Coursework guide

Edexcel GCSE Spanish

First examination 2003

April 2001

Edexcel

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Contents

Introduction

This Coursework Guide for the Edexcel GCSE Spanish specification has been designed to help teachers prepare their students for examinations in 2003 and beyond.

The guide is language specific and should be used in conjunction with the Spanish (1246) specification.

The guide describes the benefits of modern foreign language coursework and offers an overview of the process. It offers practical advice on planning and preparation, organisation, assessment and moderation. Samples of student work and assessment commentaries are also included which provide feedback on a range of performances.

The benefits of coursework

Centres choose coursework for a variety of reasons.

÷ Candidates often find coursework more motivating than examinations

÷ Many candidates welcome the relief from examination pressure which coursework provides

÷ Coursework suits candidates of all abilities, enabling them to produce work of which they can be proud

÷ Most able candidates can tackle tasks which will help them to make the transition to AS and Advanced GCE work

÷ Candidates of all abilities can be given appropriate tasks which give them a sense of achievement and thereby increase their motivation for the course as a whole

÷ Coursework tasks can reflect the interests and experiences of candidates

÷ Assessment is carried out by centres and moderated by Edexcel

÷ Candidates may use ICT to prepare their work

÷ Coursework facilitates the development of a range of key skills including ICT (please refer to specification).

÷ It offers opportunities for greater understanding of social, cultural, spiritual, moral and ethical issues and can promote study for citizenship both in national, European and international contexts.

Creating a coursework unit

Decide provisionally the level of each student

This will help to guide teachers in choosing tasks appropriate to their students' level of ability. The task banks in the specification will be helpful. You will also need to bear in mind the minimum word count given in the specification:

Full course

- ÷ for students aiming at grades G-D; 250-350 words over the three units
- ÷ for students aiming at grades C-A*; 500-600 words over the three units

These word counts should be divided approximately equally between the units.

When choosing tasks, teachers will need to bear in mind that for grade C and above, students must show ability to use tenses other than the present to express opinions and to undertake both factual and imaginative writing. For grade A, students must also show ability to justify ideas and points of view and to produce evidence of extended writing skills.

Choose a mix of tasks

Different types of tasks generate different types of language and a variety of tasks will therefore allow students to show a wider range of language skills and will be more interesting for them.

For G/F students, a typical unit might contain some lists, a key to a map or plan, a labelled photo, diagram or graph, a completed form or questionnaire, captions for a poster, filled gaps in a model letter, answers to short stimulus messages.

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

For the most able candidates, where each unit may contain just one extended piece of writing, it will be particularly important to ensure a mix of tasks. One piece might be narrative, with comment and opinion on the events related; one might be more discursive, such as an article on a topical issue such as environment or health; another could be a letter, or a film or book review.

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

The examination specification gives further advice on:

÷ Choosing appropriate tasks
÷ Authentic source material
÷ Preparation and pre-teaching
÷ Description of coursework task types
÷ Sample coursework activities.

Decide which tasks will be done under controlled conditions

At least one third of the coursework submission (or one complete unit) must be done under controlled conditions, which means that the work is done in the classroom under the teacher's supervision. If controlled conditions work is not completed in a single session, the teacher must store it securely until the next controlled conditions session. Students may only bring a dictionary to the controlled conditions session.

Literature

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

Authentic material

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

Other sources

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

- ÷ Language specific items in *The Guardian Education*
- ÷ Charities such as Action Aid, Oxfam, Friends of the Earth
- ÷ Video/films, including language programmes for schools
- ÷ Link/Exchange schools (especially for school magazines)
- ÷ Foreign language assistants and other members of staff

Useful Internet site addresses

All the websites listed commence http://www.

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

linguanet.org.uk/websites.htm
Site maintained by CILT, provides links to a variety of sites for
Spanish and other languages.

educationunlimited.co.uk/netclass/schools/modernlanguages/0,5607,79833,00.html
This is a site hosted by *The Guardian* and *The Observer* and provides
exercises and links for Spanish and other languages.

lgu.ac.uk/langstud/call/home.htm
Site from London Guildhall University, provides exercises (grammar, complete courses) in Spanish and other languages.

Softguides.com
E.g., information about Madrid.

quia.com/index.html
American site with interactive mainly mnemonic exercises designed by teachers in many languages. It provides templates for designing your own exercises.

melchior.co.uk
Site for Spanish and other languages with exercises created by teachers. Offers wealth of authentic material.

bbc.co.uk/education/languages/gcsebitesize

channel4.com/schools

Redrafting

Redrafting 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 the introduction of more description or opinion. General advice can also be give on the linguistic content – a suggestion that genders or verb forms should be checked, for instance.

Specific errors must **not** be indicated. Advice may be given to students in English or in the target language. One redraft only should be permitted and the teacher's comments written on the coursework feedback sheet *(Appendix C).* The original and the redrafted version must be submitted. It is **not** possible for students to refer to a draft when writing under controlled conditions, although one may be produced in advance.

Summary of controlled conditions

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

÷ At least a third of the total coursework for each candidate has to be produced under controlled conditions and this must include one complete unit. Teachers may increase this proportion at their discretion

÷ Work must be done in the classroom and supervised by the teacher

÷ In the classroom, candidates may only have access to the task stimulus and a dictionary (which may be on-line)

÷ All stimulus material other than a dictionary must be submitted in the candidate's folder

÷ Ideally, work should be completed in a single session but if this is not possible, the teacher must store it securely until the next controlled conditions session

÷ A record must be kept of when and under what conditions the work in the candidate's folder was completed. A coursework frontsheet will be provided for this purpose

÷ Candidates will know the coursework task in advance of the controlled conditions and may prepare a first draft in advance. First drafts should not be referred to under controlled conditions and must be submitted in the candidate's folder of work

÷ Teachers will be required to authenticate the coursework as the candidate's own work.

Organising coursework

The following points are suggestions to help teachers with organising coursework over the two years leading to final submission in May. (It is acknowledged that some centres may choose to organise coursework over one year.)

Referencing

Make sure all coursework is referenced with the candidate's name, a date, title and topic and that a copy of the stimulus material is included in the folder or attached to the candidate's work. The conditions under which work was produced should also be noted, i.e. homework/controlled conditions. Naturally, it is possible for one copy to be submitted if used with a defined group of candidates.

Record keeping

Teachers may wish to devise a system of interim record keeping to help keep track of the coursework produced throughout key stage 4. It is not necessary to mark each piece separately, but it may be helpful to adopt the following system:

2 = include in folder

1 = room for improvement, eg redraft recommended

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 front sheet (see *Appendix A*).

Student involvement

To help students become involved in their own assessment and more responsible for their own learning, it is useful if they can be encouraged to keep a record of coursework undertaken. A form (*Appendix B*) is available for photocopying but the use of this form is not mandatory.

Internal standardisation

Teachers are responsible for internal standardisation of coursework. It is important that all teachers whose students are doing coursework, assess to the same standard. This is a requirement of the GCSE Code of Practice.

Standardisation of tasks

÷ It is important for all teachers whose students are going to do coursework to plan jointly. This will enable teachers to pool ideas and will lead to a feeling of greater confidence. It will also ensure that students of roughly the same level of ability in different groups are set the same type of tasks. The actual tasks do not have to be identical but they should be broadly similar. This will make the process of standardising marking within the department simpler and more efficient.

÷ As a department, teachers could look at and discuss the sample units and assessments in this guide. This would help to establish standards, which can guide their own assessment.

Interim standardisation

÷ The standardisation process should begin as soon as students start producing units of coursework. Once the first unit of work has been produced it should be assessed separately by two teachers. If there are wide disparities these should be discussed and a solution found. It is most important to achieve common standards at this stage, rather than leaving it until nearer the date for final submission.

÷ In addition, it is very desirable that all teachers in a department should have the opportunity to assess work of **all levels of ability**. Some sample units from students of varying levels could be chosen and assessed by all the teachers as a basis for discussion and with the aim of arriving at common overall standards.

Final standardisation

÷ The final stage will take place when all coursework has been completed. The complete portfolio of a number of students at different levels should be chosen for double assessment, co-ordinated by the Head of Department.

÷ Teachers are reminded that a vital factor in their assessment is consistency. If assessment is found by the moderators to be slightly lenient, or slightly severe, this can be adjusted across all candidates in the centre. Erratic assessment causes problems for all concerned. All centres will receive feedback on the quality of their students' work and its assessment.

Selection and submission

Towards the end of the spring term, preceding the final date for coursework submission, teachers and 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.

The pieces for submission should be selected carefully to ensure that all requirements are met. Each candidate's submission should include:

÷ three units

÷ global assessment of each unit

÷ a completed front sheet including clear indication of the final mark and stimulus material (see *Appendices A and B*), and signed by the teacher

÷ approximately the correct number of words

÷ at least one unit done under controlled conditions.

It is important that:

÷ work not intended for submission is removed

÷ work is organised in the order indicated on the front sheet

÷ each unit clearly relates to a main topic area.

The work of each student is secured in a folder made of thin card (not in a ring binder).

Teachers and students may find it helpful to use the checklist provided on the next page to ensure that the final submission is complete.

GCSE MFL COURSEWORK

Checklist for final submission

Centre name _____

Centre number _____

Specification number _____

Teaching group _____

Language _____

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

conditions of each piece of work/unit/tape noted e.g. homework, controlled

copies of stimulus materials included

first drafts included as necessary

approximate word-count requirement met for each student

appropriate coverage of topic areas

final marks entered on front sheet

front sheet signed by the teacher

all units secured in a paper folder

Assessment guidelines

There are three assessment grids for writing coursework – one for Communication, one for Knowledge and application of language and one for Accuracy of language. The grids can be found in *Appendix D*.

÷ Teachers should assess each unit of work **globally**, with a maximum of ten marks for Communication and content, five marks for Knowledge and application of language and five marks for Accuracy of language. The three marks for each unit should be entered on the coursework front sheet (see *Appendix A*), and the nine marks for the three units aggregated to give a final total out of sixty.

÷ 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 to gain credit for quality of language as well as communication.

÷ For the sake of comparability, the grids used for coursework assessment have been broadly based on those used for assessing the terminal examination. However, the coursework criteria contain references to the appropriate use of reference material and there is greater emphasis on accuracy . This is due to students having access to a dictionary and, in uncontrolled conditions, other reference materials.

The moderation process

The coursework submission is marked by centres and sent to Edexcel moderators for moderation on a sampling basis, in accordance with the mandatory Code of Practice.

In order that moderation may take place, it is essential that centres adhere to guidelines by Edexcel. In particular:

÷ internal standardisation must be carried out effectively

÷ coursework front sheets should be completed correctly

÷ OPTEMS forms should be completed accurately, and each page signed

÷ deadlines set by Edexcel should be strictly adhered to

÷ the full sample should be sent, including the work of candidates with the highest and lowest marks

÷ all relevant stimulus material should be included (photocopies of particular textbook pages are acceptable).

Stimulus materials

Providing suitable stimuli for coursework tasks need not be over-demanding or time-consuming for the teacher. There are some general points to bear in mind:

÷ Some tasks do not need a stimulus – merely a simple rubric in the target language (or English)

÷ Many stimuli can be used for tasks at different levels. In a task using a job advertisement, for example, the response could vary from giving basic information about oneself to giving details of previous work experience and asking for information about the job. In this case, the task is essentially the same at all levels and differentiates by outcome

÷ In planning a coursework unit, try to streamline stimuli; i.e. devise a variety of tasks for which the same stimulus can be used.

It is useful to think of stimulus material under three headings:

i. Provided by the student

These could be items such as a photo (of self, family, house, pet) a map or brochure. Providing some of their own stimulus material is very motivating for students (particularly valuable for those of lower ability). It helps to give all students a feeling of personal responsibility and some element of control over their work.

In this same category could be placed the stimulus used when students are asked to write a book or film review. Here again there are considerable advantages, since the student makes an individual choice and has the motivation that stems from choosing something which is of personal interest and appeal.

ii. Student generated

This is any type of survey or questionnaire devised by the student, conducted by the student and with the results recorded in written form. This again has the advantage that the individual student can have some choice in the subject investigated and the questions to be asked. The results may be presented in varying forms according to level of ability. It might be a simple graph or grid which (s)he would label (for G/F students) right up to an extended piece evaluating and commentating on the data obtained, which would be a challenging task for an A/A* student.

iii. Other sources

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

- Charities such as Action Aid, Oxfam, Friends of the Earth
- Videos/films, including language programmes for schools
- Link/Exchange schools (especially for school magazines)
- Foreign language assistants and/or other members of staff

Examples of stimuli

The next section provides examples of tasks and stimulus material drawn from these sources.

Coursework tasks are identified as Type 1, 2 or 3, according to the definitions below.

Type 1: lists, labelling, short messages, gap-fill, short letters, notices and posters.

Type 2: longer letters, articles, descriptions, accounts which give candidates the opportunity to use tenses other than the present and to express opinions.

Type 3: extended writing tasks, which give candidates the opportunity to express ideas, justify points of view and to research their own interests.

Candidates' assessed work

In this section there are five examples of coursework units, covering a range of main topic areas and different levels of ability. Each unit has been assessed and marked by an examiner and is accompanied by a commentary which explains how the assessment criteria have been applied.

     Unit 1   Education, training and employment*

     Unit 2   At home and abroad*

     Unit 3   Media, entertainment and youth culture

     Unit 4   Education, training and employment

     Unit 5   At home and abroad

*   The following units have all been assessed to give an indication of the marks that certain levels of performance might attract. It is important to stress that there has been an inappropriate choice of task in units 1 and 2 since those exploited do not always correspond with the main topic area identified. This stems from the fact that the samples used were produced prior to the introduction of the new topic areas. Nevertheless, these have been remarked against the assessment criteria and are included so that you can refer to a candidate's overall performance across a unit.

Support and training

INSET

A programme of local and regional meetings covering all aspects of the examination, including coursework, takes place in the autumn and spring terms. Full details may be obtained from:

INSET
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5950
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found. The website is regularly updated, and an increasing amount of support material and information will become available through it.

E-mail

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

Publications

A range of support materials are available from Edexcel Publications and are listed in a comprehensive catalogue. Please contact:

Edexcel Publications
Bellamy Road
Mansfield
Nottingham
NG18 4LN

Tel: (01623) 467467
Fax: (01623) 450481

Appendices

Appendix A – Coursework frontsheet (CF1)

Appendix B – Student record sheet

Appendix C – Coursework feedback sheet (CFS1)

Appendix D – Assessment criteria

Appendix E – Coursework task types – possible activities

Appendix A
GCSE Modern Foreign Languages
Coursework Frontsheet for Paper 4C : Writing Coursework

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

Candidate Name (Block capitals please)		Candidate Nº	
Centre Name		Centre Nº	
Language		Specification 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.				Ttotal mark (Max = 60)	*For Edexcel use only*	
					Moderator total	*TL*
Name of examining Teacher (Block capitals please)	Signature	Date				

Appendix B

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Student Coursework Record Sheet: Writing

Name [   ]   Year of Examination [   ]

Class [   ]   Language [   ]

Date	Topic	Title	Stimulus	Conditions (CW/HW/Test)	Redraft ✓	Folder ✓

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 - Assessment criteria (writing coursework)

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

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

KNOWLEDGE AND APPLICATION OF LANGUAGE

5 Vocabulary and structures comfortably equal to the tasks set within the unit. Variety of vocabulary, idiom and structures appropriate for narrative and description, eg. expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses, although there may be the occasional lapse. Manipulates source material successfully and appropriately.

4 Evidence of a range of vocabulary and structures appropriate to narrative and description, eg: - expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language and source material/stimulus to suit purpose, albeit with mistakes.

3 Vocabulary and structures adequate to tasks set within the unit. Language appropriate for purpose, there may be occasional mother-tongue influences, which do not impede communication. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be pre-learned, set phrases and attempts to manipulate language and source material/stimulus, this may be only partially successful.

2 Limited vocabulary and structures, only just adequate to the tasks set within the unit. Language basic and sometimes inappropriate to the task, some mother-tongue influences and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Prelearned, set phrases predominate and some incorrect and inappropriate copying of text from the source material/stimulus. Some attempt at enhancement of fact with adjective or adverbial phrases, though these are likely to be only partially successful. There may be some simple subordination.

1 Very limited language. Frequent use of mother-tongue influences or non-target language words greatly restrict communication. Language very basic and frequently inappropriate. Little understanding of language structures, eg the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or 'lifted'. Much incorrect and inappropriate copying of text from the source material/stimulus.

0 No language worthy of credit.

ACCURACY OF LANGUAGE
5 High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered, with the odd slip. Secure when using more complex language but again there may be minor errors.
4 Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3 Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2 Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1 Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0 No language worthy of credit.

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

Appendix E - Coursework task types – possible activities

Target grades	At home and abroad	Education, training and employment
	Things to see and do **Life in the town, countryside, seaside** **Weather and climate** **Travel, transport and directions** **Tourist information and accommodation** **Services and shopping abroad** **Customs, everyday life and traditions**	**School life and routine** **Different types of jobs** **Job adverts, applications and interviews** **Future plans and work experience**
G,F,E	**Type 1:** List or labelled plan of local attractions for a foreign visitor Postcard about home town in response to one from pen-friend Letter booking accommodation (gap-filling or substitution) List of holiday luggage requirements Captions for pictures of national events Holiday postcard	**Type 1:** Reply to a friend's letter about school day/favourite subjects (adapting a model letter) Gap-filling letter applying for a holiday job Send fax to company stating that your work experience start date will change Postcard describing holiday job E mail a list of facilities of workplace or school to a visitor from abroad
D,C	**Type 2:** Description of a local attraction Letter to exchange school stating facilities (sport, cultural, amusements) in your area Survey and report of views about local facilities Letter/fax to business contact or pen-friend giving or requesting travel information - eg flight nos, train links, hotel arrangements etc Account of a visit or a trip, based on diary or photos	**Type 2:** Poem/song lyrics about school (possibly with visual element) Informal letter outlining plans for the future Letter to prospective employer asking about hours/conditions of work, pay Diary of work experience or a holiday job Letter/fax/email to a company placing an order
B,A,A*	**Type 3:** Leaflet/brochure about local area for visiting exchange school Description of your town as it was 50 years ago or as you imagine it in 50 years time Complaint letter to hotel or travel company Research into different methods of transport for travel abroad, eg methods of crossing the Channel with evaluations and personal preferences	**Type 3:** Survey about school reports, parents' evenings etc with evaluation, including own opinion Article giving advice to young people wanting a holiday job Article about advantages and disadvantages of work experience An account of a work-shadowing exercise for a magazine Job application letter in response to advert

House, home and daily routine	Media, entertainment and youth culture	Social activities, fitness and health
Types of home, rooms, furniture, and garden **Information about self, family and friends** **Helping around the house** **Food and drink**	**Sport, fashion and entertainment** **Famous personalities** **The media** **Current affairs, social and environmental issues**	**Free time (evenings, weekends)** **Special occasions** **Hobbies, interests and sports** **Shopping and money matters** **Meeting people** **Exercise** **Accidents, injuries and common ailments** **Health issues (healthy eating, drugs)**
Type 1: Plan or photo of house or room – labelled. Shopping list of food or drink for a picnic Fill in form to find a pen-friend Simple family tree	**Type 1**: Captions for a poster on a topical, social or environmental issue Fact sheet about a well known person (artist, sports person, actor, musician)	**Type 1:** Survey on spare time activities List of what you spend pocket money on Labelled plan of a shopping centre Captions about health and fitness for a poster A simplified fitness-maintenance plan
Type 2: An account for a foreign language school magazine of a typical day in your life Writing up a favourite recipe An account of a visit to a restaurant or a special celebration meal Informal letter introducing yourself or family to a new pen-friend or to a new business contact Description of a member of the family or a friend	**Type 2:** Magazine interview with personality Informal letter describing favourite types of film or television programme Summary of a sports event	**Type 2**: An account of a visit to an event eg concert, theatre trip, football match, motor show etc. Diary recording free-time activities/typical weekend Response to a wedding invitation Informal letter/email to a pen-friend giving information about an illness/ailment that you have Survey and report of views on a health issue (eg smoking) Magazine interview with a fitness adviser or former smoker
Type 3: Discursive writing on division of household chores Article on differences between homes/housing in the United Kingdom and a target-language country	**Type 3:** Review of book/film, TV programme Response to 'agony column' type letter on disagreements with parents about pocket money, clothes, friends etc. Letter to a newspaper expressing concern over a topical, social or environmental issue Detailed article about a person who has been in the news in the last six months	**Type 3:** Letter of complaint to organisers of concert or other event (too dear, badly organised, lack of safety precautions etc) Report/survey with opinions about shopping issues (e.g. - advantages and disadvantages of Internet or supermarket shopping) Describe an accident that you have witnessed or experienced Discursive writing on a health issue

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