this document, detailed internal assessment moderation 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

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 Certification of Achievement in German 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 (German) 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 (D-G grade – Foundation level/C-A\* – 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 German 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). All questions in the Foundation Tier writing paper will have rubrics printed in English. This will also apply to the first question in the Higher Tier writing paper.

## **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 available to private candidates. Please contact the Edexcel Customer Response Centre on 0870 240 9800 for further details.

# Grade descriptions

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*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 candidate 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 that 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 tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

# Assessment criteria

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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 if 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 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

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

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

- **Communication and content**
- **Application of language**
- **Accuracy.**

Marks are not allocated separately for each topic but are awarded for performance throughout the full conversation (both topics). Please refer to the following assessment grid.

## 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

## Question 1 (Foundation)

### Marked for communication only

Marks are awarded positively for each item/point communicated in such a way that a sympathetic native speaker can readily understand it. No marks are allocated for accuracy beyond that required for effective communication.

## Question 2 (Foundation)

Communication and content	
5	All phrases are completed, perhaps with minor ambiguity or omission.
4	Most of the phrases are completed. There may be some ambiguity or omission.
3	About half of the required phrases are completed, though with some ambiguity.
2	One or two phrases are completed but with some ambiguity.
1	There is little meaningful communication .
0	No effective communication.

Knowledge and application of language	
5	Appropriate vocabulary. Correct syntax. Accurate spelling.
4	Appropriate vocabulary. Correct syntax. All verbs correctly spelt. Spelling errors do not affect communication.
3	Vocabulary mostly appropriate . Most verbs correctly spelt. Syntax, genders and agreements may be inaccurate.
2	Some appropriate vocabulary. At least one verb correctly spelt. Inaccuracy impedes communication.
1	Some appropriate vocabulary. No verbs correctly spelt. Isolated examples of correctly spelt words.
0	No language worthy of credit.

**NB** Words and phrases copied from the stimulus without appropriate modification cannot be awarded marks.

### Question 3 (Foundation)

Marks are awarded globally across each task using the criteria below:

Communication and content	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication – single lexical items only.
0	No effective communication.

Knowledge and application of language	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task. Some weakness in spellings, gender and verbs.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task. Genders, spellings, verb forms inconsistent.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure – pre-learned phrases. Spellings and genders are often inaccurate or weak. Very limited verb forms. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate, recognisable language – odd words, phrases. No awareness of structure.
0	No language worthy of credit.

## Overlap questions (Foundation – Question 4/Higher: Question 1)

Marks are awarded for **Communication and content** as well as for **Knowledge and Application of language** and **Accuracy of language**. Please refer to the following grids:

<b>Communication and content</b>	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to 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.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question 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.
3-4	Main points of question completed but some of the task 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. Not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task 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.
0	No relevant communication.

<b>Knowledge and application of language</b>	
5	Vocabulary and structures comfortably equal to the task. 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. Clear ability to manipulate language to suit purpose.
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: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to task. Language appropriate for purpose; there may be occasional mother-tongue influence, which does 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 the language, this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence 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 there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjectives 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 or non-target language words greatly restricts 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 stereotyped.
0	No language worthy of credit.

<b>Accuracy of language</b>	
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 and 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 more complex structures attempted. 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.

## Question 2 (Higher Tier)

This question attracts marks for **Communication and content**, **Knowledge and application of language** and **Accuracy**. Please see the following grids:

Communication and content	
13-15	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
10-12	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to 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.
7-9	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question 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.
4-6	Main points of question completed but some of the task 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. Not easy to read.
1-3	Little relevant information conveyed. Much ambiguity and omission. Task 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.
0	No relevant communication.



<b>Knowledge and application of language</b>	
9-10	Vocabulary and structures comfortably equal to the task. 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. Clear ability to manipulate language to suit purpose.
7-8	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: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
5-6	Vocabulary and structures adequate to task. Language appropriate for purpose; there may be occasional mother-tongue influence, which does 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 the language, this may be only partially successful.
3-4	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence 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 there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjectives or adverbial phrases, though these are likely to be only partially successful. There may be some simple subordination.
1-2	Very limited language. Frequent use of mother-tongue 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 stereotyped.
0	No language worthy of credit.

<b>Accuracy of language</b>	
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 and 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.

## Writing – Coursework

Coursework should be marked globally across each complete unit. **Each unit** can attract up to 10 marks for **Communication and content**, 5 marks for **Knowledge and application of language** and 5 marks for **Accuracy**. Please refer to the following grids:

<b>Communication and content</b>	
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 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 minor omissions. Task clearly understood. Shows ability to go beyond a response, and provides evidence of description and opinion as appropriate to 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 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.

<b>Knowledge and application of language</b>	
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 description, eg expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: 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 although, 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 adjectives 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.

<b>Accuracy of language</b>	
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 and 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.

**NB:** A higher proportion of marks is specifically allocated to accuracy of language in the written coursework option to reflect the different conditions of assessment.

## Assessment overview

The table below provides an overview of assessment across all papers and indicates how new weightings for knowledge and application of language have been incorporated. The revised GCSE criteria for Modern Foreign Languages require a 40% minimum allocation of the marks within both writing and speaking papers.

Paper/task	Communication and Content	Knowledge and Application of Language	Mark Allocation	Total for Paper
1F - Foundation	50	-	50	50
1H - Higher	50	-	50	50
2F - Foundation				
Rôle play A	10	-	10	50
Rôle play B	10	-	10	
Conversation Topic 1				
Conversation Topic 2	10	20*	30	
2H - Higher				
Rôle play B	10	-	10	50
Rôle play C	10	-	10	
Conversation Topic 1				
Conversation Topic 2	10	20*	30	
3 F - Foundation	50	-	50	50
3H - Higher	50	-	50	50
4F - Foundation				
Task 1	10	-	10	50
Task 2	5	5	10	
Task 3	5	5	10	
Task 4	10	10**	20	
4H - Higher				
Task 1	10	10**	20	50
Task 2	15	15**	30	
4C Coursework	10	10**	20	20x 3

\* Includes 10 marks for accuracy

\*\* Includes 5 marks for accuracy

# Learning and teaching requirements for key stages 3 and 4

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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 **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

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## 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 citizens of the United Kingdom and Europe.

## **Information and communication technology**

Information and communication technology can play a vital role in supporting and stimulating modern foreign language learning. As the range of available software 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

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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.)

Goethe Institute  
50 Princes Gate  
Exhibition Road  
London  
SW7 2PH  
Tel: 020 7581 3344

Austrian Institute  
28 Rutland Gate  
London  
SW7 1PQ

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

BBC Education  
BBC Information  
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](http://linguanet.org.uk/websites/websites.htm)

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

[educationunlimited.co.uk/netclass/schools/modernlanguages/0,5607,79833,00.html](http://educationunlimited.co.uk/netclass/schools/modernlanguages/0,5607,79833,00.html)

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

[lgu.ac.uk/langstud/call/home.htm](http://lgu.ac.uk/langstud/call/home.htm)

Site from London Guildhall University, provides exercises (grammar, complete courses) in German and other languages.

[quia.com/index.html](http://quia.com/index.html)

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

[melchior.co.uk](http://melchior.co.uk)

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

[bbc.co.uk/education/languages/gcsebitesize](http://bbc.co.uk/education/languages/gcsebitesize)

[channel4.com/schools](http://channel4.com/schools)

[goethe.de/z/jetzt/](http://goethe.de/z/jetzt/)

Site managed by Goethe Institute, provides exercises and links in German.

[bgconnection.com/](http://bgconnection.com/)

Provides exercises and links in German.

[eduweb.co.uk/haberg/reallyusefulge/default.htm](http://eduweb.co.uk/haberg/reallyusefulge/default.htm)

Site maintained by language teachers of Habergham High School Burnley, Lancashire, a Beacon school, provides exercises and links in German.

## **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

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## 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](mailto:inset@edexcel.org.uk)

## Website

[www.edexcel.org.uk](http://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](mailto:publications@linneydirect.com)

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

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

## **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](mailto: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

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# Appendix 1 – Rubrics

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## German Rubrics

The key words and phrases that are likely to be used in rubrics across the papers are given below. Candidates may expect to encounter them as given or elements of them may be combined.

### Instructions

<b>Beantworte...</b>	die Fragen auf Deutsch die Fragen im Brief
<b>Beschreibe...</b>	das Bild/die Bilder/,was du gemacht hast
<b>Ergänze...</b>	die Tabelle/den Stundenplan/den Zeitplan.
<b>Erkläre...</b>	was passiert ist/was du gemacht hast.
<b>Erzähle...</b>	was passiert ist.
<b>Fülle...</b>	die Tabelle/die Karte/die Lücken/den Steckbrief/das Formular aus.
<b>Hör zu!</b>	
<b>Hör...</b>	das Interview/das Gespräch an!
<b>Kreuze...</b>	die richtige Antwort/Lösung/A,B,C oder D/den richtigen Buchstaben an.
<b>Korrigiere...</b>	die folgenden Sätze. den Text/den Artikel/den Brief durch.
<b>Mache...</b>	einen Dialog/ein Protokoll/einen Poster zum Thema...
<b>Markiere...</b>	die richtige Antwort/, ob A,B,C oder D richtig ist.
<b>Ordne...</b>	die Bilder/die Anzeigen/die Buchstaben richtig ein.
<b>Ordne zu.</b>	
<b>Schreibe 100 Wörter.</b>	
<b>Schreibe...</b>	A,B,C oder D. eine Antwort auf den Brief/die Postkarte. eine Antwort übers INTERNET. einen Artikel/einen Bericht/einen Werbetext übers... den Bericht/die Notiz richtig. eine Einkaufsliste/eine Liste für... JA oder NEIN. eine Postkarte/einen Brief mit folgenden Informationen.
<b>Sieh...</b>	das Bild/die Bilder an.
<b>Stell dir vor,...</b>	
<b>Trage...</b>	den Namen/die richtige/passende Antwort in die Tabelle/das Kästchen ein.

<b>Vergleiche...</b>	diese Sätze mit dem Hör-/Lesetext. Sind sie falsch oder richtig?
<b>Wähle...</b>	die richtige Antwort. das passende Bild/den passenden Satz. entweder Thema A oder Thema B.

## Questions

Was braucht man?

Was fehlt hier?

Was passt zusammen?

Was trifft zu?

Was wird angeboten?

Welche Person/Wer ist das?

Welche Nummer brauchst du?

Welcher Satz ist richtig?

Welcher Satz/Welche Schlagzeile passt zu welchem Bild/Thema?

Wer sagt das?

Wie ist die richtige Reihenfolge?/Bringe die Sätze (die Wörter) in die richtige (eine sinnvolle) Reihenfolge.

## Other words and phrases

Sind die folgenden Sätze falsch oder richtig?

Sind die folgenden Sätze falsch, richtig oder nicht im Hör-/Lesetext?

Ist die Information falsch oder richtig?

## Appendix 2 – Linguistic structures

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### Linguistic structures

GCSE candidates will be expected to have acquired knowledge and understanding of the grammar of the target 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.

#### **NB      Rechtschreibreform**

With reference to the *Rechtschreibreform* introduced in 1996, for full implementation by 2005, the new spelling will be incorporated into German question paper material in the summer 2003 examination and thereafter. The 'old' and 'new' spelling forms will be equally acceptable in students' responses until further notice.

## German (Foundation)

### The case system

- Nouns:** gender  
singular and plural forms, including genitive singular and dative plural  
weak nouns (R)  
adjectives used as nouns (*ein Deutscher*)
- Articles:** definite and indefinite  
*kein*
- Adjectives:** adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives  
adjectival endings after *etwas, nichts, viel, wenig, alles* (R)  
comparative and superlative  
demonstrative (*dieser, jeder*)  
possessive  
interrogative (*welcher*)
- Adverbs:** comparative and superlative  
interrogative (*wann, warum, wo, wie, wie viel*)  
adverbs of time and place (*manchmal, oft, hier, dort*)  
common adverbial phrases
- Quantifiers/Intensifiers** (*sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen*)
- Pronouns:** personal, including *man*  
reflexive: accusative  
reflexive: dative (R)  
relative: nominative  
relative: other cases (R) and use of *was* (R)  
indefinite: *jemand, niemand*  
interrogative: *wer, was, was für*  
interrogative: *wen, wem* (R)
- Verbs:** weak, strong, mixed and irregular forms of verbs  
reflexive  
modes of address: *du, Sie*  
mode of address: *ihr* (R)  
impersonal (most common only eg *es gibt, es geht, es tut*)  
separable/inseparable  
modal: present and imperfect tenses, imperfect subjunctive of *mögen*  
infinitive constructions (*um ... zu ...*)  
infinitive constructions (verbs with *zu ...*) (R)  
negative forms  
interrogative forms  
tenses: present  
perfect: excluding modals  
imperfect/simple past: *haben, sein* and modals  
imperfect/simple past: other common verbs (R)  
future  
pluperfect (R)  
imperative
- Prepositions:** fixed case and dual case with accusative and/or dative with genitive (R)
- Clause structures:** main clause word order  
subordinate clauses, including relative clauses
- Conjunctions:** co-ordinating and subordinating (most common eg *und, aber, wenn, weil*)
- Number, quantity, dates and time** including use of *seit* with present tense

## German (Higher)

All grammar and structures listed for Foundation Tier, plus:

- Nouns:** weak nouns
- Adjectives:** adjectival endings after *etwas, nichts, viel, wenig, alles*
- Pronouns:** reflexive: dative  
relative: all cases, and use of *was*  
interrogative: *wen, wem*
- Verbs:** mode of address: *ihr*  
impersonal  
infinitive constructions (*ohne ... zu ...*; verbs with *zu ...* eg *beginnen, hoffen, versuchen*)  
infinitive constructions: *lassen* with infinitive (R)  
modal: imperfect subjunctive of *können*  
tenses: perfect: modal verbs (R)  
imperfect/simple past  
future  
conditional: *würde* with infinitive  
pluperfect  
passive voice: verbs with a direct object (R)  
subjunctive in conditional clauses: imperfect *haben* and *sein*
- Prepositions:** with genitive
- Conjunctions:** subordinating: *damit, ob, so dass*  
subordinating: *als ob, seitdem* (R)
- Time:** use of *seit* with imperfect tense



## Appendix 3 – Minimum core vocabulary

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### Minimum core vocabulary list – German

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 German can be obtained from Edexcel. It has been produced specially for students and provides English meanings, genders, plurals etc and contain vocabulary lists grouped under the five Edexcel main topic areas as well as alphabetically. They will also contain vocabulary appropriate for activities targeted at grades C – A\*.



## AT HOME AND ABROAD

abbiegen	ausziehen	Dachboden
Abendessen	Autobahn	danke schön
abfliegen	Autobus	danken
Abreise	Bad	Dom
abschleppen	baden (sich)	Doppelzimmer
abwaschen	Bahn	Dorf
Aktivität	Bahnhof	Dusche
alles Gute	Balkon	duschen (sich)
Ampel	Bank	Einbahnstraße
an der Küste	Bauernhof	eine Panne haben
an der See	Becher	einkaufen
Andenken	bedeckt	Einkaufszentrum
ankommen	begrüßen	einpacken
Ankunft	Benzin	einschalten
anrufen	Berg	einschließlich
Anschluss	beschreiben	einsteigen
Ansichtskarte	Bett	Einwohner
auf dem Lande	bewölkt	Einzelfahrkarte
Aufenthalt	Bibliothek	Einzelzimmer
Aufheiterung	Bild	Eisenbahn
aufmachen	bitte	Empfang
aufschlagen	bleiben	empfangen
aufwachen	bleifrei	Entschuldigung
Aufzug	Boot	fahren
Ausfahrt	bremsen	Fahrkarte
Ausflug	Broschüre	Fahrrad
ausfüllen	Brücke	Fahrt
ausgeben	Brunnen	faulenzen
auskennen (sich)	buchen	feiern
Auskunft	Bundesstraße	Feiertag
Ausland	Busbahnhof	Fenster
auspacken	Bushaltestelle	Ferien
aussteigen	Campingplatz	feucht
Ausweis	Dach	finden

fliegen	gute Reise	Kneipe
Flughafen	Hafenstadt	Koffer
Flugzeug	Halbpension	Kofferraum
Formular ausfüllen	Hallenbad	kontrollieren
Fotoapparat	halten	Kontrolleur/in
frei	Haus	Kreuzung
Freibad	Heimfahrt	Kuh
fremd	heiß	Kühlschrank
Frühling	heißen	Küste
Frühstück	Heizung	Laden
Führerschein	Herbst	Lampe
Fundbüro	heute	Land
Fuß	heute Abend	landen
Fußgänger	heute Morgen	Landschaft
Fußgängerzone	heute Nachmittag	langsam
Gang	Himmel	langweilig
Garage	hinter	leiden
Garten	historisch	Lift
Gebäude	Hitze	links
Gebirge	Höchsttemperatur	Luft
geboren	Hotel	Luftkissenfahrzeug
Geburt	Hügel	malerisch
gefallen	Hund	Markt
gefunden	in der Nähe von	Meer
gegenüber	Industrie	Meter
Gepäck	inklusive	Metzgerei
Gepäckaufbewahrungsstelle	Insel	mieten
geradeaus	Jahreszeit	Mietwagen
gern haben, usw	Jugendherberge	mitfahren
Geschäft	kalt	Mittag
Geschirr	Kamera	Mittagessen
gestern	Kassette	Mitternacht
Gewitter	Katze	Monat
Gleis	kennen lernen	Morgen
Grad	Kilometer	morgen
Grenze	Kirche	morgen früh
gut	Klima	Motor

Museum	Revier	Staatsangehörigkeit
nass	Rezeption	Stadt
Nebel	Rückfahrkarte	Stadtmitte
neben	ruhig	Stau
Nord	Sand	sterben
öffentliche Verkehrsmittel	Schaf	Stern
Öffner	Schal	Stock
Öl	Schalter	Strand
Ort	Schere	Straße
Ost	Schild	Streichholz
Park	schlafen	Stuhl
parken	Schlafsack	Sturm
Parkplatz	Schlafwagen	Süd
Pass	schlecht	Tag
Pension	Schloss	Taschenlampe
Person	Schnee	telefonieren
Plakat	schneien	teuer
Platz	schnell	Tiefsttemperatur
Polizei	schön	Tiergarten
Polizeiwache	schöner/en Aufenthalt	Tour
Polizist/in	schwimmen	Tourist/in
Postamt	See (der)	Touristenbüro
Postkarte	See (die)	treffen
Preis	Seife	Treppe
Rad	selbstsüchtig	trinkbar
Rathaus	Sessel	trocken
rechts	Sicherheit	Tür
Regal	Sohn	Turm
Regen	Sommer	U-bahn
Regenschauer	Sonne	überholen
Regenschirm	sonnen (sich)	übernachten
regnen	sonnig	Übernachtung
Reifen	Spaß machen	überqueren
Reise	spät ankommen	umsteigen
Reiseleiter/in	spazieren gehen	unbesetzt
Reisende	Spiegel	Unterkunft
reservieren	Sportzentrum	untrinkbar

Urlaub	wählen	Wohnwagen
verboten	Wartesaal	Wolke
verbringen	waschen (sich)	wolkenlos
Verkehr	weh tun	wolkig
Verkehrsamt	weitermachen, -fahren	wollen
verlieren	West	Zeitungskiosk
verpassen	Wetter	zelten
Verspätung haben	Wettervorhersage	Zentralheizung
verzollen	Wie komme ich nach..?	Ziel
voll	Willkommen heißen	Zoll
Vollpension	Winter	Zug
vor	Wirtshaus	Zuschlag
Vorstadt	Woche	
Wagen	wohnen	

## EDUCATION TRAINING & EMPLOYMENT

Bleiben Sie bitte am Apparat.	Aufgabe	bewerben für (sich)
Abitur	Ausbildung	bezahlen
abschicken	Ausdruck	Bildschirm
Abschlussprüfung	ausdrucken	Bildung
abschreiben	austragen	Blatt
Absender	Bäcker/in	Bleistift
Adresse	Bauarbeiter/in	Briefkasten
alt	Bauunternehmer/in	Briefträger/in
anfangen	Beamte/in	Buch
Anruf	bearbeiten	Buchhalter/in
Anrufbeantworter	behandeln	buchstabieren
anrufen	beilegen	Büro
antworten	Beispiel/ zum Beispiel	Busfahrer/in
Arbeit	Beruf	Chef
arbeiten	Berufsberater/in	Chemie
Arbeiter/in Arbeitnehmer/in	Berufspraktikum	dauern
Arbeitgeber/in	berufstätig	Deutsch
Arbeitslose[r]	besetzt	Diplom--
Arbeitslosigkeit	besprechen	Direktor/in
Arbeitspraktikum	bestehen	Diskette
Arzt/Ärztin	bevorzugen	Drucker

durchfallen	hassen	Lehrer/in
Eindruck	Hauptschule	Lehrling
einfach	Hausaufgabe	leicht
einwerfen	Hauswirtschaft	Leistung
Elektriker/in	Heft	lernen
Email	helfen	lieber haben
Englisch	hitzefrei	Lieblingsfach
enttäuschend	Homepage	Lineal
Erdkunde	Informatik	Liste
erfahren	Informatiker/in	Lohn
Erfolg	interessant	lösen
erklären	Journalist/in	Luftsteward/ess
erlauben	jung	malen
Erziehung	Kantine	Manager/in
essen	Kasse	Mathe
Fabrik	Kassierer/in	Mechaniker/in
Fach	Kaufmann	Mittagspause
Fahrer/in	Kauffrau	Mittlere Reife
faxen	Kellner/in	modern
Fehler	Klassenzimmer	mündlich
Ferienjob	Klempner/in	Musiker/in
Firma	Klingeln	nachsitzen
Fortschritt	klug	Naturwissenschaften
Fotograf/in		neu
fragen	Koch/Köchin	Oberprima
Französisch	korrigieren	Papier
Fremdsprache	Krankenschwester/pfleger	Pause
Friseur/euse	Kuli/Kugelschreiber	Pfund
gebrauchen	Kunde/in	Physik
gefallen	Kunst	Plan
Gehalt	Kurs	plaudern
gern haben	Labor	Polizist/in
Geschäftsmann/frau	langweilig	Post
Geschichte	Lärm	Primaner/in
Grundschule	Lebenslauf	Punkt
gut	Lehre	Putzfrau/-mann
Gymnasium	lehren	Qualifikationen

qualifiziert	speichern	üben
Radiergummi	Spitzer	Übung
raten	Sport	Universität
Realschule	Sprache	Unterprima
rechnen	sprechen	Unterricht
Rechner	Stelle	unterrichten
Regel	Stellenanzeige	Verbesserung
Religion	Stift	verdienen
Richtungstaste	Student/in	vergessen
Ruhetag	studieren	Verkäufer/in
Schauspieler/in	Studium	verlieren
schicken	Stunde	verstehen
schlecht	Stundenplan	Vertreter/in
schlecht bezahlt	suchen	Vorstellungsgespräch
Schlips	Supermarkt	Webpage/-seite
schriftlich	Tastatur	Wechsel
Schuhe	Taste	Werbeagentur
Schule	Taxifahrer/in	Werbung
Schüler/in	Teil	Werken
schulfrei	Teilzeit-	Werkstatt
Schulhof	Telefon	wiederholen
schwer	Telefonat	wissen
Seite	telefonieren	Wörterbuch
Sekretär/in	Tennisplatz	zeichnen
Semester	Termin	Zeitung
setzen (sich)	Tierarzt/-ärztin	Zeugnis
sitzen	tippen	zu den Akten legen
Socken	Tippfehler	zu Ende gehen
Software	Titel	zu Fuß
Soldat/in	Tonbandgerät	zuhören
Sommerferien	trinken	Zukunft
Sozialkunde	Turnen	Zukunftspläne
Spanisch	Turnhalle	

## HOUSE, HOME AND DAILY ROUTINE

Abend	Birne	einkaufen gehen
Abendessen	blau	Einkaufsliste
Abfall	bleiben	Einzelkind
abräumen	blond	Eis
abspülen	Blume	Eltern
abtrocknen	Blumenkohl	Erbsen
abwaschen	Bonbon	Erdbeere
Adresse	braten	Erdgeschoss
alt, älter, ältest	Bratkartoffeln	essen
anmachen	Bratwurst	Essen
anziehen (sich)	braun	Essig
Apfel	brav	Esszimmer
Apfelsine	Brille	Familie
Aprikose	Brot	Familiennamen
arbeiten	Brötchen	faul
Arbeitszimmer	Bruder	Fenster
Arm	Brust	Finger
attraktiv	bügeln	Fisch
aufräumen	Butter	Flasche
aufstehen	Chips	Fleisch
aufwachen	Cola	fleißig
aus Holz	Dachboden	Forelle
ausgehen	das Bett frisch beziehen	Frau
ausmachen	das Bett machen	frech
ausziehen (sich)	Decke	fressen
Bad	decken	Freund/in
Badezimmer	den Haushalt führen	freundlich
Banane	Dose	frisch
bedienen	dumm	Frucht
begießen	dunkel	früh
bequem	durstig	Frühstück
bestellen	Dusche	frühstücken
Bettdecke	ehrlich	Fuß
Bier	Ei	Fußboden
Bild	eingießen	Gabel

Garage	Haustier	Kuchen
Gardine	heiraten	Kühlschrank
Garten	heizen	Kusine
Gas	helfen	Lachs
Gasthaus	hell	leben
Gebäck	Herd	Lebensmittel
gelb	Himbeere	Leberwurst
Gemüse	Hocker	lecker
Gericht	höflich	ledig
geschieden	hören	Licht
Geschirrspülautomat	Hund	Limonade
Geschwister	hungrig	Lippe
Gesicht	im Bett bleiben	Liter
Getränk	jung	lockig
getrennt	Junge	Löffel
Glas	Kaffee	Löffelchen
glatt	Kaffeepause	Mädchen
Glatze	Kakao	mähen
glücklich	Kalbfleisch	Mahlzeit
Gramm	Kamm	Mann
Gras	können (sich)	Marmelade
grau	Kaninchen	Mauer
groß	Kännchen	Maus
Großmutter	Kanne (Tee-/Kaffee)	Meerschweinchen
Großvater	Kartoffel	Mehl
grün	Käse	Messer
Guten Appetit!	Katze	Mikrowellenherd
Haar/Haare	Kind	Milch
Hahn	klein	Mineralwasser
Hähnchen	Kleingeld	Mittagessen
Hamster	klug	Mixer
Hand	Knie	Möbel
hängen	kochen	Möbelstück
hässlich	Kohl	Morgen
Hauptgericht	Kopfkissen	müde
Haus	Kotellett	Müll
Hausfrau	Küche	Mund



Mutter	Rindfleisch	Speck
Mutti	rot	Speisekarte
nach Hause gehen	Rotkohl	Spiegelei
Nachbar/in	Rotwein	sportlich
Nachmittag	Saft	Steckdose
Nachspeise	Sahne	Stereo-Anlage
Name	Salat	Stimme
Nuss	Salz	Stirn
Obst	satt	Stock
Omelett	sauber	Strohalm
Ohr	sauer	Stuhl
Öl	Sauerbraten	Suppe
Oma	Sauerkraut	süß
Onkel	Scheibe	Süßigkeiten
Opa	Schinken	sympatisch
Orangensaft	Schlafzimmer	Tante
Orange	Schlagsahne	Tapete
ordentlich	schlank	Taschengeld
Papagei	Schlüssel	Tasse
Pfeffer	schmecken	Tee
Pfirsich	Schminke	teilen
Pflanze	schminken (sich)	Teller
pflanzen	schmutzig	Teppich
Pflaume	schneiden	Teppichboden
pflücken	Schnitzel	Terrasse
Pommes Frites	Schokolade	Tiefkühltruhe
Praline	Schrank	Tischdecke
putzen	Schreibtisch	Toilette
Rasen	schüchtern	Tomate
Rasierapparat	schwarz	Topf
rasieren (sich)	Schweinbraten	Torte
Ratte	Schweinefilet	tot
reichen	Schweinefleisch	traurig
Reis	Schwester	Traube
reparieren	sehen	Treppe
Rezept	Senf	trinken
riechen	spät	Tuch

Tür	Vorhang	Wohnzimmer
umziehen	Vorname	Wurst
umziehen (sich)	Vorspeise	Würstchen
unartig	Wand	zahlen
unbequem	Waschbecken	Zahn
unehrlich	waschen (sich)	Zahnbürste
unhöflich	Waschmaschine	Zähne putzen (sich)
unordentlich	Wasser	Zimmer
Vater	wecken	Zitrone
Vati	Wecker	Zucker
verheiratet	Wein	zu Bett gehen
verliebt sein	weiß	zu Hause sein
verlieren	Weißwein	zu spät kommen
verschlafen	Wellensittich	Zutaten
Verwandte	Wirtshaus	zu Tisch setzen (sich)
Verwandtschaft	Wohnblock	Zwiebel
Vetter	wohnen	Zwilling
Vogel	Wohnung	

## **MEDIA, ENTERTAINMENT AND YOUTH CULTURE**

Abenteuerfilm	Eintrittspreis	Hut
abgemacht	enden	Jacke
anfängen	erwachsen	Kind
anschauen	Erwachsene[r]	Kino
Arbeitslosigkeit	fernsehen	Klamotten
arm	Fernseher	Klavier
Baumwolle	Fernsehsendung	Kleid
berühmt	fotografieren	Kleidung
besichtigen	gefallen	klettern
Bluse	gewalttätig	komisch
brutal	glücklich	Krimi
Brutalität	Gruselfilm	Leder
bummeln	Gürtel	Lied
Disco/Disko	Handschuh	Lippenstift
Dokumentation(Doku)	Handy	Mannschaft
Droge	Hemd	Mantel
Eingang	Hose	Mode

Nachrichten	Rock	Talkshow
Ohrringe	Sakko	Tasche
Piercing	sammeln	Theater
Politik	Sänger/in	Theaterstück
Politker/in	Satellitenfernsehen	traurig
Popstar	Schuh	Trickfilm
Preis	schwärmen für (sich)	Trompete
prima	Sendung	Überschwemmung
Programm	Serie	Umwelt
Pulli	singen	Umweltverschmutzung
reduziert	Sitz	Verkehr
Regenmantel	Socke	Videorekorder
Regenschirm	Spaß	Vorstellung
reich	spielen	Walkman
rennen	surfen	Werbespot
reservieren	synchronisiert	Wie viel?
Reservierung	Tagesschau	Zeitung

## **SOCIAL ACTIVITIES, FITNESS AND HEALTH**

amüsieren (sich)	Besuch	Feuerwerk
angeln	besuchen	Fischhändler
Angelrute	billig	Flasche
Armbanduhr	Blockflöte	Freizeit
ausverkauft	Brieffreund/in	Frohe Weihnachten
Athletik	duzen	Fußball
Aufzug	Ecke	Galerie
Ausflug	Ehe	Geburtstag
ausgeben	Einkäufe machen	gehören
ausgehen	Einkäufe	Geige
ausruhen (sich)	Einkaufszentrum	Geld
Ausstellung	einladen	Geschenk
Ausverkauf	Einladung	Glückwunsch
Auswahl	enttäuscht	Größe
baden	Feierabend machen	Guten Appetit
begeistert	Feiertag	Hochzeit
bestellen	fernsehen	holen

Imbisshalle	Preis	Spielzeug
Jugendklub	Quittung	Sport treiben
Kasse	Rad fahren	Sportverein
kaufen	Reise	Sportzentrum
Kaufhaus	Reisebüro	Supermarkt
Kellner/in	Reisescheck	tanzen
Kleingeld	reiten	Tasche
Konditorei	relaxt	Taschengeld
kosten	Ring	tauchen
Kreditkarte	Rollschuhe	Terrasse
Laden	Roman	teuer
Lebensmittelgeschäft	Schach	treffen
Lektüre	Schauenster	Trinkgeld
lesen	schenken	Uhr
Lift	Schlagzeug	Vegetarier/in
Mannschaft	Schmuck	verkaufen
Markt	Schreibwarengeschäft	Verlobung
Mitglied	schwimmen	vorstellen (sich)
musizieren	Selbstbedienung	Wanderer
Nachtklub	siezen	Warenhaus
Neujahrstag	Silvester	Wechselstube
Ostern	skateboarden	Wegweiser
Parfum	Skilaufen	Weihnachten
Partnerstadt	Sonderangebot	Willkommen
Pferd	sparen	windsurfen
Pfingsten	spazieren gehen	
Portemonnaie	spielen	

### **(Fitness and Health)**

abnehmen	Behandlung	dick
Alkohol	Bein	Droge
Apotheke	besser gehen	drogenabhängig
Arm	blass	dünn
Arzt/Ärztin	Blut	Durchfall
atmen	brechen	erbrechen
Auge	Brille	erkältet sein
Bauch	Daumen	Erkältung

ernst	Medizin	sich erholen
fallen	messen	sich erkälten
Fieber	müde	sich krank fühlen
Finger	Mund	sich übergeben
Fuß	Nase	sich weh tun
gebrochen	nehmen	Sonnenbrand
Gesicht	Notfall	sportlich
gestorben	nötig	Sprechstunde
gesund	Ohr	Stich
Gesundheit	operieren	Stress
Grippe	Pflaster	Tablette
Hals	Pille	Temperatur
Halsschmerzen haben	rauchen	Termin
Hilfe	retten	übel
husten	Rezept	Unfall
Knie	Rücken	untersuchen
Kopf	Rückenschmerzen haben	verletzen
Kopfschmerzen haben	schlafen	verstopft
Körper	schlimm	Vegetarier/in
Krankenschwester/-pfleger	Schmerzen	Zahn
Krankheit	Schnupfen	Zahnarzt/ärztin
Leben	schreien	Zahnschmerzen haben
leiden	Schulter	Zehe
liegen	schützen	zunehmen
Magen	schwindlig	Zunge
Magenschmerzen haben	sich ausruhen	
Medikament	sich die Zähne putzen	

## NON TOPIC SPECIFIC

### Acronyms

ARD  
BRD  
DB  
ICE  
MWSt  
ZDF

### Social conventions

Alles Gute  
Auf Wiedersehen  
Bis bald  
Bis morgen  
Bitte  
Danke schön  
Entschuldigung

Gute Nacht  
Guten Morgen  
Guten Tag  
Hilfe

<b>Prepositions</b>	<b>Subordinating conjunctions</b>	erst-
an		erstaunt
auf	als	falsch
aus	bevor	früh
außer	bis	gebrochen
bei	dass	gefährlich
bis	nachdem	genau
durch	weil	geschlossen
entlang	wenn	gesund
für	wo	gleich
gegen		glücklich
gegenüber	<b>Adjectives</b>	gut
hinter	aktuell	guter Laune
in	allein	hart
mit	allgemein	hässlich
nach	alt	hoch
neben	ander-	jung
ohne	ärgerlich	kaputt
seit	bequem	klasse
statt	beschäftigt	klar
über	bestimmt	komisch
um	böse	kostenlos
unter	breit	krank
von	dankbar	kurz
vor	dicht	lang
während	dick	launisch
wegen	draußen	laut
zu	drinnen	leer
zwischen	dumm	leicht
<b>Conjunctions</b>	dünn	leise
	echt	letz-
<b>Co-ordinating conjunctions</b>	eigen	müde
aber	einzig	nah
denn	eng	neu
oder	ermüdend	niedrig
und	ernst	nötig
	erschöpft	nützlich

offen	spannend	unvorstellbar
perfekt	spät	unwichtig
reif	stark	voll
richtig	steil	wahr
ruhig	stolz	weich
rund	streng	weit
satt	toll	wertvoll
sauber	traurig	wichtig
schlecht	typisch	wunderbar
schmal	überrascht	zahlreich
schmutzig	umweltfeindlich	zornig
schön	umweltfreundlich	zufrieden
schrecklich	unbequem	zusammen
schwach	unglaublich	
schwer	unreif	

## VERBS

abfahren	eine Frage beantworten	freuen auf (sich)
ändern	eine Frage stellen	fühlen (sich)
anfangen	einladen	führen
anfassen	einschlafen	geben
anmachen	eintreten	gefallen
annehmen	enden	gehen
antworten	entscheiden (sich)	gehören
anzünden	erinnern an (sich)	gelingen
ärgern (sich)	erklären	glauben
aufhören	erlauben	haben
begleiten	erreichen	halten
beschließen	erwarten	hassen
besuchen	erzählen	helfen
betreten	fahren	hoffen
bitten um	fallen lassen	holen
brauchen	fallen	hören
bringen	finden	interessieren für (sich)
denken	folgen	kennen
dürfen	fragen	klettern auf
eilen	fressen	klopfen

kommen	scheinen	vergessen
können	schlafen	verlassen
lächeln	schlagen	verlieren
lachen	schließen	versprechen
langweilen (sich)	schreiben	verstehen
laufen	schweigen	versuchen
leben	sehen	vorhaben
legen	sein	wählen
leid tun	setzen (sich)	warten auf
lesen	sitzen	weinen
lieben	spazieren gehen	wiederholen
liegen	sprechen	wissen
lügen	springen	wohnen
meinen	stecken	wollen
müssen	steigen auf	wünschen (sich)
nehmen	stellen	zählen
öffnen	streiten (sich)	zeigen
planen	tragen	ziehen
raten	trinken	zurückkommen
reden	verdienen	
sagen	vergeben	

## COLOURS

blau	grün	schwarz
braun	hell	weiß
dunkel	lila	
gelb	rosa	
grau	rot	

## ADVERBS

[dort] drüben	hier	manchmal
aber	hin-	mehr
auch	hinten	mitten
besonders	immer	neulich
dort	irgendwo	nie
fast	lange	oben
her-	lieber	oft



regelmäßig	sofort	vorwärts
rückwärts	unten	wahrscheinlich
schon	unterwegs	ziemlich
sehr	vielleicht	

### QUANTITIES

Drittel	ein Stück	genug
Dutzend	eine Dose	kein-
ein bisschen	eine Flasche	Hälfte
ein paar	eine Tasse	mehrer-
ein Paar	einig-	viel-

### CONNECTING WORDS

aber	dann	und
auch	oder	

### TIME EXPRESSIONS

Abend	meistens	übermorgen
bald	Mittag	um... Uhr
damals	Mitternacht	von Zeit zu Zeit
gestern	Morgen	vorgestern
gleich	morgen	vorher
heute Abend	nachher	Vormittag
heute Morgen	Nachmittag	Woche
heute	Nacht	wöchentlich
heutzutage	pünktlich	Zeit
immer noch	Stunde	zuerst
Jahr	Tag	
jeden Tag	täglich	

### GENERAL EXPRESSIONS

auf diese Weise	gewöhnlich	nicht wirklich
das kommt darauf an	im voraus	noch einmal
es eilig haben	meiner Meinung nach	persönliche Angaben
es geht mir gut	mit großem Vergnügen	schade
es gibt	nach Hause	viel Glück
es ist mir egal	natürlich	was für ein.. ?

Wie geht's?	zu Hause
Wie schreibt man das?	

### OTHER WORDS

alle	Herr	Sache
Anfang	ja	Schluss
Art	jen-	vielleicht
dies-		Zahl
Ding	Mitte	zum Beispiel
etwas	nein	
Frau	niemand	
Gegenstand	Nummer	

### COUNTRIES, ETC.,

Afrika	England	Norwegen
Asien	Europa	Österreich
Belgien	Griechenland	Schottland
Dänemark	Großbritannien	Schweden
Deutschland	Indien	Spanien
Die Schweiz	Irland	
Die Türkei	Italien	
Die Vereinigten Staaten	Niederlande	

### NATIONALITIES

Afrikaner/in	Franzose	Schotte/in
Amerikaner[in]	Französin	Schweizer[in]
Belger[in]	Griechen/in	Spanier[in]
Däne/in	Holländer[in]	Türke/in
Deutsche[r]	Ire/in	
Engländer[in]	Italiener[in]	
Europäer[in]	Österreicher[in]	

### OTHER AREAS. ETC

Bayern	Grenze	Wien
Die Alpen	Köln	
Genf	München	



## Appendix 4 – Procedures for moderation of internal assessment

### PROCEDURES FOR 2FA and 2HA – TEACHER ASSESSED ORAL EXAMINATION

#### Recording marks on Form L3

Please note that the L3 form has five sections for recording marks and **asterisks on the L3 form denote where marks should be entered.**

Please complete sections **1, 3 and 4** for **Foundation** candidates or **2, 3 and 5** for **Higher** candidates.

Please **tick** the appropriate box on **section 6** and **ensure that you do not write in the shaded boxes (moderator use only).**

If the marking is being carried out by the teacher-examiner, insert the appropriate mark for each element in the relevant asterisked box marked '**Centre mark**' on the L3.

Total the marks at the end of the test or at the end of the session. Insert total marks for the oral test on the L3 in the box marked '**Final mark**'.

Please note that the **Higher Tier** will be recorded out of **150**. The use of the digit **1** in front of the candidate's score is simply to register that the candidate has taken the **Higher Tier** examination – thus a candidate's mark of 122 is equivalent to a mark of 22/50 on Higher Tier. The Higher Tier final mark box already includes the digit **1** for the final mark.

**However, when transferring the Higher candidates' marks to the 2HA OPTEMS form please remember to record the three-figure mark.**

#### Internal standardisation of marking

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 candidates at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Consistency may be achieved in a variety of ways, some of which are given below.

- 1 A group of teachers may review the moderated tapes for the previous year's examination where appropriate to confirm that their marking is in line with national standards.
- 2 A group of teachers could listen to a selection of tapes (mocks/tests, etc) and agree assessment techniques and standards of marking with colleagues.
- 3 One teacher could sit in for the first hour of a colleague's oral examining and mark it independently.
- 4 Where staffing levels permit, the Head of Department or another experienced teacher could sit in on the examinations and assess all candidates while their own teacher conducts the tests.
- 5 A group of teachers or a single experienced individual may prefer to play back all the recordings after the examinations and make appropriate adjustments to the assessments.

There are clear advantages and disadvantages with any of the methods shown above. Centres are **not** required to have more than one teacher in the examination room and, in the last analysis, each centre should choose the method which best suits its circumstances.

## Procedures for recording and submitting marks for 2FA/2HA

All centres which have entered candidates for the teacher-assessed oral component will receive OPTEMS for 2FA (Foundation Tier) and 2HA (Higher Tier). Centres must complete the correct OPTEMS for each candidate **according to the tier taken, 2FA or 2HA**. (The tier not taken by the candidate should be left blank.)

If a candidate is absent please enter **ABS** on **both** OPTEMS (**2FA and 2HA**).

Please enter the candidate's final mark for the correct tier.

If a candidate has taken the **Foundation Tier (2FA)** a mark from **0 – 50** should be recorded.

If a candidate has taken the **Higher Tier (2HA)** a mark from **100 – 150** should be recorded.

Centres will have the option of:

### EITHER

- recording marks on an optically-read teacher-examiner mark sheet (OPTEMS), Section 1.

### OR

- recording marks on computer for transfer to Edexcel by means of electronic data interchange (EDI), Section 2.

## Section 1: Centres using OPTEMS

- 1.1 OPTEMS will be pre-printed on three-part stationery with specification and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates 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.**

- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All candidates entered by the deadline date will be listed on the OPTEMS.
- 1.4 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, specification, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.
- 1.5 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.
- 1.6 For each candidate, first ensure you have checked the arithmetic on the L3, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (please see exemplar).

- 1.7 Encode the component mark for each candidate for either 2FA or 2HA 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 candidates scoring 10, 20, etc and the leading zero for single figures, as shown.

If you make a mistake, rub out the incorrect marks and 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 **each** copy.

Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box on either the 2FA or the 2HA OPTEMS.

**0** (zero marks) should be entered only if work submitted has been found to be worthless. It should **not** be used where candidates have failed to submit work.

**ABS** should be entered in the marks box and an **A** in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.

**W** should be entered in the marks box and the encoded section where the candidate has been withdrawn.

## Exemplar

### Encoded section

Candidate name	Number	Marks												
NEW ALAN JB	3200	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		(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) <del>(•5•)</del>	(•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•) <del>(•A•)</del>	(•200•) (•W•)
WATTS MARK JB	3203	20	(•0•) <del>(•0•)</del>	(•10•) (•1•)	<del>(•20•)</del> (•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•)	<del>(•40•)</del> (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) <del>(•9•)</del>	(•100•) (•A•)	(•200•) (•W•)
JONES ANN PN	3205	100	<del>(•0•)</del> <del>(•0•)</del>	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	<del>(•100•)</del> (•A•)	(•200•) (•W•)
RAJ PATEL PN	3206	115	(•0•) (•0•)	<del>(•10•)</del> (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) <del>(•5•)</del>	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	<del>(•100•)</del> (•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•)	<del>(•200•)</del> (•W•)

- 1.8 Once completed and signed the three-part sets should then be divided and despatched **within 48 hours of the examination**, or retained as follows:
- 1.9 **Top copy** to be returned direct to Edexcel in the envelope provided. Please remember this form **must not be folded or creased**.
- 1.10 **Second copy** to be sent **with all the tapes** to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- 1.11 **Third copy** to be retained by the centre.

## Section 2: Centres using EDI

- 2.1 Marks must be recorded on computer for 2FA and 2HA and transmitted to Edexcel **within 48 hours of the examination**. 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:

- S** – valid non-zero mark recorded for all candidates  
**Z** – zero mark recorded for work submitted  
**A** – absent for component.

### 2.2 **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 tapes within 48 hours of the examination**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS** – absent  
**W** – withdrawn

Where more than one teacher has assessed the work the teachers' initials or the set number should be given beside each candidate'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 candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.'*

Signed ..... Date .....

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

### 2.3 **L3s**

Centres will be provided with copies of the L3 on two part NCR. The L3, to be completed for each candidate, provides the moderator with details of how each candidate'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.

Centres should send the **top copy** of the L3s separately to the **moderator** and **retain the bottom copy** for their records.

## **ACTION AFTER COMPLETION OF THE ORAL EXAMINATION FOR 2FA, 2HA, 2FB AND 2HB**

### **Preparation and despatch of materials to the moderator**

Centres should send **all** tapes for 2FA/2HA or 2FB/2HB to the appropriate moderator or examiner.

For 2FA/2HA only, when all examining in the language concerned is complete, all L3 forms must be carefully checked and the total mark out of **50** for each **Foundation** candidate or out of **150** for each **Higher** candidate must be transferred to the appropriate box on OPTEMS for each paper. All relevant mark boxes must contain a mark.

All L3 forms must contain all the appropriate centre and candidate details – correct candidate numbers are essential.

All L3 forms must include rôle-play details and the conversation topics chosen by the candidate (Topic 1) and by the teacher-examiner (Topic 2).

All the L3 forms should be arranged **in candidate number order**.

Each tape must be numbered and the number indicated in the appropriate box on the L3 form.

Every cassette tape and box must be numbered and clearly labelled with centre name and number and the language being examined. Centres will be provided with photocopyable cassette inserts. Each side of each cassette must indicate the candidate numbers of candidates recorded on it.

Computer-printed address labels will be supplied, showing the name of the examiner/moderator and the syllabus and paper numbers. As soon as all materials are ready and within 48 hours of the completion of examining within the language concerned, material should be despatched to the examiner/moderator in two separate consignments as follows.

### **For centres taking 2FA/2HA (marking by the teacher-examiner)**

**Parcel 1:** Top white copies of L3 for **all** candidates (bottom copies to be retained by centre).

**Parcel 2:** **All** tapes, and the middle copy of OPTEMS or EDI printout.

For centres taking 2FB/2HB (marking by an Edexcel examiner)

**Parcel 1:** Both copies of L3 for **all** candidates.

**Parcel 2:** All tapes and the top copy of the attendance register (bottom copy to be retained by the centres).

Where the size of the candidature makes it necessary to split parcels (whether of documentation or cassettes), they should be numbered clearly on the outside (eg package 1 of 2).

**Centres are reminded that all candidates must be recorded and the recordings despatched to the examiner/moderator.**



Candidate Name		Candidate N°	
Centre Name		Centre N°	
Language	Spec. N°	Tape N°	Side: A/B
teacher-examiner's Name (Block capitals please)			

**(1) FOUNDATION: Role Plays A and B (Max mark = 20)**

Rôle-play A	Ed. use only	Rôle-play B	Edexcel use only	Total A + B	Edexcel use only
Card N° .....	TL	Card N° .....	TL		TL
Centre mark (Max = 10)	Moderator mark (Max = 10)	Centre mark (Max = 10)	Moderator mark (Max = 10)	Centre total (Max = 20)	Moderator total (Max = 20)
*		*		*	

**OR**

**(2) HIGHER: Role Plays B and C (Max mark = 20)**

Rôle-play B	Ed. use only	Rôle-play C	Edexcel use only	Total B + C	Edexcel use only
Card N° .....	TL	Card N° .....	TL		TL
Centre mark (Max = 10)	Mod. mark (Max = 10)	Centre mark (Max = 10)	Moderator mark (Max = 10)	Centre total (Max = 20)	Moderator total (Max = 20)
*		*		*	

**(3) FOUNDATION and HIGHER: Conversation (Max mark = 30)**

Topic Title(s)		1		2			
Centre mark				Edexcel use only: Moderator mark			
Comm (Max = 10)	Lang (Max = 10)	Acc (Max = 10)	Total (Max = 30)	Comm (Max = 10)	Lang (Max = 10)	Acc (Max = 10)	Total (Max = 30)
*	*	*	*				
				TL	TL	TL	TL

**(4) Final Mark (Max 50)  
FOUNDATION**

Total A + B	*
Conversation	*
TOTAL (/50)	*
Edexcel use only	

**OR**

**(5) Final Mark (Max 150)  
HIGHER**

Total B + C	*
Conversation	*
TOTAL (/150)	* 1
Edexcel use only	1

**(6) Paper  
(Please tick)**

2FA	
2HA	
2FB	
2HB	

Moderator's Name (Block capitals please)	NPP N°
--	--------

## WRITING COURSEWORK

### 1 Summary of requirements

- a Students are required to submit three units of work from three of the five 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 250-350 words over the three units.
- e Students aiming for grades C-A\* should aim to submit between 500-600 words over the three units.
- f At least one third of the total work submitted by each student must be produced under controlled conditions and this **must include one complete unit** (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 At least a third of the total coursework for each student must be produced under controlled conditions, but teachers may increase this proportion at their discretion.

### 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 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, specification/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.

## Exemplar

### Encoded section

Student name	Number	Marks												
NEW ALAN JB	3200	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		(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) 	(•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•) 	(•200•) (•W•)
WATTS MARK JB	3203	20	(•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•)		(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) 	(•100•) (•A•)	(•200•) (•W•)
JONES ANN PN	3205	100		(•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•)		(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) 	(•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•) 

- 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
- 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

**✓** – 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 (✓) 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 (✓).**

For centres submitting marks by EDI the students in the sample selected on the OPTEMS should be marked with an asterisk (\*) or a tick (✓), 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.

**There will be no asterisks on the OPTEMS supplied for 2FA and 2HA orals.**

## 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 three 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 appendix)
- 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	
<b>Task completion</b>	
Some parts of the task have not been covered	
Fails to meet the requirements of the task	
<b>Presentation</b>	
Presentation and layout to be tidied up	
<b>Interest</b>	
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

NB: A copy of any stimulus material used should be included in the candidate's folder.  
 Short course candidates submit only 2 units and the total mark is out of 40.

<b>Candidate Name</b>	<b>Candidate N°</b>
<b>(Block capitals please)</b>	
<b>Centre Name</b>	<b>Centre N°</b>
<i>Language</i>	<b>Spec. N°</b>

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)		
1									Moderator total/	TL
2										
3										

**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.

<b>Name of examining teacher (Block capitals please)</b>	<b>Signature</b>	<b>Date</b>	

Total mark (Max 60)	For Edexcel use only	
	Moderator total	TL



## Appendix 5 – Key skills

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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 <b>two</b> different purposes	1, 2, 3, 4	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.  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).
IT2.2	Explore and develop information, and derive new information, for <b>two</b> different purposes	3, 4	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.  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.  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.



Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.3	Present combined information for <b>two</b> different purposes.  This work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers	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>
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives	1, 2, 3, 4	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>Eg students react appropriately to assessment from teacher and peers – acknowledging areas of weakness and identifying ways to improve target-language performance.</p>

## **Evidence**

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 German 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: <ul style="list-style-type: none"> <li>• studying a straightforward subject</li> <li>• learning through a straightforward practical activity</li> </ul>	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	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.  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.  Eg asking for advice and guidance from the teacher when referring to marked work.

### 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	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.  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.
C2.1b	Give a short talk about a straightforward subject, using an image	2, 4	Following a period of research students could be given the opportunity to give a short talk to the rest of their group.  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.  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.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.2	Read and summarise information from <b>two</b> extended documents about a straightforward subject  One of the documents should include at least <b>one</b> image	2, 3, 4	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.  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.  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.  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.
C2.3	Write <b>two</b> different types of documents about straightforward subjects  One piece of writing should be an extended document and include at least <b>one</b> image	4	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.  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.  Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.  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.

## 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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