

Instructions for the Conduct of the Oral Examination, Written Papers and Coursework

GCSE Modern Foreign Languages Summer 2010

French (1226/3226)

German (1231)

Spanish (1246)

Italian (1237)

Urdu (1901)

Please pass one copy of this booklet to the teacher responsible for the subject as soon as possible.

Teachers are advised to study the instructions and advice given, since failure to follow the details is likely to disadvantage candidates preparing for the examination.

All queries and correspondence relating to languages covered by this document should be referred to the Customer Response Centre on 0844 576 0027.

Centres are requested to check their entry codes, particularly with reference to internally and externally marked oral examinations and advise the Entries and Certification Centre (Tel: 0844 576 0027) of any changes at the earliest opportunity. A charge is payable for late changes to entries.

Entry Code A 1F/1H, 2FA/2HA, 3F/3H, 4F/4H

Entry Code B 1F/1H, 2FB/2HB, 3F/3H, 4F/4H

Entry Code C 1F/1H, 2FB/2HB, 3F/3H, 4C

Papers 2FA and 2HA will be conducted and marked by the Centre's Teacher Examiner(s) and moderated by Edexcel.

Papers 2FB and 2HB will be conducted by the Centre's Teacher Examiner(s) and marked by Edexcel.

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GCSE MODERN LANGUAGES - TIMETABLE SUMMER 2010

2F and 2H Oral Tests and Assessment are to take place between
8th March and 15th May

Specification Number	Paper	Date
1226	French Full Course: 1F & 1H 3F & 3H 4F & 4H	Thursday 10 June (am) Thursday 10 June (am) Monday 14 June (pm)
3226	French Short Course: 1F & 1H 3F & 3H	Thursday 10 June (am) Thursday 10 June (am)
1231	German: 1F & 1H 3F & 3H 4F & 4H	Wednesday 16 June (pm) Wednesday 16 June (pm) Wednesday 23 June (am)
1246	Spanish: 1F & 1H 3F & 3H 4F & 4H	Monday 24 May (pm) Monday 24 May (pm) Thursday 27 May (am)
1237	Italian: 1F & 1H 3F & 3H 4F & 4H	Monday 17 May (am) Monday 17 May (am) Wednesday 19 May (pm)
1901	Urdu: 1F & 1H 3F & 3H 4F & 4H	Monday 17 May (am) Monday 17 May (am) Wednesday 19 May (pm)

1. GENERAL INFORMATION

1.1 FOUNDATION AND HIGHER PAPERS

All the specifications covered by these Instructions have four tiered papers and a written coursework option which may be taken instead of the writing paper. (Short Course French has only 3 tiered papers and a written coursework component).

Candidates must sit **one** paper in each skill: **either** the Foundation Tier paper **or** the Higher Tier paper. The coursework component is not tiered.

1F Foundation Listening and responding

1H Higher Listening and responding

Candidates listen to the tape supplied by Edexcel.

2F Foundation Speaking

2H Higher Speaking

Both conducted by Teacher-Examiner and recorded.

3F Foundation Reading and responding

3H Higher Reading and responding

4F Foundation Writing

4H Higher Writing or **4C Coursework**

Papers 1F, 1H, 3F and 3H are taken in one session, papers 4F and 4H in another session. The oral examination is taken at a time decided by the centre within the period given in section 2.1. The dates chosen must be notified to Edexcel, along with the names of Teacher-Examiners expected to be involved, using form L1 (see section 2.1). The deadline for sending the L1 to Edexcel is **15th February 2010**.

Please note the entry option codes in the table below:

Code A	1F/H Listening	2A F/H Orals (Teacher assessed, Edexcel moderated)	3F/H Reading	4F/H Writing
Code B	1F/H Listening	2B F/H Orals (Edexcel Assessed)	3F/H Reading	4F/H Writing
Code C	1F/H Listening	2B F/H Orals (Edexcel Assessed)	3F/H Reading	4C Coursework

There is no entry option code for the Short Course French.

1.2 ENTRY FOR PAPERS IN DIFFERENT TIERS

Whilst there is no requirement for centres to make decisions about tiered papers at the time of entry, it is strongly recommended that appropriate choices for each candidate are made, in consultation with the candidate, well in advance of the examination. A candidate may take any combination of Foundation and Higher tiers, for example Foundation Listening and Oral and Higher Reading and Writing.

1.3 ATTENDANCE REGISTERS

For Summer 2010, there will be two attendance registers for each of the following components - one for the Foundation and one for the Higher tier.

Component 1:	Listening & Responding	Papers 1F and 1H
Component 2B:	Speaking - externally assessed	Papers 2FB and 2HB
Component 3:	Reading & Responding	Papers 3F and 3H
Component 4:	Writing	Papers 4F and 4H

It is essential that every candidate is accounted for on **both** Attendance Registers for **each** component by indicating absent or present, for example if a candidate sits Paper 1F they should be marked present on the 1F register and absent on the 1H register.

Those absent should be indicated as such on **both** Attendance Registers for **each** component.

Please note: For the components **2A** (2FA/2HA Oral - Teacher Assessed); and **4C** (Writing Coursework), centres will receive **OPTEMS** rather than Attendance Registers.

2. GENERAL INFORMATION ON ORAL EXAMINATION: 2F AND 2H
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2.1 ORAL EXAMINING PERIOD

Centres must conduct the tests during the period specified. For Summer 2010 the period designated is between 8th March and 15th May.

Centres are expected to timetable all oral tests in any one language on the same day or where numbers are large on consecutive days.

One L1 form per language (photocopiable from Appendices) should be completed and returned to Edexcel by 15th February 2010, indicating when the oral examinations will take place and the name(s) of the Teacher-Examiners. Any subsequent changes to the examination dates given must be communicated immediately to Edexcel.

The oral pack may be opened by Teacher-Examiners for preparation 3 working days before the examination begins. Security and confidentiality of all materials must be maintained.

Under no circumstances may the materials be removed from the centre.

2.2 SUMMARY OF TIMETABLE

Return of L1s to Edexcel	15 February 2010
Oral Packs received in school	Beginning of March 2010
Packs may be opened	3 working days before examination
Orals may begin	8 March 2010
Last date for Orals	15 May 2010

Centres may from time to time be visited by a senior examiner or an NAA inspector. Prior notice of such visits will not usually be given.

2.3 METHODS OF ASSESSMENT

The oral tests will be conducted by a Teacher-Examiner in the candidate's own centre. All tests must be recorded on a cassette or CD and all the tests sent to the allocated examiner or moderator whose name and address will have been supplied.

The candidate's performance will be assessed in one of two ways:

2FA and 2HA are assessed by a Teacher-Examiner at the time of testing and then moderated by Edexcel.

2FB and 2HB are conducted by the centre's Teacher-Examiner and assessed by an Examiner appointed by Edexcel.

The choice of method must be indicated by the centre by means of an option code at the time of final entry. **Any change to the decision taken after the deadline for final entries will incur a late entry fee for each candidate involved.**

The following instructions apply equally to both methods of assessment. Specific instructions for 2FA and 2HA, assessed by the Teacher-Examiner, are to be found in **Section 5** of this document.

2.4 STRUCTURE AND TIMING OF TESTS - FOUNDATION TIER

ELEMENT	DURATION	NOTES
Role-play A	2 mins	Printed on numbered cards.
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Conversation (Full Course)	4-5 mins	First topic chosen and introduced by candidate. Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher's notes for each B role play card. The 4-5 minute conversation should be evenly split between the two topics. Teacher-Examiner to provide questions. Sample questions are provided in the Teacher-Examiner's Handbook.
Total: Full course Role-plays A+B + Conversation	8-9 mins	Do not increase conversation time if candidate completes role-plays quickly.
Conversation (Short Course French)	2-3 mins	One topic chosen and introduced by candidate. Teacher-Examiner to provide questions. Questions for guidance are given in handbook.
Total: (French Short Course) Role-plays A+B + Conversation	6-7 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected. A stop-watch is useful (although split-second timing is **not** expected). Excessively long or short tests may adversely affect the marks awarded.

2.5. STRUCTURE AND TIMING OF TESTS - HIGHER TIER

ELEMENT	DURATION	NOTES
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Role-play C	3 mins	Printed on numbered cards. Five utterances prompted in the target language. Two unpredictable elements.
Conversation (Full Course)	6-7 mins	First topic chosen and introduced by candidate. Second topic chosen by Teacher-Examiner from a choice of two, from the teacher's notes of the B role play card. The 6-7 minute conversation should be evenly split between the two topics. Teacher-Examiner to provide questions. Questions for guidance are given in handbook.
Total:Full Course Role-plays B+C +Conversation	11-12 mins	Do not increase conversation time if candidate completes role-plays quickly.
Conversation (Short Course)	3-4 mins	One topic chosen and introduced by candidate. Teacher-Examiner to provide questions. Questions for guidance are given in handbook.
Total: (French Short Course): Role-plays B+C + Conversation	8-9 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected. A stop-watch is useful (although split-second timing is **not** expected). Excessively long or short tests may adversely affect the marks awarded.

3. PREPARATION FOR THE ORAL EXAMINATION

3.1 TIMETABLING OF CANDIDATES

Candidates taking the Foundation Tier should be timetabled separately from those taking the Higher Tier and recorded on separate cassettes.

The timetable should be arranged so that the first candidate is ready to begin preparation **10 minutes** before the test is due to begin (Foundation Tier candidates) or **12 minutes** (Higher Tier candidates). The same preparation time applies to the French Short Course.

Candidates preparing for their oral tests must be isolated from other candidates and supervised at all times by a member of staff.

Candidates may NOT have access to a dictionary during the preparation period. They may make notes for the role plays on paper which must be handed in at the beginning of the examination.

3.2 ACCOMMODATION

As quiet a room as possible is required for the tests.

A second quiet room nearby, where the next candidate will be preparing his/her role-plays, is also required.

To prevent candidates being distracted by trying to read the mark sheets/Examiner Handbook during the examination it is desirable to separate Teacher-Examiner and candidate by a pair of desks or tables and place a book or other object between the candidate and these documents.

Only one candidate is to be examined at a time. Normally, no person other than the Teacher-Examiner and the candidate should be present in the examination room.

3.3 MATERIALS REQUIRED FOR ORAL TESTS

Please note that centres must supply the cassettes or CD's for the oral tests. Examiners and moderators will return tests to centres during August 2010.

It is essential that all the items listed on pages 12 and 13 are available for use by the Teacher-Examiner at the time of testing.

The following material is supplied by Edexcel

Item	Comment
Teacher-Examiner's Handbook including role-play sequence	Contains guidelines for conduct and assessment
Two sets of role-play cards	Candidates' instructions (also in Teacher-Examiner Handbook)
For Papers 2FA and 2HA (<u>Teacher Assessed Orals</u>): Separate copies of OPTEMS on 3 part NCR, pre-printed with names and numbers of all candidates in the centre	Each candidate must be accounted for on each OPTEMS, either by a mark out of 50 for 2FA or out of 150 for 2HA, or as absent as an indication that the candidate did not sit for that tier.
For Papers 2FB and 2HB (<u>Externally Assessed Orals</u>): Separate copies of the Attendance Register on 3 part NCR, pre-printed with names and numbers of all candidates in the centre	Each candidate must be accounted for on each Attendance Register either as Absent (to indicate the paper was not taken) or as Present.
Address labels for the moderator (2A centres) or for the examiner (2B centres).	Labels will show specification and paper number eg 1226/2F - do not use labels with other numbers as there will be a different examiner for each component

The following material is supplied by the Centre

Item	Comment
Cassette / CD recorder and microphone	Test equipment before use
C60 / C90 Cassettes or CD's	All cassettes or CD's and boxes to be numbered and labelled with centre / candidate names and numbers. Check quality of cassettes if reusing old cassettes.
Cassette/CD inserts (photocopiable from Appendices and the Teacher-Examiner's Handbook)	One photocopiable cassette/CD insert to be put in each cassette / CD box, completed with centre and candidates' details.
One Candidate Mark Sheet (L3) per candidate (photocopiable from Appendices and available on website)	Preferably to be prepared in advance of the oral examination (see paragraph 3.5).

3.4 CONVERSATION TOPICS

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

Conversation 1:

Candidates will have a free choice of first conversation topic. They should be encouraged to choose from the entire range of topics. It is considered unlikely that all candidates within one teaching group would select the same one or two topics.

This will be agreed with the Teacher-Examiner in advance of the speaking test and must relate to one of the five main topic areas prescribed in the specification.

A form L2 (see Appendices) has been provided for Teacher-Examiners to record the topics candidates have chosen for conversation from the list of 5 (3 for French Short Course) in the specification. Teacher-Examiners are advised to do this approximately 3 weeks in advance of the examination. The form can be photocopied as necessary and is not required by the examiner / moderator.

Conversation 2:

The second conversation topic must relate to a different one of the five main topic areas prescribed in the specification, and must not be communicated to the candidate prior to the completion of conversation 1.

Teacher-Examiners will choose the second conversation topic from two alternatives prescribed by Edexcel, ensuring that there is no overlap with the first conversation topic chosen by the candidate.

These alternatives will be printed at the foot of the right hand column for each Role-play B in the Teacher-Examiner's Handbook. These alternatives are for the eyes of the Teacher-Examiner only and are confidential. They must not be communicated to the candidate prior to completion of Conversation 1. They will therefore appear in the handbook only and not on the candidate's role-play card.

Teacher-Examiners may choose either of these alternatives, unless the candidate has already used one of them for Conversation 1.

If the candidate has already used one of the alternatives for Conversation 1, it is not permissible for the Teacher-Examiner to choose the same main topic area and to focus on a different aspect of that topic. The remaining alternative is the only valid choice for Conversation 2. For example, if the candidate has spoken about "Holidays" for Conversation 1, this falls under the main topic area heading "At Home and Abroad". If the two alternatives for Conversation 2 are "At Home and Abroad" and "Social Activities, Fitness and Health", the Teacher-Examiner must select "Social Activities, Fitness and Health" for Conversation 2. It is not permissible to select "At Home and Abroad" and to focus on a different sub-topic, such as "My Home Town".

The Teacher-Examiner will announce the chosen topic for Conversation 1 and for Conversation 2 at the beginning of each conversation **in English or in the Target Language**. The candidate will not know the topic for Conversation 2 until this announcement.

3.5 L3 FORM

One L3 form (in Appendices) should be prepared per candidate in advance. The centre name and number, candidate name and number, role-play numbers (following the Role-play Examining Sequence) and conversation topics (one topic for the French Short Course) to be used should be inserted in advance of the test wherever possible. The role-play card numbers and second conversation topic should not of course be revealed to candidates in advance of the exam. (See Appendices - L3 form).

4. CONDUCT OF THE ORAL EXAMINATION

4.1 SUMMARY OF PROCEDURES

- (a) At the start of the preparation time a Foundation level candidate should be given one A role-play card and one B role-play card and a Higher level candidate should be given one B role-play card and one C role-play card.
- (b) The cards should be selected according to the random role-play sequence provided in the Teacher-Examiner's Handbook. For the French Short Course there is a separate sequence.
- (c) This sequence must be followed for all candidates except where a particular instruction might cause distress (eg reference to relative who is ill or similar situation); in this case the next suitable combination of role-plays must be used. The sequence must be continued after breaks in examining in any one day, for example after lunch.
- (d) After the preparation time allowed (10 minutes for 2F and 12 minutes for 2H), give the next candidate two cards as in (a) above and invite the candidate who has finished preparation into the examination room.
- (e) Switch the recorder on, announce the candidate name and number and role-play numbers, and instruct the candidate to perform the two role-play activities.
- (f) The Conversations follow. The names of the topics used must be entered on the candidate's L3 form.
- (g) After a maximum of 5 minutes for 2F (3 minutes for the French Short Course), 7 minutes for 2H (4 minutes for French Short Course), bring the conversations naturally to a close.
- (h) Stop the recorder and check that the test has been recorded. Where necessary, turn over or change the cassette / CD, ready for the next candidate.

4.2 CANDIDATES' PREPARATION

The candidate should be allowed 10 minutes for 2F and 12 minutes for 2H, (including for the French Short Course) to prepare for the test. No dictionaries are allowed. Candidates must not write on the role play cards however they may make notes on paper during the preparation time. These notes must be handed in to the Teacher-Examiner before the examination begins. Brief notes on the first conversation topic may be taken into the examination room (refer to specification). Notes used for the conversation topic should be kept at the Centre until December 2010.

4.3 ROLE-PLAYS

Conduct the two role-plays in sequence at the start of the oral.

Role-plays A, B and C

- (a) In role-plays A, B and C follow the role-play scripts carefully - significant deviations may give away key vocabulary or lead to confusing ambiguities which may disadvantage the candidate. Remember that candidates cannot be credited for language supplied by the Teacher-Examiner, even accidentally. **The unpredictable elements in role-plays B and C must not be rephrased but may be repeated.** In role-play C, Teacher-Examiners should, wherever possible, give candidates the opportunity to take the initiative and to expand answers.
- (b) Allow each candidate a few seconds to respond to a role-play item - if no response is forthcoming move on to the next instruction. To allow more than about 15 seconds for a response is unlikely to be helpful to most candidates.
- (c) If a candidate deals unwittingly with one of the unpredictable questions, the Teacher-Examiner does not need to ask the unpredictable question. It is perfectly acceptable for the Teacher-Examiner to invent a different unpredictable question as it allows the candidate the opportunity to demonstrate the ability to deal with the unexpected. If the Teacher-Examiner does not invent a different unpredictable question, the candidate will not be penalised.

4.4 CONVERSATION

- (a) For the first conversation topic candidates may choose, if they wish, to give a brief introduction to their chosen topic of no more than one minute in order to make a confident start.
- (b) Candidates must demonstrate the ability to interact with the Teacher-Examiner and should be prevented from delivering a pre-learnt monologue. Candidates may bring brief notes (maximum half a side of A4 and not continuous prose) or a visual stimulus related to their topic into the examination room. Any notes are a prompt only and must not be read out.
- (c) The total time for the conversations must be evenly split between the two conversation topics.
- (d) Suggested conversation questions are given in the Teacher-Examiner's Handbook.
- (e) Preparing sequences of questions may be helpful to the Teacher-Examiner but the candidate should not be able to predict exactly what will be asked, or in what order.
- (f) If a question is not understood after one repetition/rephrasing move on to another question - further attempts may just confuse or discourage the candidate. Try to link questions. Listen carefully to the candidate's answers and relate subsequent questions to the information acquired.
- (g) Respond naturally but briefly to what the candidate says.
- (h) To ensure that the candidates achieve their maximum potential, questions should cover a range of tenses and give the candidates the opportunity to expand their answers and express opinions.

4.5 RECORDING OF CANDIDATES

- (a) All candidates must be recorded.
- (b) 2F and 2H must be recorded on separate cassettes / CD's.
- (c) If an examination fails to record or is inaudible, the candidate must be re-examined using different role-play cards and a new second conversation topic.
- (d) Check that the recorder and microphone are in good working order.
- (e) Ensure that the microphone favours the candidate and that extraneous noise is kept to a minimum.
- (f) The cassette / CD must not be stopped or paused during the test.
- (g) Make sure that recordings of previous candidates are not accidentally erased.
- (h) Ensure that the tape remaining on the side of the cassette in use is sufficient to complete the next test without turning over.
- (i) Return the cassette / CD to the correct box after use.
- (j) Rewind all cassettes/CD to the beginning before despatch to the examiner/moderator.
- (k) Submissions on CD: Centres must ensure that each test is a separate track, so that examiners can skip back and forth between recordings. All CDs MUST be clearly labelled with candidate name, number and centre number. All CDs MUST be a standard finalised audio CD that will play in any machine, rather than a data CD of WAV files that can only be marked using a computer.

See checklist for conduct below.

4.6 CHECKLIST FOR CONDUCT

WHEN CONDUCTING ORAL EXAMINATIONS:

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape / CD	<p>"GCSE Examination, 2010. Teacher-Examiner _____ Centre Name _____ Centre Number _____ Paper 2F / 2H"</p>	<ul style="list-style-type: none"> On the cassette label, write your centre name and number, the language and specification number, and the tier of examination (F/H).
At the start of each candidate's test	<p>"Candidate Number _____, _____ (Name of candidate). Role-plays _____ and _____."</p>	<ul style="list-style-type: none"> On the photocopiable cassette insert, write the candidate's name and number. Make sure L3 form is complete with relevant details. Start the test.
At the start of each conversation topic	<p>" Conversation One / Two _____ (Topic title in English or the target language)".</p>	<ul style="list-style-type: none"> Do not stop or pause the tape during the recording.
At the end of each candidate's test	<p>"End of test".</p>	<ul style="list-style-type: none"> Check that the test has been recorded clearly and audibly.
After the last candidate on side A	<p>"End of Side A".</p>	<ul style="list-style-type: none"> Reset the controls ready to record the next candidate.
After the last candidate on side B of each tape	<p>"End of Side B. The tests continue on tape number _____".</p>	<ul style="list-style-type: none"> Wind to the start of side A. Check that all the details on the cassette label are filled in. Place the tape back in the tape-box before you get the next tape out of its box.

IMPORTANT

If an emergency arises which results in the stopping or pausing of the test, a letter should be written immediately to the Exam Management Languages Team (Edexcel, 5th Floor, One90 High Holborn, London WC1V 7BH) with a copy to the examiner / moderator, explaining the circumstances and any subsequent action taken.

Cassettes / CD's will be returned to centres during August 2010. We suggest that moderated tests are retained by the centre and used as part of the internal preparation/standardisation process for future years.

5. PROCEDURES FOR 2FA AND 2HA - TEACHER ASSESSED ORAL EXAMINATION

5.1 RECORDING MARKS ON L3 FORM

Centres should print or photocopy one copy of the L3 form per candidate. A copy of the L3 form can be found in the Appendices and on the website.

Use one L3 per candidate. Fill in the details across the top of the L3 for each candidate. You may wish to do this in advance of the day of the examination.

For Foundation Tier candidates please complete the section on the left of the page. Write A in the box next to the '2F' to show that the oral is Teacher marked. Fill in the names of both conversation topics (one for French Short Course). Fill in the marks in the column headed 'Teacher-Examiner Marks'.

For Higher Tier candidates please complete the section on the right of the page. Write A in the box next to the '2H' to show that the oral is Teacher marked). Fill in the names of both conversation topics (one for French Short Course). Fill in the marks in the column headed 'Teacher-Examiner Marks'.

Please do not write in the boxes marked For Edexcel AA Use Only.

Total the marks at the end of test or at the end of the session. Insert the total marks for the oral test, on the L3, in the box marked 'Total marks for paper'. Ensure that all marks are recorded accurately and that the arithmetic is double-checked.

Please note that the Higher Tier is marked out of 50 and is then given an extra 100 marks. This is for administrative purposes. The use of the digit 1 in front of the candidate's score is simply to register that the candidate has taken the Higher Tier examination - thus a candidate's mark of 122 is equivalent to a mark of 22/50 on Higher Tier. The box 'Higher Tier Total Marks For Paper' already includes the digit 1 for the final mark.

Make sure that the total mark is transferred correctly onto the OPTEMS or via EDI. When transferring the Higher candidates' marks to the 2HA OPTEMS form it is very important to remember to record the **3-figure mark**.

5.2 INTERNAL STANDARDISATION OF MARKING

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

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

- 1 A group of Teacher-Examiners could listen to a selection of tapes (mocks/tests etc) and agree assessment techniques and standards of marking with colleagues.
- 2 One Teacher-Examiner could sit in for the first hour of a colleague's oral examining and mark it independently.
- 3 Where staffing levels permit, the Head of Department or other experienced Teacher-Examiner could sit in on the examinations and assess all candidates whilst their own Teacher-Examiner conducts the tests.
- 4 A group of Teacher-Examiners or a single experienced individual may prefer to play back all the recordings after the examinations and make appropriate adjustments to the assessments.

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

5.3 PROCEDURES FOR RECORDING AND SUBMITTING MARKS FOR 2FA / 2HA

Each candidate must be accounted for on both the 2FA and 2HA OPTEMS, either by a total mark, or as absent to indicate that the candidate did not sit for that tier.

The candidates who are absent should be indicated as such on both OPTEMS (2FA & 2HA).

If a candidate has taken the Foundation Tier (2FA) a mark from 0 - 50 should be recorded on the OPTEMS for 2FA. The candidate should also be recorded as absent on the OPTEMS for 2HA.

If a candidate has taken the Higher Tier (2HA) a mark from 100 - 150 should be recorded on the OPTEMS for 2HA. The candidate should also be recorded as absent on the OPTEMS for 2FA.

Centres will have the option of either recording marks on an Optically-read Teacher-Examiner Mark Sheet (OPTEMS) or recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI).

6. ACTION AFTER COMPLETION OF THE ORAL EXAMINATION

6.1 PREPARATION OF MATERIALS TO THE MODERATOR/EXAMINER

- (a) Centres should send all tests for 2FA/2HA or 2FB/2HB to the allocated moderator or examiner. Tests should be sent as soon as all oral examinations have been carried out.
- (b) For 2FA/2HA only, when all examining in the language concerned is complete, all L3 forms must be carefully checked and the total mark must be transferred to the appropriate box on the OPTEMS for each paper. All relevant mark boxes must contain a mark.
- (c) All L3 forms must contain all the appropriate centre and candidate details - correct candidate numbers are essential.
- (d) All L3 forms must include role-play details and both conversation topics; conversation topic 1 chosen by the candidate and conversation topic 2 chosen by the Teacher-Examiner. NB One topic only for French Short Course candidates.
- (e) All the L3 forms should be arranged in candidate number order across the whole centre.
- (f) Each tape / CD must be numbered and the number indicated in the appropriate box on the L3 form.
- (g) Every tape / CD and box must be numbered and clearly labelled with centre name and number and the language being examined. Photocopiable inserts are provided (see Appendices).
- (h) Each side of each cassette must indicate the candidate numbers of candidates recorded on it.

6.2 DESPATCH OF MATERIALS TO THE MODERATOR/EXAMINER

- (a) Computer printed address labels will be supplied, showing the name of the examiner / moderator and the specification and paper numbers. The address labels usually arrive in centres in mid-April. If you complete the orals before mid-April, please lock the materials away until a label arrives. As soon as all materials are ready and within 48 hours of the completion of examining the language concerned (if you have an examiner / moderator label), material should be despatched to the examiner / moderator.
- (b) For centres taking 2FA/2HA (Teacher-Examiner marked, Edexcel moderated), send the L3 form for all candidates, the tapes and the second copy of the OPTEMS form (bottom copy to be retained by centre) or the EDI printout.
- (c) For centres taking 2FB/2HB (Edexcel marked) send the two top copies of the Attendance Register (bottom copy to be retained by the centre), the tests and the L3 form for all candidates.
- (d) Where the size of the candidature makes it necessary to split a parcel, number packages clearly on the outside (eg package 1 of 2, 2 of 2).

7. LISTENING AND RESPONDING: 1F AND 1H

7.1 CHECKING OF TAPES/CDs

Centres will receive a minimum of two tapes or CDs per specification entered for.

Immediately upon receipt the cassettes or CDs should be locked away until required for the examination. The cassettes or CDs should be checked **one hour** before the exam in secure conditions to ensure they are not defective. Under no circumstances should any cassettes or CDs be removed from the centre. The packaging in which the listening cassettes/CDs are placed will display a clear message to this effect. We have introduced additional quality controls into both the production, and checking, of the cassettes/CDs produced for MFL listening examinations so that there is now no need for any centre to check significantly in advance of an examination the quality of the recorded material sent to them.

No transcript of the tape or CD will be issued at the time of the examination. The Mark Scheme and transcript, together with the Examiners' Report, will be made available to centres on results day.

Side 1 of the cassette contains the test for 1F.

Side 2 of the cassette -contains the test for 1H.

The tests for foundation and higher tiers run concurrently on the CDs.

The downloading of listening materials on to centres' MP3 players, from the secure website can commence no earlier than 1 working day before the published start time of the examination. If a listening examination is scheduled for a Monday, Edexcel will make the files available for downloading on the Friday prior to the examination.

Whenever possible, it is recommended that a member of staff for the centre's ICT department of the exams officer undertakes this task.

7.2 EQUIPMENT AND CONDITIONS FOR LISTENING TEST

As the listening tests are based on recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.

The organisation of examining rooms is a matter for individual centres. It is however recommended that candidates are examined in groups no larger than the size of their normal language class. The use of large rooms (particularly where only modest equipment is available) is to be avoided wherever possible.

The volume should be set at a level which is comfortably within the capabilities of the equipment and the tone controls (where available) should be adjusted to give clear undistorted sound.

Invigilators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

7.3 READING TIME BEFORE THE START OF THE EXAMINATION

Candidates will have 5 minutes to read through the examination paper for the Listening examination, papers 1F and 1H, prior to the playing of the cassette or CD. No dictionaries are allowed in the Listening examination.

7.4 ADVICE TO CANDIDATES

Candidates should not use pencil. They should use **black** or **blue** ink.

Some questions may be answered with a cross in a box. If a candidate changes their mind about an answer they should put a line through the box and then mark the new answer with a cross.

7.5 PLAYING THE CASSETTE or CD

After the 5 minutes reading time invigilators must start the tape/CD.

Time for candidates to read individual questions is built into the recording.

The text is played once.

After a single beep the text is repeated.

After the double beep the Invigilator must pause the tape or CD for candidates to write their answers to the questions.

When the Invigilator is satisfied that candidates are ready to continue, the pause button should be released for the next question.

Failure to pause the tape or CD will disadvantage candidates.

7.6 LATE ARRIVAL - LISTENING

Candidates arriving late should not be permitted to enter the examination room once the paper has begun, since this will inevitably affect the performance of other candidates. If candidates arrive late through no fault of their own, they should be supervised until the end of the examination and arrangements made for them to sit the paper after the other candidates have finished. In these circumstances, standard Edexcel procedures should be followed, including the completion of a Late Arrival Form.

7.7 MATERIALS REQUIRED

One stereo and one cassette or CD per examination room. **If you plan to use more than two rooms, please remember to request extra cassettes or CDs in good time.**

One question paper per candidate (either Foundation or Higher).

8. READING AND RESPONDING: 3F AND 3H

One paper per candidate (either Foundation or Higher). Dictionaries are not permitted for the reading papers.

Candidates should not use pencil. They should use **black** or **blue** ink.

Some questions may be answered with a cross in a box. If a candidate changes their mind about an answer they should put a line through the box and then mark the new answer with a cross.

9. WRITING: 4F AND 4H

One paper per candidate (either Foundation or Higher). Dictionaries are not permitted for the writing papers.

Candidates should not use pencil. They should use **black** or **blue** ink.

In paper 4F, candidates must answer questions 1, 2 and 3 **and either** 4a or 4b.

In paper 4H, candidates must answer either question 1a or 1b **and either** 2a or 2b.

The answers must be written in the spaces provided on the exam paper. Additional Answer Sheets must be made available, as required

Candidates should indicate which question they are answering by marking the box with a cross. If they change their mind about which question they will answer they should put a line through the box and indicate the new question with a cross.

10. WRITING COURSEWORK: 4C

10.1 STANDARDISATION OF MARKING WITHIN CENTRES

In accordance with the Code of Practice, where two or more Teacher-Examiners are involved in the assessment of work, it is the responsibility of the centre to standardise the marking of all Teacher-Examiners. The statement confirming that effective internal standardisation has taken place must be signed on the OPTEMS form or EDI print-out. In order to ensure that there is effective internal standardisation the following procedures may be adopted:

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

10.2 PROCEDURES FOR RECORDING AND SUBMITTING COURSEWORK MARKS

All centres will either receive Optically-read Teacher-Examiner Mark Sheets (OPTEMS) upon which to record their marks or they can record marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI).

10.3 FORM CF1 COURSEWORK FRONTSHEET

A copy of the coursework front sheet form CF1 is given in the Appendices for centres to photocopy. Please ensure that you use this version of the form and not an earlier one. It contains an authentication statement to be signed by both the candidate and the teacher. The coursework front sheet, to be completed for each candidate, provides details for the moderator of how each candidate's total mark is reached.

- (a) It is the teacher's responsibility to ensure that all marks are recorded accurately and that the arithmetic is correct and that the required authentication statement is signed by the candidate and teacher.
- (b) Ensure all the white boxes on CF1 form are fully completed and leave the grey boxes blank for Edexcel use.

10.4 PRESENTATION OF COURSEWORK

The work of each candidate should be fastened together using string, tags or similar fasteners with the CF1 form as the front sheet. It may be secured in a thin card or paper cover supplied by the centre. Please do not use stiff-backed files or lever-arch files.

In the folder include the final pieces of coursework with any drafts if produced (clearly labelled 'draft') and any CFS1 (Coursework Feedback Sheet) forms. Please also include any stimulus material used. Each folder should include three pieces of coursework from different topic areas (two pieces for French Short Course). At least one piece of coursework must be written under controlled conditions.

10.5 SAMPLE OF WORK FOR MODERATION

The pre-printed OPTEMS is asterisked indicating the candidates whose work is to be sampled. This work, together with the second copy of the OPTEMS, should be posted to reach the moderator by **2 May 2010**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the candidate awarded the highest mark and the work of the candidate awarded the lowest mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (✓) in the left hand column against the names of each of the candidates concerned. If an asterisked candidate is absent for the component, the work of the next candidate on the list should be sent instead, with a covering note.

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

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

Please note that the moderator may request further samples of coursework, as required, and the work of all candidates should be readily available in the event of such a request.

10.6 EDEXCEL MODERATION PROCEDURES

- (a) The marks submitted to Edexcel for Paper 4C will be moderated in accordance with the requirements set out in the Code of Practice for the GCSE.
- (b) An approved moderator will be assigned to each centre by Edexcel.
- (c) The moderator will be responsible for standardising marks across several centres.
- (d) The moderator may request a second sample from the centre if deemed necessary.
- (e) Centres' marks are likely to be adjusted where the moderated and unmoderated marks differ. Normally, moderation will not affect the order of merit established by a centre. However, Edexcel will take appropriate action in cases where there is evidence of inconsistent assessment in order to align standards. If necessary, such centres will be directed to review their assessment and internal moderation procedures.
- (f) Edexcel will provide centres with their final marks. The moderator will write a report (the E9) for each centre containing comments on the coursework and the accuracy of the centre's assessment.
- (g) Coursework not submitted for external moderation should be retained by the centre, in secure conditions, until 30 November 2010. In the event of an Enquiry About Results involving coursework, the Head of the centre will be asked to confirm in writing that the coursework has been held under secure conditions by the centre following the submission of the OPTEMS form.

APPENDICES			
Form L1	To notify Edexcel of oral dates	To Edexcel by 15/02/10	1 per language
Form L2	Optional form to list oral topics	Retain in centre	As required
Form L3	Oral mark sheet 2FA/ 2HA	Send to Moderator Retain a photocopy	1 per candidate
	2FB/2HB	Send to Examiner	1 per candidate
CFS1	Coursework feedback sheet	Hand in with coursework	1 per piece of coursework
Checklist	Optional coursework checklist	Retain in centre	
CF1	Coursework front sheet	Hand in with coursework	1 per candidate

GCSE LANGUAGES 2010

ORAL DATES: 08th March - 15th May 2010

A separate L1 form is to be completed for each language offered (please photocopy as necessary).

The completion of this form is a requirement for all languages with an oral component (including the Short Courses). Please complete your Centre details and either section (a), (b), or (c).

Contact Name	Centre Number
Please delete as appropriate: Examinations Officer / Head of MFL / Head of _____	Language
Centre Name	Specification Number
Centre Tel No	

Either (a) Oral Examining at the Candidate's own Centre

Please give the name of each Teacher at your centre conducting Speaking Tests, the date(s) on which he/she will conduct the test and the number of candidates he/she will be examining. Please note: the orals in any one language must be conducted on the same day or, where numbers are large, on consecutive days.

Teacher Examiner	Number of candidates	Exam date(s)

If you are willing to be approached by centres who require a Host Centre, please tick this box.

Or (b) Oral Examining at a Host Centre (if already arranged)

I do not have a Teacher Examiner in my own centre, but I have arranged for my candidate(s) to be examined at:

Centre Name/Number	No. of candidates	Exam Date(s)

Or (c) Oral Examining at a Host Centre (Host Centre required)

I do not have a Teacher Examiner in my own centre. Please send me a list of host centres for this specification.

Tick box

This form must be returned by **15 February 2010**, to:

Languages L1, 5th Floor, Edexcel, One90 High Holborn, London WC1V 7BH.

GCSE Modern Foreign Languages Conversation Topics Form for Paper 2: Speaking

This form is for the reference of the Teacher-Examiner conducting the test only. It does not need to be returned to Edexcel.

Candidates should not be aware of the title of their second conversation topic in advance of the examination.

For the second conversation topic, Teacher-Examiners should choose from the two conversation topics printed on the relevant B role play card in the
Teacher-Examiner's Handbook

French Short Course candidates are required to speak only on their one chosen conversation topic.

Centre Name		Centre N°	
Teacher-Examiner name		Language	

Candidate Name	Candidate Number	Conversation topic 1 chosen by Candidate	Conversation topic 2 chosen by Teacher-Examiner

Candidate Name		Candidate N°		
Centre Name		Centre N°		
Language	Spec. N°	Tape N°	Side (A/B)	
Teacher-Examiner's name (Block capitals please)				
FOUNDATION TIER		OR	HIGHER TIER	
Paper Number	2F	A/B	← Teachers please write A or B (2FA = Centre/Teacher marked, 2FB = Edexcel examiner marked)	
Role Play A Card No		Conversation 1 Topic		
Role Play B Card No		Conversation 2 Topic		
		For Edexcel AA Use Only		
	Teacher-Examiner Marks	Examiner/Moderator Marks	Senior Exam./Mod. Marks	
	↓	↓	↓	
Role Plays				
Role Play A (max 10)				
Role Play B (max 10)				
Role Play A+B Total (max 20)				
Conversation				
Comm. + Content (max 10)				
Application of Lang. (max 10)				
Accuracy (max 10)				
Conversation total (max 30)				
Total marks for paper (max 50)				
		For Edexcel AA Use Only		
	Teacher-Examiner Marks	Examiner/Moderator Marks	Senior Exam./Mod. Marks	
	↓	↓	↓	
Role Plays				
Role Play B (max 10)				
Role Play C (max 10)				
Role Play B+C Total (max 20)				
Conversation				
Comm. + Content (max 10)				
Application of Lang. (max 10)				
Accuracy (max 10)				
Conversation total (max 30)				
Total marks for paper (min 100, max 150)	1	1	1	
NB: For administrative reasons 100 is added to all Higher Tier marks.				
Moderator's / Examiner's Name (Block capitals please)				AA N°
Senior Moderator's / Examiner's Name (Block capitals please)				AA N°

CFS1 COURSEWORK FEEDBACK SHEET	
CONTENT	
TASK COMPLETION	
Some parts of the task have not been covered	
Fails to meet the requirements of the task	
PRESENTATION	
Presentation and layout to be tidied up	
INTEREST	
Add some more ideas/introduction/conclusion	
Give more description	
Give more opinions/reasons	
Vary type of sentence more	
Vary your vocabulary more	
QUALITY OF LANGUAGE	
Check verb tenses and formation	
Check spellings and accents	
Check word order	
Check nouns and genders	
Check adjectives and agreements	

GCSE MFL COURSEWORK

Checklist for final submission

Centre name

Centre number

Specification number

Teaching group

Language

- each piece of work/unit/tape referenced with name, date, and title
- conditions of each piece of work/unit/tape noted e.g. homework, controlled
- copies of stimulus materials included
- first drafts and coursework feedback sheets (CFS1) 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
- each unit has been assessed globally

Coursework Frontsheet for Paper 4C : Writing Coursework

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

Short Course candidates submit only 2 units and the total mark is out of 40.

Candidate Name (Block capitals please)		Candidate N°	
Centre Name		Centre N°	
Language		Specification N°	

Unit N°	Title & Topic Area	Stimulus Enclosed (4)	Approximate number of words	Controlled/ not controlled	Candidate's marks				For Edexcel use only	
					Communication (Max = 10)	Application (Max = 5)	Accuracy (Max = 5)	Total (Max = 20)	Moderator total	TL
1										
2										
3										

We hereby certify to best of our knowledge that this work has been produced without any assistance other than that recorded and allowed by the scheme of assessment.			
Signature of Candidate			Date
Name of Examining Teacher		Signature	Date

Candidate's total mark (Max = 60)	For Edexcel use only	
	Moderator total	TL

CASSETTE/CDs INSERTS



* Delete as appropriate.

GCSE MFL ORALS 2010 Language: Specification No:		
Foundation / Higher*		Tape No. Side A / B*
Centre Name:		
Centre No: Teacher-Examiner Name:		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE MFL ORALS 2010 Language: Specification No:		
Foundation / Higher*		Tape No. Side A / B*
Centre Name:		
Centre No: Teacher-Examiner Name:		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE MFL ORALS 2010 Language: Specification No:		
Foundation / Higher*		Tape No. Side A / B*
Centre Name:		
Centre No: Teacher-Examiner Name:		
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		