Edexcel GCSE

Edexcel GCSE in Modern Foreign Languages

French(1226), German(1231), Italian(1237),
Spanish(1246), Urdu (1901) and
French short course(3226)

First examination 2003

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Contents

Introduction

This Teachers' Guide has been designed to help you prepare your students for GCSE examinations from 2003.

It is suitable for those teaching the following languages:

÷ French (1226)
÷ German (1231)
÷ Italian (1237)
÷ Spanish (1246)
÷ Urdu (1901)

÷ French (short course) (3226)

NB: A Teachers' Guide is also available for teachers of single-tier GCSEs in Arabic, Chinese, Japanese, Modern Greek and Russian.

For information on the Edexcel Entry level Certificate in modern foreign languages (French, German, Spanish) or other key stage 4 qualifications, please contact the customer response centre on 0870 240 9800.

Specification summaries

The following summaries have been included for your convenience. For further details please refer to the appropriate specifications.

Scheme of assessment - French, German, Italian, Spanish and Urdu (full course)

The grid below shows the relationship between assessment objectives and examination components.

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

Assessment objectives

All candidates will be required to demonstrate an ability to:

AO1   understand and respond to spoken language;

AO2   communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification;

AO3   understand and respond to written language;

AO4   communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification.

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.

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 are unable to do this if the centre also offers the written coursework option. This reflects the revised GCSE criteria for modern foreign languages which restrict **internal assessment to 30% (max.) of the total marks** across all papers. There is no tier of entry for the written coursework option.

Topic areas

Students following a full course must cover all five topic areas. These have been divided into sub-topics which provide possible contexts for assessment. They cover the four assessment objectives and both the Foundation and Higher tiers where appropriate.

Topic areas with related sub-topics

At home and abroad	÷ Things to see and do ÷ Life in the town, countryside, seaside ÷ Weather and climate ÷ Travel, transport and directions ÷ Holidays, tourist information and accommodation ÷ Services and shopping abroad ÷ Customs, everyday life and traditions in target-language countries and communities
Education, training and employment	÷ School life and routine ÷ Different types of jobs ÷ Job advertisements, applications and interviews ÷ Future plans and work experience
House, home and daily routine	÷ Types of home, rooms, furniture and garden ÷ Information about self, family and friends ÷ Helping around the house ÷ Food and drink
Media, entertainment and youth culture	÷ Sport, fashion and entertainment ÷ Famous personalities ÷ The media ÷ Current affairs, social and environmental issues
Social activities, fitness and health	÷ Free time (evenings, weekends, meeting people) ÷ Special occasions ÷ Hobbies, interests, sports and exercise ÷ Shopping and money matters ÷ Accidents, injuries, common ailments and health issues (smoking, drugs)

Scheme of assessment – French (short course)

The short course offers the same range of grades as the full course but covers only three topic areas and is the equivalent to half a GCSE.

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

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

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

French short course: Topic areas

Students following a short course must cover the three topic areas listed below. These have been divided into sub-topics, which provide the context for assessment. They cover the four assessment objectives and both Foundation and Higher tiers where appropriate.

Topic areas with related sub-topics

At home and abroad	÷ Things to see and do ÷ Life in the town, countryside, seaside ÷ Weather and climate ÷ Travel, transport and directions ÷ Holidays, tourist information and accommodation ÷ Services and shopping abroad ÷ Customs, everyday life and traditions in target-language countries and communities
Education, training and employment	÷ School life and routine ÷ Different types of jobs ÷ Job advertisements, applications and interviews ÷ Future plans and work experience
Social activities	÷ Free time (evenings, weekends, meeting people) ÷ Special occasions ÷ Hobbies, interests and sports ÷ Shopping and money matters ÷ Meeting people

Tiering

Tiering (French, German, Italian, Spanish and Urdu)

Foundation	G	F	E	D	C			
Higher				D	C	B	A	A*

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 and an allowed Grade E can be awarded. Candidates failing to achieve Grade E on a Higher Tier paper will be reported as unclassified on that paper**.** It is important to note that when registering candidates for MFL GCSE examinations, Edexcel does **not** require centres to specify the tier of entry.

In the listening and reading papers 40% of the marks will be allocated to the overlap questions. As each of these papers will carry 50 marks, there will always be 20 marks allocated to overlap questions. (For the French short course the paper will carry 25 marks with 10 marks allocated to the overlap questions).

In the speaking test Rôle-play B is the overlap task. Consequently, this will be done by all candidates, as the second rôle-play at Foundation tier or the first at Higher tier (see The speaking test p.21).

In the writing examination, the overlap task is the fourth task on the Foundation paper and the first task on the Higher paper. This task will involve a choice of questions and will afford candidates an opportunity to express opinions and to use tenses other than the present.

You may enter candidates at different tiers for different skills e.g. a candidate could be entered for Higher speaking and Higher reading but Foundation listening and Foundation writing. Edexcel issues two sets of examination papers to cater for changes of entry on the day of the examination. It is possible that students may have improved on, or not reached, the standard you anticipated at the time of registration.

Structure

Listening & responding and Reading & responding (1F & 1H, 3F & 3H)

The listening and reading papers have a common structure across languages. Because the levels cover five grades, papers with a steep incline of difficulty might well prove discouraging for weaker candidates. Foundation papers will therefore be structured in a "peaks and troughs" format with the more difficult questions distributed throughout the paper. Candidates should be encouraged to attempt the whole paper, even if they come across questions which they find taxing.

It is also the policy to use the allowance for responses in English ie interpreting tasks. These tasks will also constitute 20% of the paper ie 10 marks for the full course and 5 marks for the short course.

Responses in English will always be the last tasks on the paper and they will always be clearly indicated to the candidates.

Writing Foundation (4F)

Students will complete four tasks:

Task 1

A form/questionnaire filling exercise or a list that requires the use of individual words. Marked for *Communication* only. Instructions will be in English.

Task 2

Response to a visual or simple target language stimulus, about five simple sentences are required. Marked for *Communication and content* and *Knowledge and application of language*. The task instructions will be in English.

Task 3

A postcard or a similar message of approximately 30 words, assessed for *Communication and content* and *Knowledge and application of language*. The task instructions will be in English. The task will be assessed globally and more than one point from the stimulus may be covered by a single sentence in the response. Five points in the stimulus do not necessarily require five separate sentences.

Task 4

Continuous writing of 70-80 words. Candidates will be given a choice of two tasks - the task could be a reply to a short letter in the target language, the expansion of notes or it could be based on visuals or other simple stimuli written in the target language. The instructions will be given in English. Marked for *Communication and content*, *Knowledge and application of language* and *Accuracy*.

Writing Higher (4H):

Task 1

The first task will be identical to task 4 of the Foundation paper.

Task 2

This will be a piece of continuous writing (150 words). Candidates will be offered a choice of task, one of which may be more open-ended and one which is more structured. Questions will be set so that candidates can undertake either narrative or discursive pieces of writing. These may be factual or imaginary narratives or involve extended letter writing. The task may be based on stimuli in the target language or visuals or a combination of both. Instructions will be given in the target language. The task will be marked for ***Communication and content, Knowledge and application of language*** and ***Accuracy***.

Speaking

Please refer to 'The speaking test' section on p21.

Progression and differentiation

Specification content

The specification content may be divided into two areas: knowledge, skills and understanding and the main topic areas. These relate directly to the programmes of study of the national curriculum. The aim of this section is to give further guidance of how the two can be linked and how students might progress within a topic area.

The five topic areas cover both tiers of the examination and should be developed *in conjunction with* the linguistic structures, the minimum core vocabulary and the knowledge, skills and understanding requirements of the specification. They must all guide the teaching programme leading to your students' assessment at the end of key stage 4. It is important to stress, however, that the students' language skills should be developed for application across topics rather than within topics.

The content of the main topic areas may already be familiar to you and your students as a result of the work completed during key stage 3 or initial exposure to the language. All the topics have been further divided into sub-topics in order to give specific guidance on the areas which the topics will cover. The level of language is prescribed by the linguistic structures. Therefore, a sub-topic such as 'Famous Personalities' in listening and reading, might be assessed via a simple headline at Foundation tier, an interview giving factual information at overlap level or a longer text about a famous person, (including attitudes and opinions) at Higher tier. If a student wishes to include information about a famous personality in speaking or writing, the language used will be largely in the control of the student.

The following pages give an indication and some guidance on the kinds of activities you may wish to include when preparing your students for GCSE. Each one represents a sub-topic from the specification. The prior knowledge includes areas which you are likely to have taught candidates already. Activities are graded within each skill area. The first activity in each box would be the final activity for the weakest students, but could also be the introductory activity for the more able, who could progress to the second or third activities in the box.

At home and abroad: (Weather and climate)

Prior knowledge

- ÷ Vocabulary (use the minimum core vocabulary list as a guide)
- ÷ Days of the week, months, time, numbers, adjectives
- ÷ Landscape, town, names of places/countries

SUGGESTED ACTIVITIES	
AO1 *Listening*	÷ match weather symbols to words or phrases heard on tape ÷ recognise sentences from weather report, match with text ÷ note down in target language or English details from weather report heard on tape/identify locations from 'radio broadcast'
AO2 *Speaking*	÷ briefly describe the weather today or a season ÷ in conversation, talk about holiday destination – weather/climate expected ÷ compare weather experienced on holiday with conditions at home in previous year
AO3 *Reading*	÷ sequence text to match set of weather/seasons/climate symbols ÷ read account of weather conditions (severe/unusual) and match up paraphrased sentences ÷ narrative centred on bad weather conditions with questions in English/target language
AO4 *Writing*	÷ write captions for weather pictures ÷ write a weather diary for a week and comments in past tense about own feelings/hopes for future weather ÷ describe a holiday which was spoiled by bad weather or terrible climate (real or imaginary) give reasons for visiting or not returning to the same place again

Education, training and employment: (Job advertisements, applications and interviews)

Prior knowledge

÷ Vocabulary (use the minimum core vocabulary list as a guide)
÷ Days of the week, months, time, numbers, adjectives
÷ Jobs and places of work
÷ Letter writing conventions

	SUGGESTED ACTIVITIES
AO1 *Listening*	÷ listen to advert for jobs and match to pictures ÷ listen to a radio advert and note down details in the target language ÷ listen to someone talking about a particular job and note (advantages and disadvantages in either English or the target language)
AO2 *Speaking*	÷ answer simple questions on personal identification ÷ working with a partner, conduct a short interview ÷ about a real or imagined job, make a recording of the interview ÷ ring up to apply for and to find out details about a summer job. Give reasons for wanting the job, give views on the job
AO3 *Reading*	÷ match pictures to short job advertisements ÷ read a letter sent by a firm to a prospective employee outlining a job and conditions, identify a set number of correct statements from a list of phrases which involve paraphrasing ÷ read an account written by someone who recently returned from working abroad, recognise positive and negative attitudes, summarise either in English or the target language
AO4 *Writing*	÷ fill out a questionnaire giving basic personal information ÷ write an advert for a particular job ÷ respond to a job advert giving details of past experience, future plans and reasons for interest, include a word processed CV

Media, entertainment and youth culture: (Sport, fashion and entertainment)

Prior knowledge

÷ Vocabulary (use the minimum core vocabulary list as a guide)
÷ Countries, cultural information
÷ Dates, present tense, adjectives

	SUGGESTED ACTIVITIES
AO1 *Listening*	÷ link up sporting event to country from straightforward information heard on tape ÷ listen to a radio advert about a forthcoming event and note down details in the target language ÷ identify and place under appropriate heading – country/date/time ÷ listen to a radio broadcast or TV news item of a major sporting/entertainment event or coverage of topical issue, fill in missing details in gapped transcript
AO2 *Speaking*	÷ simple survey to find out opinions on a current fashion trend ÷ answer questions about a recent/forthcoming event ÷ present a news item on a recent/forthcoming event (include opinions, evaluation)
AO3 *Reading*	÷ match headlines/captions to visuals of news items/personalities/events ÷ match headlines/captions to short texts of news items/description of personalities or recent events ÷ choose the most appropriate headline/caption for a selection of news items/descriptions of personalities or recent events
AO4 *Writing*	÷ produce a poster/leaflet for a forthcoming event - date, time, venue etc ÷ write a short newsletter to describe a recent event, e.g. a big charity concert ÷ write an article for exchange partner's school magazine about attitudes to a recent event, e.g. major sporting event

The minimum core vocabulary list

The minimum core vocabulary list is intended as a guide to assist in the planning of work in relation to the programmes of study. It is arranged under five topic headings with an additional section on non-topic specific vocabulary which is listed grammatically. It represents the range of vocabulary on which assessment tasks at Foundation tier will be based.

In compiling the vocabulary list, a policy of listing words under only one heading has been adopted. "Table" for example might be legitimately listed in *House, home, and daily routine*, *Education training and employment* (school life) and *At home and abroad*.

Each word will usually be located under one heading and this will support you in encouraging students to develop a wider understanding of words in different contexts and move them away from compartmentalising their vocabulary learning. The table overleaf/opposite, although not exhaustive, illustrates where vocabulary areas can be applicable to more than one topic.

The lists do not include easily recognisable cognates or near cognates, prefixes or suffixes to words already listed, derivatives, words in common use in English, English words in common use in the foreign language and common opposites. This will give you scope in your teaching for focussing on those aspects of the foreign language which develop students' language awareness. It can encourage them to work confidently in building up and enriching their vocabulary in the foreign language.

The vocabulary lists are not intended to be restrictive. Assessment tasks at Foundation tier will be based on them and students working towards Higher tier can expect to meet vocabulary not included in the lists. You will find opportunities to use the vocabulary lists as a basis for extending their knowledge and understanding of the foreign language in accordance with your scheme of work. Bi-lingual glossaries are available from Edexcel. They have been produced specifically for students and give English meanings, genders, irregular plurals etc and contain vocabulary listed under the five topic areas as well as alphabetically. The glossaries also include further vocabulary which Higher tier candidates may be expected to know.

Home Topic	Vocabulary area	Other topics where available
1	Things to see and do	Topic 4 - sport, fashion and entertainment Topic 5 - free time
	Weather and climate	Topic 4 - current affairs, social and environmental issues
2	Different types of job	Topic 5 - shopping and money matters
	School life and routine	Topic 3 - information about myself
3	Information about self, family and friends	Topic 4 - famous personalities Topic 5 - free time
	Food and drink	Topic 1 - services and shopping abroad, customs, everyday life and traditions in target language countries and communities Topic 5 - free time
4	Sport, fashion and entertainment	Topic 5 - hobbies, interests, sports and exercise/shopping and money matters Topic 1 - services and shopping abroad
5	Accidents, injuries and common ailments, health issues	Topic 1 - services and shopping abroad Topic 4 - current affairs, social and environmental issues

Target - language testing

Introduction

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

The papers in all four skills use a combination of symbols, pictures and target - language prompts or questions. In listening and in reading, writing in the target language will be limited. At Foundation tier it will usually involve single words or short phrases. The various target - language test-types have been in use since the revised GCSE was first introduced in 1998. It has been proven that they can be used to successfully assess the skills required at GCSE. They allow for the assessment of attitudes and opinions without necessarily using open ended questions in the target language.

Preparing candidates for target - language assessment

÷ Key stage 3 experience

You and your candidates are already familiar with target - language testing through the work you have done at key stage 3 or in initial exposure to the language. Course books and other teaching materials will have already provided opportunities for practice in target - language assessment. The new MFL GCSE specifications will continue to build on this experience.

÷ Rubrics

Clear, concise instructions for tasks in all the papers support students of all abilities. In the speaking tests, rôle-plays A and B use visuals which are supported by English. In the terminal writing examination at Foundation tier (and including the overlap question at Higher tier) although any stimuli used will be given in the target language, the task instructions are in English. In the listening and reading tests at both Foundation and Higher tier, the rubrics are in the target language except where the candidates have to answer in English (usually placed at the end of the test). The target - language rubrics used in the GCSE papers appear as a separate appendix in the specifications.

÷ **Symbols**

The set of symbols used in the speaking tests and those which appear in other papers have been designed to convey clearly to candidates the context, instructions and expected reactions. You will want your students to become familiar with the symbols so that they can easily recognise them and perform confidently. The symbols used in the examination appear in *Appendix D*. Wherever possible, symbols will be common across languages.

÷ **Test types**

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

Points for guidance:

(a)   when objective test-types are used (ticking boxes, filling in a letter or a number), an example will be given. Candidates should be trained to look at the example. Answers used in the example will not be used again in the same question;

(b)   there will be sparing use of open-ended target language questions which require target language responses;

(c)   where answers in the target language are required for the listening and reading papers, it is important that candidates give easily identifiable responses (The accuracy of language will not be considered, provided that the meaning is clear);

(d)   where candidates have to read questions or instructions in the target language, the language used will be kept as simple as possible and will be less demanding than the language used in the text which is being tested;

(e)   where candidates have to match pictures/headlines/captions to text, there will always be extra pictures/headlines/captions, ie six short texts matched with six out of seven titles;

(f)   for note taking or summary, candidates will always be given guidance. This guidance could take the form of an information sheet to complete, points to list or paragraph headings.

Test – types

AT1	AT2	AT3	AT4
Complete grids	Conversation	Complete grids	Label pictures/photos
Cloze tests	Discuss headline	Cloze tests	Caption writing
Multiple choice	Interview	Multiple choice	Design writing
	Presentation		Completing forms
	Eliciting information		Gap-filling or substitution
Matching (with pictures or sentences in target language)	Carrying out transactions (rôle-play)	Matching (including headlines and captions)	Lists
Complete form	Explanation of diagrams	Complete form	Messages, agenda or memos
Complete plan/ timetable	Information gap		
	Giving instructions	Complete plan/time table	Diary
Questions in the target language	Survey	Questions in the target language	Poetry
	Questionnaire		Short story
	Telephone call		
Guided note taking	Leaving a message	Guided note taking	
Guided summary	Group discussion		Narrative – factual/imaginary
Interpreting	Negotiating	Guided summary	Discursive
	Interpreting	Interpreting	Expansion of notes
	Radio broadcast	Re-ordering text	Review of a film, event or book

Training students in listening skills

At Foundation tier candidates will be required to

÷   identify main points
÷   extract specific details.

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

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

At Higher tier, candidates will be required to

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

You should train your candidates to:

÷   tune into extracts and the kind of vocabulary to be encountered by reading the titles
    and the contextualisations

÷   decide what kind of answer is needed e.g. is it a place, a number, a day

÷   listen not only for individual items of vocabulary, but also for sequences of language

÷   recognise time indicators e.g. yesterday, tomorrow

÷   make connections between nouns, verbs and adjectives

÷   recognise cognates and near cognates

÷   answer concisely and unambiguously, especially when answering in English

÷   at Higher tier give detailed responses which fully answer the question

÷   identify opinions, key concepts and draw conclusions

÷   listen for negatives, comparisons and "qualifiers" e.g. a lot/few/sometimes/rarely/very.

Students should be given regular opportunities to practise the various test-types. Most text books now incorporate these. Numbers, dates, prices, times and the alphabet should be practised on a regular basis for *both* levels.

NB :   The listening and responding tests allow candidates five minutes reading time
prior to the examination. They should be encouraged to use this time wisely.

Training students in reading skills

At Foundation tier candidates will be required to

÷ identify and note main points
÷ extract specific details.

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

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

At Higher tier 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 references to past, present and future events.

You should train your candidates to:

÷ make use of other clues e.g. layout, context, visuals

÷ to pick out key words/phrases and ignore redundant material

÷ to deduce meaning from the context and/or by applying grammatical knowledge

÷ to look for cognates and near cognates and to be aware of "faux amis"

÷ answer concisely and unambiguously when answering in English

÷ at Higher tier give detailed responses which fully answer the question

÷ identify opinions, key concepts and draw conclusions

÷ look out for negatives, comparisons, "qualifiers."

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

Dictionaries

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

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

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

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

÷   help students to choose the appropriate words when alternatives are given by explaining that the first entry is usually the most common and by training them to check meaning by cross referencing

÷   encourage students to extend their range of vocabulary and language by making a note of new words they encounter in a vocabulary book, database or bilingual glossary

÷   raise awareness of language by encouraging students to search out cognates or near cognates, opposites etc which do not feature in the minimum core vocabulary lists

÷   raise awareness of language and the application of grammatical rules through teaching students to use the dictionary effectively e.g. how to conjugate verbs once looked up/ alternatively how to find infinitives from a variety of verb forms, how to check genders/ irregular agreements, how to recognise word families and, where appropriate, how to use verb tables

÷   remind students that dictionaries are just one of the resources available to them and that memory, deduction based on context and their own experience may be better and more efficient support.

The speaking test

Introduction

The aim of the speaking test is to give students as much opportunity as possible to perform to the best of their ability. This involves taking part in two rôle-plays and engaging in conversation about two topics.

In rôle-plays A and B students will be supported by English language prompts as well as symbols. For rôle-play C the prompts will be in the target language. In most cases there is an element of choice of vocabulary and structure. There is also encouragement for them to use social conventions and additionally, in rôle-plays B and C, to demonstrate how they can deal with unpredictability.

In order that candidates may be credited with these elements the rôle-plays will be marked globally for *Communication and content* only.

For the conversation at both the Foundation and Higher tiers students will cover two topics. The first topic should be chosen by the candidate in advance of the examination. This should ensure a confident start to the conversation. The second topic area 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 topics (to ensure that the second topic area is different from the main topic area chosen by the candidate). Care should be taken to ensure that candidates do not repeat material covered in the first topic. For the French short course the candidate's conversation is based on one topic only, the topic chosen by the candidate.

Foundation			Task/Mark Allocation	Higher		
A	2 mins	Simple transactional task	Rôle-play 10 marks	B	2 mins	1 unpredictable element
B	2 mins	1 unpredictable element	Rôle-play 10 marks	C	3 mins	2 unpredictable elements
Topic 1	4-5 mins	Candidate to choose Topic 1	Conversation 20 marks	Topic 1	6-7 mins	Candidate to choose Topic 1
Topic 2				Topic 2		

For the French short course the conversation is 2-3 minutes at Foundation tier and 3-4 minutes at Higher tier. Remember dictionaries are not allowed during the preparation time.

Key features

Candidates

÷ visual stimulus and English language prompts in rôle – plays A and B
÷ target language prompts for rôle-play C
÷ choice of first topic for conversation
÷ use of notes/prompt for chosen conversation topic
÷ unpredictable elements

Teachers

÷ guidance on unpredictability and interaction with candidate
÷ random allocated *choice* for second conversation topic
÷ guidance for conversation at both tiers
÷ option to mark tests (if not doing writing coursework)

Preparation of candidates

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

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

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

The suggestions which follow are intended to support you and your students in preparing for both sections of the speaking test.

Rôle-plays

Rôle-plays A,B and C make progressively greater demands on the candidates in terms of:

÷ breadth of knowledge
÷ ability to cope with unpredictability.

Rôle-play A	
Demands	**Practice/Preparation strategies**
÷ familiarity with card format and understanding of the standard symbols	÷ classroom display of symbols ÷ copy of symbols for students ÷ use of symbols in teacher-prepared practice activities
÷ familiarity with vocabulary structures for shopping situations	÷ build up own topic-focussed vocabulary lists ÷ classroom reinforcement -labelled objects, pictures
÷ active participation in dialogue	÷ work with a partner on scripted and unscripted situations ÷ interact with teacher/foreign language assistant as shopkeeper etc. ÷ respond as customer/client to teacher/foreign language assistant (FLA) prepared cassette
÷ awareness of social conventions	÷ encourage familiarity with social conventions (at start and end of lessons/activities; around school and outside MFL lessons)

Rôle-play B	
Demands (in addition to those for A)	**Practice/Preparation strategies**
÷ familiarity with card format (similar to rôle-play A) and understanding of the symbols ? ! , / / /	÷ use symbols in teacher produced practice material
	÷ students use symbols in creating rôle-plays for themselves in pairs or small groups
÷ ability to formulate questions	÷ work with a partner on information gap exercises
	÷ design and carry out a survey e.g. likes and dislikes
÷ ability to respond to unprepared questions	÷ information gap exercises with teacher/FLA
÷ ability to substitute vocabulary within topics	÷ word guessing or 'predicting the unpredictable' games with partner or in small groups

Rôle-play C	
Demands (in addition to those for A & B)	**Practice/Preparation strategies**
÷ familiarity with a range of target language stimulus material	÷ exposure to authentic materials within and outside normal teaching materials
	÷ key phrases for bullet points can be prepared
	÷ practice materials which make use of these
÷ understanding of the type of target language used in the instructions on the rôle-play card	÷ student involvement in small groups/with FLA in formulating prompts
	÷ adapt past examination papers
÷ awareness of the need to initiate and expand where appropriate	÷ demonstration … teachers or FLA + teacher
	÷ use authentic material with partner in negotiating task, ie negotiate a day out using brochure

Conducting the rôle-play

Your main concern when conducting the rôle-play will be to ensure that each candidate is provided with the opportunity to give his/her best performance.

The three rôle-plays cater for a wide range of ability and make different demands on the teacher examiner. The assessment criteria are clearly set out in the specification but you may find the points covered below of assistance.

Rôle-play A

÷ Remember to select the card according to the rôle-play examining sequence.

÷ Be supportive of the candidate's efforts.

÷ You will know from experience that the best kind of encouragement for candidates likely to achieve the lowest level is a friendly attitude rather than an explanation or comment (however well meaning) in the target language.

Rôle-play B

÷ It is up to you to set the scene and, usually, to initiate the dialogue.

÷ As a teacher examiner you are provided with a suggested scenario – you should keep to this text and you will need to ensure that you ask the question to prompt the unpredictable element.

÷ You should **not** rephrase the unpredictable element.

÷ You should give the candidate time to answer the unpredictable element.

÷ If a candidate pre-empts the unpredictable element when completing one of the other tasks, you do not need to make up a different unpredictable element. You could get the candidate to repeat his or her response (by asking the unpredictable question) or, alternatively, you could move on to the next task.

Rôle-play C

÷   You set the scene and usually begin the rôle-play but the initiative is then with the candidate.

÷   As a teacher-examiner you are provided with a suggested scenario –you should keep to this text.

÷   You will need to ensure you ask the questions to prompt the unpredictable elements in the order as set out in the rôle-play.

÷   You should **not** rephrase the unpredictable elements given.

÷   The aim is for you to engage in a conversation, which uses the prescribed teacher-examiner prompts and responses. Naturally, you may substitute your own responses to link with the candidate's dialogue.

÷   It may well happen that the candidate covers two or more bullet points in one utterance, or may pre-empt one of the unpredictable elements in response to one of the tasks, you may feel (as you would in real life) that you need to ask for repetition or clarification.

÷   Whilst candidates are encouraged to expand and give details it is not expected that the rôle-play will be a mini-conversation.

÷   Although you should avoid prompting, you may find yourself needing to do this if a candidate is finding extreme difficulty in addressing the bullet points. This will be reflected in the number of marks allocated.

Conversation

As in the case of the rôle-play section of the speaking test, it is the intention in the conversation to encourage as natural an exchange as possible between candidate and teacher examiner. This approach is characterised by two important underlying principles:

÷   the student's choice of the first topic

÷   the use of a global mark scheme.

These two features are designed to:

÷   encourage effective communication in the target language

÷   ensure candidates talk about a subject in which they have some interest

÷   recognise achievement positively.

All candidates will be tested on two topic areas:

candidates choose the first topic before the examination and can refer to a visual stimulus or **notes** either in English or the target language and no larger than an A5 piece of paper. A few bullet points or a simple spider diagram would be acceptable. Candidates have the opportunity to introduce briefly their chosen topic (no longer than one minute) to enable them to make a confident start.

An example of a student's prepared notes (first topic of conversation)
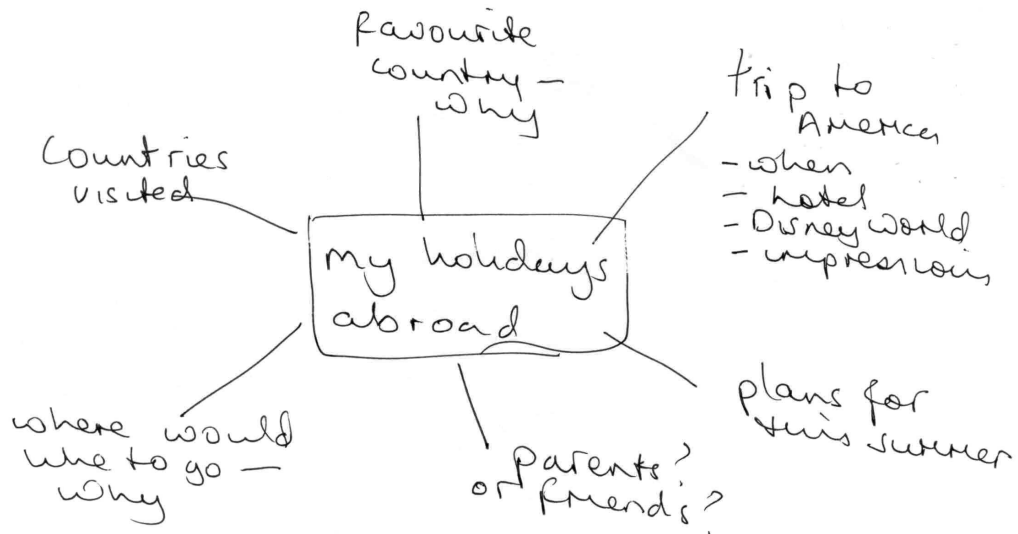
Notes should be made by students on an A5 sheet of paper either in English or the target language.

The topics available to candidates are the same for both the Foundation and Higher tiers. Although candidates have a free choice of the first topic area, *possible* examples of students' topic choices are given below. The exact choice will depend upon the interests and language experience of the individual student.

At home and abroad	my best holiday ever
	my school exchange
	my area/town/village
	my day trip to……
	how I like to spend my holidays

Education, training and employment	my routine at school
	my school
	my work experience
	my plans for the future

House, home and daily routine	my ideal home
	my family
	my friends
	my routine at home
	my favourite foods/restaurants

Media, entertainment and youth culture	my favourite sport
	my views on fashion
	someone I admire
	what I think about the media/ popular entertainment

Social activities, fitness and health	my free time
	what I do to keep fit
	sport and me
	my hobbies

Those aiming at grade C and above will be expected to express opinions and to use past, present and future tenses. The teacher examiner has to choose the second topic area from an allocated choice of two* main topic areas. You are free to develop any related conversation sub-topic or sub-topics and possible examples of these are identified in the following grid. Candidates could talk about all the relevant sub-topics or focus on just one.

Suggested sub-topics for the second topic

At home and abroad	My region/town……. (or region/town in target-language country that the student has either visited or researched) Holidays
Education, training and employment	School life and routine Future plans Work experience (if appropriate)
House, home and daily routine	My home and domestic routine Family Friends Food and drink
Media, entertainment and youth culture	Television/cinema/music/theatre
Social activities, fitness and health	Sports/exercise Free time/interests Health issues

Specimen questions will be provided for each main topic area. These will cover both the Foundation and Higher tiers. They are neither exhaustive nor prescriptive, but merely intended as a guide to the type of questions you might ask and the breadth of coverage appropriate to the topic area. There is inevitably some overlap between topics and you should not feel that the divisions are so rigid that they might inhibit a natural conversation for example 'free time' (Social activities, fitness and health) may overlap with 'cinema' (Media, entertainment and youth culture).

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

Teachers will be free to develop **any** related conversation sub-topic or sub-topics that relate to the main topic areas. The choice, number and use of 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.

A teacher examiner who has chosen the main topic area 'Education, training and employment' for the second topic of conversation may wish to focus on *school life and routine* or to extend the conversation by offering a candidate opportunities to talk about *future plans* and/or *work experience.* The decision to restrict questioning to one subtopic or to open up the conversation to different subtopics would very much depend on the experience of the candidates. Consequently, it is important that you identify all potential topic areas for second conversation topic exploitation in your scheme of work.

Preparing for the conversation

You may find the following suggestions useful in preparing for the conversation section of the speaking test.

Aspects of Conversation	Practice/Preparation strategies
÷ Topic 1 – student choice of topic	÷ Familiarise students with questions relevant to their chosen topic ÷ Practise short presentations followed by questions ÷ Practise introduction of topic in class as a listening exercise ÷ Consolidate through writing task on chosen topic
÷ Topic 2 – designated topic	÷ Familiarise student with all main topic areas and identify agreed subtopics ÷ Build up banks of questions for teacher and student practice
÷ Use of tenses/expressing opinions	÷ Activate student use of past and future tenses/expression of opinion through activities based on surveys, questionnaires and interviews ÷ Train students to expand their ideas, to see advantages and disadvantages to use such expressions as "on the one hand", "on the other." ÷ Where appropriate encourage students to listen to radio/watch TV

It must be emphasised that the conversation should retain a level of spontaneity. Rote-learning of prepared questions does not encourage a natural conversation. When practising with students it is important to vary the wording of questions and their order.

Conducting the conversation

Exemplar questions

The specimen papers contain guidance on the type of questions which might be suitable for use at both the Foundation and Higher tiers.

The assessment criteria for conversation on the specification give details of likely candidate performance across the range in terms of communication and language. As a teacher examiner you will want your candidates to do their best. You may find the points made below useful as you prepare yourself for conducting the conversation in the speaking test.

Candidate aiming at grades G,F,E

÷ **Points to avoid**

- temptation to ask questions which can be answered by yes or no

- tendency to use anglicisms in an attempt to get a response

- duplication of questions: how old is your brother? How old is you sister? etc.

- over-complicated phrasing of questions

- questions which elicit a name in English

÷ **Positive strategies**

- giving personal examples to prompt response:

    T   When's your birthday?
    C   *(silence)*
    T   My birthday is in June
    C   *…oh in September*

- provide simple extension:

    T   What pets do you have?
    C   *(silence)*
    T   Have you got a pet – a cat or a dog perhaps?

Candidates aiming at grades D or C

÷ **Points to avoid**

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

        rather than:
T   *Where do you live?*
        Where candidate response may be limited to:
C   *I live in Newton*
        Invite a more extended response:
T   *you live in Newton – what do you think of it?*
        Or
        How long have you lived around here?

- acceptance without intervention of a pre-learned description or catalogue of events after initial introduction of topic

÷ **Positive strategies**

- provide opportunities for candidate response in past or future tense by reacting to information as well as by asking a direct question e.g.

C   *I go to the cinema with friends*
T   *Ah, the cinema – what films did you see last year?   - Which did you enjoy?*

- react positively to candidates' readiness to demonstrate a good degree of preparation but be prepared to interrupt a monologue to allow the candidate to show ability to expand or offer an opinion e.g.

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

Candidates aiming at grades B, A, A*

÷ **Points to avoid**

- temptation to limit candidates' performance at the highest level by engaging too enthusiastically in the exchange and talking more than the candidate

- failure to ask searching questions which will allow the candidate to show full potential and allow him/her to demonstrate the level of response needed to access the higher marks

- persisting with a question the candidate has failed to understand in a determination to enable the candidate to answer, good candidates are often thrown by this

÷ **Positive strategies**

- Respond to any questions asked by the candidate with interest but turn them back to the candidate e.g.

C   ***What sports do you prefer?***
T   It depends on the weather. What will you do next weekend if it's fine?

- Ask candidates open-ended questions to encourage wide-ranging responses:
      T   Fast food, what do you think about it?

General advice for the conversation:

÷ keep to the recommended times (maximum 5 minutes at Foundation tier, 7 minutes at Higher tier, French short course 2-3 minutes Foundation tier, 3-4 minutes Higher tier)

÷ the two topics should be of equal length

÷ it is helpful if the teacher examiner announces the change of topic (in the target language)

÷ use the suggested questions in the Teacher's Handbook as a guide only

÷ avoid series of closed questions

÷ give candidates the opportunity to use tenses other than the present and to express and justify opinions

÷ intervene if a candidate tries to recite pre-learnt material.

Assessment

Centres not entering for writing coursework may choose to mark the speaking tests themselves. Where the marking is carried out by the teacher-examiner the tapes will be moderated by Edexcel. Centres entering for writing coursework will have their speaking tests marked ab initio by the Edexcel examiners. Whichever option you choose, the following guidance on assessment of the speaking should help in preparing your students. It is helpful to standardise marking within the department (through the joint marking of samples) so that teachers have a common expectation of the language required in specific marks ranges.

Rôle-play A

In rôle-play A, candidates will be credited for simple transactional language. Marks will be awarded for communication and task completion.

Rôle-play B

In rôle-play B, candidates are required to deal with an element of unpredictability. Marks are awarded positively for communication and task completion and reflect success in the transaction as a whole. Candidates will not be required to expand replies beyond the scenario suggested by the context and the prompts/visuals. The assessment grid does not cover every possible combination of candidate achievement e.g:

a candidate who completed the unpredictable task successfully, but did not complete one of the other tasks would score in the 7-8 box and if only partially successful with more than one other task would score in the 5-6 box.

Rôle-play C

In rôle-play C the marks are awarded positively for Communication and content. Candidates will be credited for their ability to expand on the information given on their card and to develop replies with or without prompting from the teacher examiner. For full marks error-free language is not required.

Conversation

The assessment grid for the conversation covers both Foundation and Higher tier candidates. Marks are awarded positively for Communication and content, Application of language and Accuracy.

When assessing communication, comprehension of questions and the amount of reliance on the teacher's language must be taken into account together with the variety of information given and the candidate's ability to offer opinions. At the higher end of the scale there must be clear references to past, present and future events – one or two pre-learnt phrases in a conversation or presentation are not enough to put a candidate in the 5-6 band.

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

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

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

Administration

A copy of the mark sheet (L3) that will be used to record the marks in the speaking test is included as *Appendix A*.

Preparing students for the writing examination

Details of the requirements at both Foundation and Higher tiers can be found in the specification. The assessment criteria will also give you detailed information of what is expected from candidates.

You may find the following guidance helpful:

- practise all the different kinds of tasks
- ensure that weaker candidates at Foundation tier have some experience of overlap tasks
- use the coursework bank as a source of ideas
- past papers can be adapted
- link writing tasks with oral preparation
- use the grade descriptions and assessment criteria to make students aware of how to access the higher marks
- encourage students to learn spellings
- teach students how to check their work methodically

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

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

Writing coursework

Introduction

There are many reasons why you might be considering a coursework option for your students. At the lower end of the ability range, there is the opportunity to develop other study skills, including presentation, ICT skills and other cross-curricular initiatives. At the higher end of the ability range, the kinds of tasks completed by students can be a very good means of bringing the gap to advanced level. For all students, coursework can be highly motivating and give both students and teachers opportunities for types of activity, not always possible in a terminal examination.

Requirements

÷ Three units of work, drawn from at least three topic areas. For the French short course, two units from two topic areas.

÷ A unit may consist of several short pieces, or a single extended piece of writing.

÷ Candidates aiming at grades G to D should submit a portfolio of not less than 250-300 words. Candidates aiming at grades C to A* should submit at least 500-600 words. (For the French short course this will be 200-250 for grades G to D and 350-400 words for grades C to A*).

÷ At least a third of all work must be done under controlled conditions in class time and this must include one complete coursework unit for both the full course and the French short course (teachers may increase this at their discretion). Such work must be done in the classroom under the supervision of the teacher. Under controlled conditions, students may only have access to dictionaries and the appropriate task stimulus. (This coincides with revised, common conditions for controlled coursework across Awarding bodies) It is possible that a student undertaking an extended piece of work might occupy more than one lesson. In this case, you would simply need to keep the work in secure conditions until the next lesson.

÷ In the case of candidates aiming at the higher grades and producing longer pieces of writing, they may well have done some preliminary research and have made notes (possibly for homework). They should then refer to these notes when writing up their final version of coursework (uncontrolled conditions). Redrafting is not compulsory. It is likely to arise only with candidates aiming at higher grades. It is perfectly acceptable to give a student advice on the content of a piece of work – to suggest expansion of a certain section, or to introduce more description or opinion, etc. General advice can also be given on the linguistic content – a suggestion that genders or verb forms be checked, for instance. Obviously, specific errors must not be indicated. One redraft only should be permitted. Edexcel provides a feedback sheet for your comments (*Appendix C)*. Students may produce first drafts of their work, but they must not refer to any draft when operating undertaken under controlled conditions.

÷ A record of all coursework must be kept (with a copy of any stimulus material) on the coursework frontsheet. This sheet should also be used to record the teacher's mark for each unit and to authenticate the student's work.

÷ Where more than one teacher in a centre is preparing students for the writing coursework option, their marking across the teaching groups must be standardised. This is a requirement of the Mandatory Code of Practice.

Assessment

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

Teachers should assess each unit of work globally with a maximum of ten marks for Communication and content and five marks each for Knowledge and application of language and Accuracy. The three marks for each unit should be entered on the Coursework frontsheet (see *Appendix B*), and the nine marks for the three units aggregated to give a final total out of sixty. For the French short course this will be six marks for two units aggregated to a total out of forty.

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

For the sake of comparability, the grids used for coursework assessment are broadly the same as those used for assessing the terminal examination. However, the coursework criteria contain references to the appropriate use of reference material.

Planning coursework and choosing appropriate tasks

When planning writing coursework you need to bear in mind:

÷ The three units must cover three main topic areas. You will need to plan the topic(s) to be covered in a complete unit of work. A unit of work does not have to be strictly confined to one topic - or, indeed topic area – but you will need to ensure balanced coverage of the specification over the three units of work and that content is not repeated under different topics.

÷ Candidates should have a mix of tasks in their portfolio. This is particularly important for higher ability candidates, for whom a unit may consist of one extended piece of work. Ideally, the pieces would include both discursive and imaginative writing, since these will allow the candidate to show a varied range of language. However, the candidate's own interests and abilities need to be taken into account.

÷ In choosing coursework tasks teachers also need to consider which tasks offer scope for research. Evidence of good use of reference material is rewarded in the marking scheme.

÷ Centres doing coursework should aim to make good use of any first hand authentic material from student's penfriends, and/or an exchange school. However, many language course books provide writing tasks which may be appropriate for coursework, or can be readily adapted. Candidates may also provide their own stimuli, in the form of photos, souvenirs of a visit abroad etc. this can be very motivating, especially for less able candidates.

The bank of coursework tasks in the specification are arranged according to level of difficulty. The tasks have been divided into types 1, 2 and 3:

Type 1 tasks

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

Type 2 tasks

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

Type 3 tasks

Extended writing tasks giving candidates the opportunity to express ideas, justify points of view and to research their own interests, e.g. narrative with comment and opinion on the events related, discursive writing such as an article on a topical issue such as environment or health, a letter or a film or book review. At the top end of the ability range literary texts can provide a stimulating source for students and can be a useful bridge to Advanced subsidiary or Advanced GCE. They are not suitable for the majority of candidates.

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

Each unit follows a theme which can often be extended into more than one topic area. Suitable stimulus material is also suggested. Most of the examples contain tasks which would also be suitable for students following the French short course.

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

For further guidance, including examples of stimulus material, together with authentic student samples and assessment commentaries, please see the Coursework Guide.

1. At home and abroad

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

Notes

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

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

2. Education, training and employment

Task	Suggested stimulus	Type
(a) Letter applying for holiday job	Gap-fill letter	1
(b) Letter giving description of self for contact meeting	Gap-fill letter	1
(c) CV for holiday job	Blank form	1
(d) Letter applying for holiday job, asking about hours, pay etc	Job advertisement	2
(e) Diary/article giving account of a holiday job with impressions	Notes/photos	2 and 3
(f) Article/letter giving advice to young people wanting a holiday job abroad	Checklist of points to cover	3

Notes

Unit content:
This unit focuses on a holiday job abroad and links together well.

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

3. House, home and daily routine

Task	Suggested stimulus	Type
(a) Family tree, labelled with some minimum information, e.g. age of brothers/sisters, parents' jobs	Family photos	1
(b) Label picture/plan of own room/home	Photos/room plan	1
(c) Formal or informal letter introducing family and self to new penfriend or business contact	Family photos or a letter from penfriend or business contact	1, 2 or 3
(d) Account of morning and evening routine – who gets up first, who prepares meals etc	Letter from penfriend with questions or a survey	2 and 3
(e) Compare a family celebration – wedding, birthday, religious festival with one in foreign country	Family photos and pictures of foreign festival or material from reference books	3
(f) Respond to agony column type letter(s) about disagreements with parents about pocket money, clothes, friends etc	Letters from teenage magazine	3

Notes

Unit content:
This unit includes elements of At home and abroad and Social activities, fitness and health (task E) but fits logically into the unit.

Task setting:
With more support, e.g. gap-filling, tasks (c) and (d) could also be type 1 tasks. Task (e) could be based on simple recipes and become type 1. Tasks (c) and (d) with points of view and opinion could become type 3.

4. Media, entertainment and youth culture

Task	Suggested stimulus	Type
(a) Label pictures of latest fashion	Student's own drawings, pictures from magazine	1
(b) Make a list of all activities for young people in area	Brochure on area	1 and 2
(c) Fill in an ID form for a famous personality	Students to provide information themselves	1
(d) Make up an advertisement for a forthcoming event	Entry in local paper	1 and 2
(e) Account of a visit to an event, football match, pop concert with comment/opinion on event – could be written as a newspaper report	Photo, entry in local paper	2 and 3
(f) Letter/article to paper expressing concern over local environment issue	Newspaper article	3
Letter/article to a magazine to give views on a social issue, e.g. homeless people	Advertisement in magazine inviting young people to give their views	3
(g) Letter of complaint to organisers of a pop concert/sporting event, too dear, poor organisation etc	Poster/advert for event	3

Notes

Unit content:
It would be easy to make a unit of work linked by one theme.

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

5. Social activities, fitness and health

Task	Suggested stimulus	Type
(a) Simple diary page listing what to do on different evenings	Prompt pictures/symbols	1
(b) List most popular hobbies/ practised sport (in class, amongst friends)	Survey conducted in class	1
(c) Note inviting a friend to go out	Advertisement for an event	1
(d) Letter describing an evening out	Letter from penfriend	2 and 3
(e) Article on how to spend pocket money, including giving views on young people and pocket money	Advertisement in magazine inviting young people to give their views	2 and 3
(f) Anti – smoking poster	Advertisement for a competition	1, 2 and 3
(g) Comparison of hobbies, how free time is spent nowadays and when parents/grandparents were young	Article from magazine, students provide information	3

Notes

Unit content:
If a unit based on Media, entertainment and youth culture is submitted, care should be taken to ensure that students don't repeat content.

Task setting:
Tasks (d) and (e) could be type three with more expansion and development of opinions. With more student input and research (from textbook, authentic materials) task (f) could lead to work at all three levels.

Organising coursework

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

÷ Referencing

Make sure all coursework is referenced with a date, title, topic. The conditions under which work was produced should also be noted, ie homework, controlled conditions. First drafts for work done in controlled conditions should also be included. Centres must also submit a copy of centre - devised worksheets, website pages and copies of relevant pages from course books used with each sample or group of samples submitted.

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

÷ Record keeping

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

  2 = include in folder

  1 = room for improvement, e.g. redraft

  0 = not worth including.

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

÷ Standardising

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

- by task, where teachers agree common coursework tasks

- by marking together as a department

- departmental moderation of coursework

- exchange of candidates' work.

÷ Selection

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

÷ Storage

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

Application of grammatical knowledge and accuracy

One of the aims of the new specification is to develop knowledge and understanding of the grammar of the modern foreign language and the ability to apply it. This follows on from the programmes of study in operation in key stage3.

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

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

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

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

Information and communication technology (ICT)

Introduction

The National Curriculum brings with it a renewed emphasis on ICT and a particular focus on how ICT skills should be developed in order to raise achievement .The 2001 MFL GCSE specification also highlights the need to maximise use of information and communication technology in order to improve achievement in modern foreign languages.

There are five requirements within the National Curriculum for MFL, which specify the use of ICT:

Language skills

Pupils should be taught techniques for skimming and scanning written texts for information, including those from ICT based sources. **(2h)**

Language learning skills

Pupils should be taught how to redraft their writing to improve its accuracy and presentation, including use of ICT. **(2j)**

Developing cultural awareness

Pupils should be taught about different countries and cultures by working with authentic materials in the target language, including some from ICT based resources (for example, hand-written texts, newspapers, magazines, books, video, satellite TV, texts from the Internet). **(4a)**

Breadth of study

During key stages 3&4 pupils should be taught the Knowledge, skills and understanding, producing and responding to different types of spoken and written language, including texts produced using ICT. **(5d)**

During key stages 3&4 pupils should be taught the Knowledge, skills and understanding through using a range of resources including ICT for accessing and communicating information. **(5e)**

In order to meet the requirements of the 2001 MFL GCSE specification, the use of ICT should be seen as an integral part of teaching and learning and teachers should encourage students to become increasingly independent users of ICT both within the institution of study and at home. The home market is a fast expanding realm and an area which teachers should be encouraging pupils to make use of for home study and revision.

ICT is a very useful tool for MFL teachers at key stage 4 with emphasis on increased independence. It helps students to develop a wider range of expression and addresses the need for access to a more extensive range of unfamiliar language (through reading and listening) to a variety of materials from countries and communities where the languages are spoken. It is a very good motivator, allowing pupils to learn in a variety of ways best suited to their particular learning styles and enabling them to engage intensively with the target language. Most importantly it provides a window on the world and introduces many native speakers to the students.

Making the most of ICT in the GCSE MFL course

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

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

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

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

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

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

Paper 1 - Developing listening & responding skills through ICT

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

Satellite TV or **video clips** from the **World Wide Web** can be used to develop cultural awareness and listening skills at a range of levels. Foundation candidates can listen out for main points from News broadcasts, whilst Higher Level candidates can be asked to prepare an English version broadcast in order to reach the higher levels required in the GCSE listening examinations – video clips provide excellent paralinguistic clues to support comprehension.

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

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

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

Paper 2 – Developing speaking skills through ICT

Rôle-Plays

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

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

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

Conversation

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

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

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

Paper 3 – Developing reading & responding skills through ICT

Communicating via **email** provides immediate access to native speakers and brings target language into the classroom. **On-line dictionaries** are particularly useful for pupils who are area accessing authentic texts via the **World Wide Web.**

Using foreign **search engines** such as Yahoo Deutschland will enable pupils to search for suitable web sites relating to a particular topic area or to expand their reading. Using search engines can be a useful way of developing skimming and scanning techniques.

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

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

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

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

Multi-media electronic encyclopaedias such as Encarta can be used by students to research and retrieve information about a target-language country.

Paper 4 – Developing writing skills through ICT

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

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

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

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

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

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

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

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

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

Revision and study support

The broad range of **MFL soft-ware** now available on the market and **on-line learning services** such as the BBC Bitesize enable pupils to practice aspects of language intensively with greater concentration both at home and at school.

Professional development

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

Whole class teaching

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

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

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

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

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

Multimedia Language centres

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

General benefits of using ICT in preparation for the GCSE examination

ICT supports non-specialists by providing target language models.

Multi-media technology supports a communicative approach.

ICT improves boys' involvement in MFL learning.

Multi-media soft-ware is multi-sensory and can meet the needs of a variety of different learning styles.

ICT improves skill levels and overall performance in MFL.

ICT allows students to work at their own pace.

ICT allows students to study independently at home using multi-media soft-ware.

ICT allows students to take control of their own learning.

ICT provides immediate support and response.

ICT supports development of cultural awareness.

Resource list/useful websites

There are a wealth of useful resources and excellent websites available for use in MFL teaching and learning. A number of organisations and individuals have compiled their own extensive lists of sites. CILT have published a number of excellent publications as part of their InfoTech series, which assist with the teaching, and learning of languages with ICT. These include publications on E-mail, Text Manipulation, The Internet and Video in Language Learning. Most recently a publication in the Reflections Series contains a number of small Action Research projects investigating the impact of ICT on teaching and learning in MFL.

The Becta VTC – Virtual Teachers Centre;

http://vtc.ngfl.gov.uk/vtc/curriculum/mfl/index.html

This site provides comprehensive information to support the teaching and learning of modern foreign languages. It also contains links to web sites and also has CD Rom reviews in addition to case studies and resources for using ICT in MFL.

http://www.becta.org.uk/projects/linguanet/websites/index.html

Lingu@NET - for teaching and learning materials and web-site listings.

Net@days Europe is an initiative of the European Commission to promote the use of new media in Education.

BBC: http://www.bbc.co.uk/education/languages

CILT   http://www.cilt.org.uk

Graham Davies has compiled an extensive list of links to useful websites:

http://www.camsoftpartners.co.uk

German
http://www.goethe.de/z/jetzt
http://www.schuhmacher-fanclub.com/

Italian
http://www.modaitalia.net/georgioarmani
http://turismo.toscana.it/

French
http://www.asterix.tm.fr/
http://www.giverny.org/giverny.htm
France@la carte

Spanish

Websites for languages

Lingu@NETs web site listings include help on using the Internet in teaching, and resources for modern foreign languages.

Association for Language Learning has a list of Search engines in a variety of languages.
A search engine is a tool used to search the web for a topic or text.

Some useful ones include:

French
http://www.yahoo.fr
http://www.wanadoo.fr/bin/frame.cgi

German
http://www.yahoo.de
http://www.dino-online.de

Spanish
http://www.ole.es
http:/www.altavista.com

ICT materials for the MFL classroom

Information files featuring target-language terminology for ICT are available from BECTa in Bengali, Cantonese, French, German, Spanish, German, Hindi, Turkish, Italian and Urdu. These are available from the Virtual Teachers Centre:

http://vtc.ngfl.gov.uk/resource/cits/mfl/index.html

Ten top tips for using ICT in languages

1. Do short, limited projects, with clear goals and outcomes.

2. Target single ICT applications; don't try to use everything at once.

3. Be aware of the students' skills: if you will be using new applications or new techniques, ensure that the students have sufficient time to learn the new elements before applying them in the language context.

4. If possible, try to use authentic language versions of software.

5. Let students with higher level ICT skills "shine" – perhaps by teaching you how to use a piece of software!

6. Use CAL programs to help with language learning.

7. Email could be one of the best ways of encouraging your students to use their language, but make sure that you prepare email projects carefully with your opposite number in the overseas school.

8. Make the most of multimedia – this gives pupils many opportunities to practise speaking and listening, even with very basic software.

9. Use your school website as an opportunity to provide an international audience for your pupils' language skills.

10. Get your pupils to use a spreadsheet or database to collate the results of a target-language questionnaire, and use the graphing facilities to assist with the production of a report.

Appendices

Appendix A – Candidate marksheet for paper 2 – Speaking

Appendix B – Coursework frontsheet

Appendix C – Coursework feedback sheet

Appendix D – Glossary of symbols

Edexcel
Success through qualifications

GCSE Modern Foreign Languages
Candidate Mark Sheet for Paper 2: Speaking

L3

Candidate Name		Candidate Nº	
Centre Name		Centre Nº	
Language		Syll. Nº		Tape Nº		Side: A / B
Teacher-Examiner's name (Block capitals please)			

(1) FOUNDATION : Rôle 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 Nº …………	*TL*	Card Nº …………..	*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: Rôle 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 Nº ………..	*TL*	Card Nº …………..	*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*	

(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 Nº	

Edexcel
Success through qualifications

L4C

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.

Candidate Name (Block capitals please)		Candidate Nº	
Centre Name		Centre Nº	
Language		Spec. Nº	

Unit Nº	Date unit completed	Task types (including stimulus used)	Approximate number of words	Controlled/ not controlled	Comm (Max = 10)	Application (Max = 5)	Accuracy (Max = 5)	Total (Max = 20)	Moderator total	TL
					Candidate's marks				*For Edexcel use only*	
1										
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.			Candidate's total mark (Max = 60)	*For Edexcel use only*	
Name of examining teacher (Block capitals please)	Signature	Date		*Moderator total*	*TL*

Appendix C - Coursework Feedback sheet (CFS1)

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

Appendix D - Glossary of Symbols

Introduction

The glossary of symbols which follows has been designed to help teachers and students become familiar with the type of symbols which will be used in question papers. The list is only intended as an indication, and is not exhaustive.

Although symbols are grouped in main topic areas, some may be used across more than one topic.

It is our intention that, where appropriate, these symbols should be applicable across the range of languages.