Edexcel

Specification

Edexcel GCSE in
Urdu (1901)

First examination 2003

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Edexcel

Success through qualifications

Contents

Introduction

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

Key features

÷ Streamlined list of topic areas.

÷ Flexible approach to written coursework option – free choice of topics **or** Edexcel task-bank.

÷ Increased choice of writing tasks at both tiers.

÷ Choice of Edexcel or teacher-marked oral (if coursework not undertaken).

÷ Increased focus on ICT.

÷ Full INSET support and professional advice and guidance.

÷ Coursework, student and teacher guides.

÷ Progression route to Edexcel AS/A GCE specifications.

Other GCSE qualifications in the Edexcel modern foreign languages portfolio
In addition to the modern foreign language GCSEs featured in this specification, Edexcel offers:
French   **(1226)**
German   **(1231)**
Spanish   **(1246)**
Italian   **(1237)**
French – short course   **(3226)**
Single-tier GCSE specifications are available in:
Arabic   **(1606/7*)**
Chinese   **(1666/7*)**
Japanese   **(1752/3*)**
Modern Greek   **(1776)**
Russian   **(1241)**
*An alternative three skills GCSE (no speaking test) is available in Arabic, Chinese and Japanese.

Summary of the specification content and scheme of assessment

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

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

A list of general topic areas and related sub-topics has been produced to provide learners with a clear focus but students will not cover all of these in each part of the examination. The speaking tests, for example, afford students an open choice of first conversation topic, but this is complemented by a reduced number of sub-topics for rôle-plays and for second conversation exploitation. Similarly, the written coursework option enables teachers and students to select three main topic areas and all writing 'terminal' papers will involve a choice of questions.

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

Assessment objective	Paper	Method of assessment	Time
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

*   Please refer to section **Availability of external assessment**.

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

Topic areas with related sub-topics

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)

Availability of external assessment

Students may be externally assessed in all four skills. First assessment of this specification will be in June 2003. Assessment will be available in each summer examination session thereafter.

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

Prior learning and progression

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

Forbidden combinations and links with other subjects

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

The classification code for this specification is 6130.

Students entering for this specification may not, in the same series of examinations enter for any other specification with the same title.

Specification aims and assessment objectives

National Qualifications Framework criteria

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

Aims

The aims of this GCSE specification are to provide a framework for the development of different skills, knowledge and understanding in a modern foreign language. It is designed to enable students to:

÷ develop understanding of the spoken and written forms of the modern foreign language in a range of contexts

÷ develop the ability to communicate effectively in the modern foreign language, through both the spoken and written word, using a range of vocabulary and structures

÷ develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it

÷ apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity

÷ develop knowledge and understanding of countries and communities where the modern foreign language is spoken

÷ develop positive attitudes to modern foreign language learning

÷ provide a suitable foundation for further study and/or practical use of the modern foreign language.

Assessment objectives

All candidates will be required to demonstrate an ability to:

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

Knowledge, skills and understanding

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

÷ acquiring knowledge and understanding of the target language

÷ developing language skills

÷ developing language-learning skills

÷ developing cultural awareness

÷ breadth of study.

Further information is given in *Learning and teaching requirements* for key stages 3 and 4.

Foundation Tier candidates will be required to:

÷ listen and respond to different types of spoken language

÷ express themselves in speech using a range of vocabulary, syntax and structures

÷ read and respond to different types of written language, including texts from ICT-based sources

÷ express themselves in writing using a range of vocabulary, syntax and structures

÷ understand and apply the grammar of the modern foreign language, as detailed in the specification for Foundation Tier

÷ respond to materials from countries and communities where the modern foreign language is spoken.

In addition, Higher Tier candidates will be expected to:

÷ listen and respond to longer and more complex extracts of spoken language, including some unfamiliar material

÷ speak at greater length, using a wider range of vocabulary and more complex syntax and structures

÷ read and respond to longer and more complex written texts, including some unfamiliar material

÷ write at greater length, using a wider range of vocabulary and more complex syntax and structures

÷ understand and apply the grammar of the modern foreign language, as detailed in the specification for Higher Tier.

Specification content and scheme of assessment

Paper 1: Listening and responding (Assessment Objective 1)

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

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

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

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

Assessment

Marks will be allocated for communicating an easily identifiable correct response and no marks will be awarded for use of English where a target-language response is required (and vice versa). Foundation Tier questions will be presented in a 'peaks and troughs' format, which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty.

Foundation Tier (Paper 1F)

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

Candidates will be required to:

÷ identify and note main points

÷ extract specific details.

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

÷ identify points of view

÷ show some understanding of familiar language in unfamiliar contexts

÷ understand reference to past, present and future events.

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

Higher Tier (Paper 1H)

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

Candidates will be required to:

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

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

The format of the test is the same for Foundation and Higher Tiers as all candidates will carry out two rôle-play tasks and take part in a conversation on two topics. Although assessment should be qualitative rather than quantitative, it is expected that the speaking tests will last 8-9 minutes (Foundation) and 11-12 minutes (Higher). Candidates are able to score the highest marks without a 'perfect' command of the target language.

Rôle-plays

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

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

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

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

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

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

Conversations

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

Conversation 1

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

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

At home and abroad	My best holiday ever
Education, training and employment	My work experience at ...
House, home and daily routine	My ideal home
Media, entertainment and youth culture	.... (famous personality)
Social activities, fitness and health	My free time

Conversation 2

The second topic will be allocated on a random basis as prescribed by Edexcel and will require the teacher-examiner to choose from a limited choice of two. (This will ensure that the second conversation topic is different to the main topic area selected for the first conversation.) Guidance on the types of question to be asked will be supplied to ensure that candidates are given the opportunity to demonstrate their linguistic skills at an appropriate level. These will be sample questions showing how a conversation may be developed to allow candidate expansion within the related topic area, and are not compulsory.

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

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

Suggested sub-topics

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

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

Assessment arrangements

All speaking tests will be conducted by the teacher-examiner and recorded on a date chosen by the centre within a period specified annually by Edexcel. Centres send tests to Edexcel for marking or, if not offering the written coursework option, may undertake teacher-examiner marking. Edexcel moderates all centre marking. Please refer to the assessment criteria for marking grids. Further support (including student samples and assessment commentaries) will be available in the Edexcel teachers' guide and at INSET training sessions.

Paper 3: Reading and responding (Assessment Objective 3)

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

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

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

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

Assessment

Marks will be allocated for communicating an easily identifiable correct response and no marks will be awarded for use of English where a target-language response is required (and vice versa). Foundation Tier questions will be presented in a 'peaks and troughs' format which encourages candidates to complete the whole paper. A student experiencing difficulty with one particular task may find the next task more accessible since there is no progressive incline of difficulty.

Foundation Tier (Paper 3F)

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

÷ identify and note main points

÷ extract specific details.

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

÷ identify points of view

÷ show some understanding of unfamiliar language

÷ understand reference to past, present and future events.

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

Higher Tier (Paper 3H)

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

Candidates will be required to:

÷ identify and note main points

÷ extract specific details

÷ identify points of view

÷ recognise attitudes and emotions

÷ draw inferences and conclusions

÷ understand reference to past, present and future events.

Paper 4: Writing – Terminal examination (Assessment Objective 4)

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

Foundation Tier (Paper 4F)

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

Task 1: Candidates will be required to write short lists or fill in a form or questionnaire using individual words. The task will be marked for communication only and instructions will be in English. (10 marks)

Task 2: Candidates will be required to write about five simple phrases in response to visual and simple target-language stimuli. Task instructions will be in English. (10 marks)

Task 3: Candidates will be required to write a postcard or similar message of approximately 30 words. Task instructions will be in English. (10 marks)

Task 4: Candidates will be offered a choice of task and will be required to produce a piece of continuous writing of between 70 and 80 words. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Instructions will be given in English. (20 marks)

Higher Tier (Paper 4H)

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

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

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

Task 1: Candidates will be offered a choice of task and will be required to produce a piece of continuous writing of between 70 and 80 words. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Instructions will be given in English. (20 marks)

Task 2: Candidates will be offered a choice of task and will be required to produce a piece of about 150 words. Questions will be set so that candidates can undertake either narrative or discursive writing. These may be factual or imaginary narratives or involve extended letter writing. They may be based on stimuli in the target language, visuals or a combination of both. Instructions will be given in the target language. (30 marks)

Paper 4: Writing – Coursework option (Assessment Objective 4)

Centres may offer written coursework as an alternative to the terminal assessment of Paper 4 Writing. There are no tiers of entry for this option which offers opportunities for creative target-language writing. It may help to increase motivation since students are free to undertake coursework that clearly reflects their interests and experiences. Coursework will be assessed for communication as well as for knowledge and application of grammar and structures.

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

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

The number of words that candidates are expected to submit is linked to the requirements for the terminal examination in this skill area. Students aiming for Grades G-D should aim to submit 250-350 words over the three units. Students aiming for Grades C-A* should aim to submit 500-600 words. These word counts should be equally divided between all three units whenever possible.

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

Coursework guidance summary

Choosing appropriate tasks

A unit may consist of a collection of simple tasks possibly involving short sentences or substitution (appropriate for grades G, F and E) or it may be a single piece of extended writing. Coursework tasks can be set for exploitation at different levels and should enable students to access the full range of marks. This specification lists a range of possible coursework tasks although these are not prescriptive and can be adapted. Teachers are advised to refer to both the grade descriptions and the assessment criteria for writing (coursework) when trying to choose an appropriate task or stimulus. Tasks set for those aiming at grade C or above must provide opportunities for students to give opinions, to demonstrate competence in the manipulation of different tenses and to undertake both factual and imaginative writing. In addition, those seeking grade A or above will need to produce evidence of extended writing skills and justification of ideas/points of view.

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

Authentic source material

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

Other sources

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

÷ Websites

÷ Charities such as Action Aid, Oxfam, Friends of the Earth

÷ Video/films, including language programmes for schools

÷ Link/exchange schools (especially for school magazines)

÷ Foreign language assistants and other members of staff

Preparation and pre-teaching

A certain amount of the work may be done outside the classroom, in particular where a task requires the use of information and communication technology (ICT) or where the task is based on extended reading. However, it is expected that **at least** a third of the work will be done under controlled conditions in class time and this **must include one complete coursework unit**. Students may have access to a dictionary at all stages during the production of their work and this may include online dictionaries and spellcheckers.

Guidance on activities that may be appropriate for students aiming at particular grades is provided in the following grids and more suggestions are given in the coursework guide. These tasks are divided into three types, ranging from those that require individual words and phrases to those that require extended responses using a wide range of vocabulary and structures. Examples of stimulus material that could form the basis for some of these tasks will be provided in the Teachers' Guide, together with authentic student samples and assessment commentaries. The targeted grades given in the following chart are only suggestions and it is recognised that many of the tasks could be expanded to enable students to demonstrate linguistic skills at a higher level than those indicated. Teachers will be free to use this material; alternatively they may provide their own or use the task bank as the basis for creating their own tasks. When deciding on particular tasks for different levels of students, teachers should refer to the assessment criteria to ensure that students are given every opportunity to demonstrate their linguistic capability.

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

Description of coursework task types and sample coursework activities

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

For G/F students, a typical unit might contain some lists, a key to a map or plan, a labelled photo, diagram or graph, a completed form or questionnaire, captions for a poster, filled gaps in a model letter, answers to short stimulus messages. Different types of task generate different types of language and a variety of tasks will therefore allow students to show a wider range of language skills and will be more interesting for them.

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

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

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

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

Selecting passages from literary works as stimulus material is usually only suitable for a minority of students 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 A level.

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** **Holidays, tourist information and accommodation** **Services and shopping abroad** **Customs, everyday life and traditions**	**School life and routine** **Different types of jobs** **Job adverts, applications and interviews** **Future plans and work experience**
G, F, E	**Type 1:** ÷ List or labelled plan of local attractions for a foreign visitor ÷ Postcard about home town in response to one from penfriend ÷ Letter booking accommodation (gap-filling or substitution) ÷ List of holiday luggage requirements ÷ Captions for pictures of national events ÷ Holiday postcard	**Type 1:** ÷ Reply to a friend's letter about school day/favourite subjects (adapting a model letter) ÷ Gap-filling letter applying for a holiday job ÷ Send fax to company stating that your work experience start date will change ÷ Postcard describing holiday job ÷ E-mail a list of facilities of workplace or school to a visitor from abroad
D,C	**Type 2:** ÷ Description of a local attraction ÷ Letter to exchange school stating facilities (sport, cultural, amusements) in your area ÷ Survey and report of views about local facilities ÷ Letter/fax to business contact or penfriend giving or requesting travel information – eg flight numbers, train links, hotel arrangements etc ÷ Account of a visit or a trip, based on diary or photos	**Type 2:** ÷ Poem/song lyrics about school (possibly with visual element) ÷ Informal letter outlining plans for the future ÷ Letter to prospective employer asking about hours/conditions of work, pay ÷ Diary of work experience or a holiday job ÷ Letter/fax/E-mail to a company placing an order
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 foreign language school magazine of 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 penfriend or to a new business contact ÷ Description of a member of the family or 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/E-mail to a penfriend 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 (eg – advantages and disadvantages of Internet or supermarket shopping ÷ Describe an accident that you have witnessed or experienced ÷ Discursive writing on a health issue

Drafting arrangements

Teachers should discuss the tasks to be completed with candidates and may suggest ways in which the stimulus material could be exploited. Students have an opportunity* to produce a first draft of all work submitted and teachers can make general comments on performance on the standard coursework draft feedback sheet, eg indicate an area that would benefit from greater detail, highlight areas that need attention, such as agreements, verbs, spelling (a coursework feedback form appears in *Appendix 4*). They may not, however, correct specific points of language or grammar. The feedback sheets encourage students to develop skills in identifying language errors for themselves without specific teacher references. Teachers **must not** write on the student's first draft and should submit completed coursework draft feedback sheets for the first draft of each piece of work submitted. First drafts do not have to be submitted for work not undertaken in controlled conditions but should be available to moderators on request.

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

Summary of controlled conditions

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

÷ at least a third of the total coursework for each candidate must be produced under controlled conditions, but teachers may increase this proportion at their discretion

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

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

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

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

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

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

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

Submission

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

In order to assess work accurately and measure the degree of candidates' language manipulation and creativity, centres are required to make a formal declaration of source and support materials used (including traditional and online dictionaries). They must also submit a copy of centre-devised worksheets, website pages and copies of relevant pages from course books used with each sample or group of samples submitted.

The coursework submission will be marked by the teacher-examiner and sent to Edexcel's moderators for moderation on a sampling basis. In accordance with the Mandatory Code of Practice, centres must standardise assessment across different teachers and teaching groups to ensure that all candidates in a centre have been judged against the same standards. Teachers must also ensure that the tasks used across different teaching groups and languages (where possible) are comparable.

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

Assessment guidance

There are three assessment grids for the writing coursework:

÷ Communication and content

÷ Knowledge and application of language

÷ Accuracy of language.

Teachers should assess each unit of work **globally** and award a maximum of ten marks for Communication and content, a maximum of five marks for Knowledge and application of language and a maximum of five marks for the Accuracy of language. The three sets of marks for each unit should then be entered on the coursework frontsheet, and the nine marks for the three units aggregated to give a final total out of 60.

Entry tiers

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

Relationship of assessment objectives to scheme of assessment

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

Internal assessment moderation procedures

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

Awarding, reporting and equivalence

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

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

÷ four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively. This GCSE offers a distinctive key stage 4 focused accreditation pathway with qualification specific aims and assessment objectives.

Language of assessment

Assessment of this specification will be through non-verbal or target-language responses although up to 20% of the tasks set in listening and reading papers will require responses in English. This is necessary in contexts which include simple authentic interpreting situations (eg – your friend is unable to read Urdu and wants to know…). Assessment materials will be published in the target language with some English support provided where appropriate (eg contextualisation within speaking and writing papers). All questions in the Foundation Tier writing paper will have rubrics printed in English. This will also apply to the first question in the Higher Tier writing paper.

Students with particular requirements

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

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

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

Private candidates

This specification is available to private candidates. Please contact the Edexcel Customer Response Centre on 0870 240 9800 for further details.

Grade descriptions

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

Grade F

Listening — Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Speaking — Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Reading — Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Writing — Candidates write short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

Grade C

Listening — Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics that include familiar language in unfamiliar contexts.

Speaking — Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Reading — Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Writing — Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade A

Listening   Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Speaking   Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Reading   Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Writing   Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Assessment criteria

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

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

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

Speaking

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

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

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

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

Assessment criteria – Conversation

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

Communication and content

Application of language

Accuracy.

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

Conversation

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

Writing

Question 1 (Foundation)

Marked for communication only.

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

Question 2 (Foundation)

Communication and content
5   All phrases are completed, perhaps with minor ambiguity or omission.
4   Most of the phrases are completed. There may be some ambiguity or omission.
3   About half of the required phrases are completed, though with some ambiguity.
2   One or two phrases are completed but with some ambiguity.
1   There is little meaningful communication.
0   No effective communication.
Knowledge and application of language
5   Appropriate vocabulary. Correct syntax. Accurate spelling.
4   Appropriate vocabulary. Correct syntax. All verbs correctly spelt. Spelling errors do not affect communication.
3   Vocabulary mostly appropriate. Most verbs correctly spelt. Syntax, genders and agreements may be inaccurate.
2   Some appropriate vocabulary. At least one verb correctly spelt. Inaccuracy impedes communication.
1   Some appropriate vocabulary. No verbs correctly spelt. Isolated examples of correctly spelt words.
0   No language worthy of credit.

NB: Words and phrases copied from the stimulus without appropriate modification cannot be assessed marks.

Question 3 (Foundation)

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

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

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

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

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

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

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

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 more complex structures attempted. Despite errors the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Question 2 (Higher Tier)

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

Communication and content
13-15   Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
10-12   Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
7-9   Majority of task completed and relevant information conveyed, although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions, etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places, especially if more ambitious language is attempted.
4-6   Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance, repetition. Level of response minimal with no evidence of description or opinions, etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure, leading to ambiguity. Just about comprehensible overall. Not easy to read.
1-3   Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0   No relevant communication.

Knowledge and application of language	
9-10	Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description, eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses, although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.
7-8	Evidence of a range of vocabulary and structures appropriate to narrative and description, eg expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.
5-6	Vocabulary and structures adequate to task. Language appropriate for purpose; there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be pre-learned, set phrases and attempts to manipulate the language, this may be only partially successful.
3-4	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjectives or adverbial phrases, though these are likely to be only partially successful. There may be some simple subordination.
1-2	Very limited language. Frequent use of mother-tongue or non-target language words greatly restrict communication. Language very basic and frequently inappropriate. Little understanding of language structures eg the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.
0	No language worthy of credit.

	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, and incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Writing – Coursework

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

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

Accuracy of language	
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered, with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders, agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings, 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.

Assessment overview

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

Paper/task	Communication and content	Knowledge and application of language	Mark allocation	Total for paper
1F – Foundation	50	–	50	50
1H – Higher	50	–	50	50
2F – Foundation				
Rôle-play A	10	–	10	
Rôle-play B	10	–	10	50
Conversation Topic 1 Conversation Topic 2	10	20*	30	
2H – Higher				
Rôle-play B	10	–	10	
Rôle-play C	10	–	10	50
Conversation Topic 1 Conversation Topic 2	10	20*	30	
3 F – Foundation	50	–	50	50
3H – Higher	50	–	50	50
4F – Foundation				
Task 1	10	–	10	
Task 2	5	5	10	50
Task 3	5	5	10	
Task 4	10	10**	20	
4H – Higher				
Task 1	10	10**	20	50
Task 2	15	15**	30	
4C Coursework	10	10**	20	20x 3

*Includes 10 marks for accuracy
**Includes 5 marks for accuracy

Learning and teaching requirements for key stages 3 and 4

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

Acquiring knowledge and understanding of the target language

Pupils should be taught:

÷ the grammar of the target language and its application

÷ how to express themselves using a range of vocabulary and structures

÷ the principles and interrelationship of sounds and writing in the target language.

Developing language skills

Pupils should be taught:

÷ how to listen carefully for gist and detail

÷ correct pronunciation and intonation

÷ how to ask and answer questions

÷ how to initiate and develop conversations

÷ how to vary the target language to suit context, audience and purpose

÷ how to adapt language they already know for different contexts

÷ strategies for dealing with the unpredictable

÷ techniques for skimming and for scanning written texts for information including those from ICT-based sources

÷ how to summarise and report the main points of spoken or written texts, using notes where appropriate

÷ how to redraft their writing to improve accuracy and presentation, including the use of ICT.

Developing language-learning skills

Pupils should be taught:

÷ techniques for memorising words, phrases and short extracts

÷ how to use context and other clues to interpret meaning

÷ to use their knowledge of English or another language when learning the target language

÷ how to use dictionaries and other reference materials appropriately and effectively

÷ how to develop their independence in learning and using the target language.

Developing cultural awareness

Pupils should be taught about different countries and cultures by:

÷ working with authentic materials in the target language, including some ICT-based sources

÷ communicating with native speakers

÷ considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken

÷ considering the experiences and perspectives of people in these countries and communities.

Breadth of study

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

÷ communicating in the target language in pairs and groups, and with their teacher

÷ using everyday classroom events as an opportunity for spontaneous speech

÷ expressing and discussing personal feelings and opinions

÷ producing and responding to different types of spoken and written language, including texts produced using ICT

÷ using a range of resources, including ICT, for accessing and communicating information

÷ using the target language creatively and imaginatively

÷ listening, reading or viewing for personal interest and enjoyment, as well as for information

÷ using the target language for real purposes

÷ working in a variety of **contexts**, including: everyday activities, personal and social life, the world around us, the world of work and the international world.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of Information technology, improving own learning and performance, working with others and communication*.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

*Although learning a modern foreign language will greatly assist in the development of effective communication skills, it is important to stress that evidence for the key skill of communication can only be evidenced in English, Irish or Welsh.

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

Social, cultural, spiritual, moral and ethical issues

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

Social and cultural issues

The ethos of any language course is to promote understanding of other cultures in addition to developing language knowledge. Use of the target language in a range of contexts and for different purposes offers natural opportunities for students to consider and express opinions on a variety of social and cultural issues. In particular, the specification identifies the importance of developing student awareness of 'Current affairs, social and environmental issues'.

Spiritual, moral and ethical issues

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

Education for citizenship

This specification makes a contribution towards coverage of the key stage 4 programme of study for citizenship. Study of a modern foreign language can enable students to understand and appreciate different countries, cultures, people and communities. They will be expected to learn about the customs, everyday life and traditions of the countries or communities where the target language is spoken.

This affords students an opportunity to consider themselves as world citizens as well as citizens of the United Kingdom and Europe.

Information and communication technology

Information and communication technology can play a vital role in supporting and stimulating modern foreign language learning. As the range of available software increases and as access to E-mail and Internet facilities becomes more widespread, it is expected that teachers will integrate ICT activities into the language-learning process. ICT provides an effective means of communication with foreign students and can facilitate independent target-language learning and research.

Environmental education, health and safety education and the European dimension

This qualification provides opportunities to support awareness of environmental issues, health and safety considerations and European developments consistent with relevant international agreements. This can be in the form of coursework projects or through activities undertaken within the contexts of everyday activities, personal and social life, the world around us, the world of work and the international world which feature in the qualification at both Foundation and Higher Tiers.

Although Urdu is not an official language of the European Union, the specification provides opportunities for language activities which have a European or International dimension. For example, students may refer to European social issues, celebrities or visits. This is reflected in the topics and minimum core vocabulary of the specification. References may also be made to Urdu speaking communities in Europe.

Textbooks and other teaching resources

Edexcel will provide details of key publications and other materials suitable for the new specification. Centres are also advised to contact CILT and other organisations including the following:

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

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

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

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

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

Useful Internet site addresses

All the websites listed commence http://www.

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

bbc.co.uk/education/languages

nation.com.pk

English language newspaper for Pakistan with Urdu language 'buttons'. Monthly magazine for children 'Phool'.

Examiners' comments and mark schemes

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

Support and training

Training

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

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5950
020 7758 5951 (second fax number)
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

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

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

Edexcel publications

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

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

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

÷ coursework guide (internal assessment)

÷ teachers' guide

÷ student guide.

E-mail

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

Regional offices and Customer Response Centre

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

Appendices

Appendix 1 – Rubrics

Examination rubrics – Urdu

The key words and phrases used in rubrics across the papers are given below. They may be used either as printed or elements of them may be combined.

لفظ ⁄ الفاظ ⁄ ؛ حرف ⁄ حروف

نمبر: (ہندسے) ۱ ۲ ۳ ۴ ۵ ۶ .... (حروف) الف، ب، ج، د، ہ، د، ز، ....

پیغام ⁄ پیغامات ؛ اعلان ⁄ اعلانات ؛ مکالمہ ⁄ مکالمات ⁄ مکالمے

عبارت ⁄ عبارات ⁄ عبارتوں ؛ جملہ ⁄ جملے ⁄ جملوں؛ سرخی ⁄ سرخیاں ⁄ سرخیوں

اقتباس ⁄ اقتباسات؛ بیان ⁄ بیانات؛ موضوع ⁄ موضوعات

ٹیپ ریکارڈنگ ؛ آواز ⁄ آوازیں ⁄ آوازوں

مناسب؛ صحیح ⁄ غلط؛ غلطیاں ⁄ غلطیوں

خانہ ⁄ خانے ⁄ خانوں ؛ کالم ⁄ کالموں؛ سطر ⁄ سطروں ؛ چارٹ

ترتیب ⁄ ترتیب وار ⁄ سلسلے وار

نیچے دئے گئے ⁄ دیا گیا ⁄ دی گئی ؛ مندرجہ ذیل

اوپر دئے گئے ⁄ دیا گیا ⁄ دی گئی ؛ مندرجہ بالا

آپ ریڈیو پر یہ اعلان سنتے ہیں

کوئی آپ سے .... کے بارے میں بات چیت کر رہا ہے

ساجدا پنے شہر کے بارے میں بات چیت کر رہا ہے

آپ کار کی ⁄ کے .... آپ سے اپنی ⁄ آپ کی ⁄ اور لوگوں ⁄ ..... کی پسند ⁄ ناپسند کے بارے میں

بات چیت کر رہی ہے ⁄ کر رہا ہے ⁄ کر رہے ہیں

چند لوگ اپنی پسند اور ناپسند کا ذکر کر رہے ہیں

آپ ٹی وی کے پروگرام کا اعلان ریڈیو پر سنتے ہیں

یہ خبریں آپ ریڈیو پر سنتے ہیں

یہ گفتگو چند دوستوں کے درمیان ہو رہی ہے

مندرجہ ذیل سوال / سوالات کو پڑھیے

جواب / جوابات لکھیے / دیجیے

صحیح خانے / خانوں میں نشان (✓) لگائیے

صحیح تصویر پر نشان لگائیے

صحیح لفظ / جملے کے سامنے نشان لگائیے

مندرجہ ذیل / نیچے دیے گئے / دیے ہوئے سوالات کے جوابات دیجیے

مندرجہ ذیل / نیچے دیے گئے / دیے ہوئے چارٹ کی خانہ پری کیجیے

نیچے دیے گئے حروف مناسب ناموں کے نیچے لکھیے

نیچے دیے گئے ناموں کے نیچے مناسب حروف لکھیے

نیچے دیے گئے / مندرجہ ذیل ۔۔۔۔۔ میں سے جو درست ہیں ان پر صحیح (   ) کا نشان لگائیے

فرض کیجیے ۔۔۔۔۔

۔۔۔۔ خط کو پڑھیے

۔۔۔۔ خط لکھیے

مضمون لکھیے

اشتہار کو پڑھیے / اشتہار لکھیے

ایک پوسٹر لکھیے / بنائیے

سوال نامے کا جواب دیجیے

سوال نامے کو پُر کیجیے

دو / تین / ۔۔۔ تفصیلات بتائیے

سوال کیجیے / لکھیے

الفاظ / جملوں کو مناسب / صحیح ترتیب کے ساتھ لکھیے

مناسب / صحیح الفاظ / جملوں کا انتخاب کیجیے

جملوں کو پورا کیجیے

نیچے دیے گئے باکس (خانے) میں سے مناسب / صحیح الفاظ کا انتخاب کرکے جملوں کو پورا / مکمل کیجیے

اقتباس کی روشنی میں مناسب / صحیح الفاظ / بیانات / خیالات سے ذیل کے جملوں کو مکمل کیجیے

غلطیاں بتایئے / نکالیئے

غلطیوں کو صحیح / دور کیجیے

مندرجہ ذیل جوابات میں سے سوال کا صحیح جواب منتخب کیجیے / صحیح جواب کے سامنے نشان ( ) لگایئے

ہر تصویر کے نیچے اس کی آواز کا نمبر لکھیے

کون سی عبارت کس تصویر کے لئے ہونی چاہیے؟

سرخیوں / تصویروں کے نیچے مناسب عبارت / جملے کا حرف لکھیے

.... کا حلیہ بیان کیجیے / بتایئے

آپ کب / کہاں / کیسے گئے / گئیں؟

آپ نے کیا کیا کیا؟

کہانی / قصہ / تفصیل بیان کیجیے / بتایئے

اپنا خیال ظاہر کیجیے

اپنے خیالات کا اظہار کیجیے

تفصیل کے ساتھ اپنے خیالات کا اظہار کیجیے

دلائل کے ساتھ بیان کیجیے

صحیح مشورہ دیجیے

اس کا کیا مطلب ہے؟ / ہوا؟ / تھا؟

سوال کو پڑھیے اور بتایئے کہ کیسے / کیوں / کب / کہاں ....؟

ایک فہرست لکھیے / تیار کیجیے

مختصر بیان کیجیے / لکھیے

خلاصہ بیان کیجیے / لکھیے

اقتباس (کو) سنیے / ٹیپ / کیسیٹ (کو) سنیے

سنکر جواب دیجیے

اقتباس / ریکارڈنگ کو سنکر مندرجہ ذیل جملوں میں جو خالی جگہیں ہیں انھیں پر کیجیے۔ جگہیں پر کرنے کے لئے نیچے دیئے گئے خانے میں سے مناسب الفاظ استعمال کیجیے۔

اقتباس کو سنیئے۔ اور مندرجہ ذیل بیانات میں سے صحیح بیانات کے سامنے نشان لگایئے

نیچے دیئے گئے الفاظ میں سے وہ لفظ بتایئے جو سب دیئے گئے الفاظ سے مختلف ہے

مندرجہ ذیل / نیچے دیئے گئے بیانات کو واقعات کے لحاظ سے ترتیب دیجیے

مندرجہ ذیل بیانات کو اس ترتیب کے ساتھ جس طرح وہ انٹرویو میں بیان کئے گئے ہیں، لکھیے

..... بیانات نمبر.. اور...، آپ کے لئے کر دیئے گئے ہیں۔ نمبر ....،.....،.....،....، آپ مناسب

خانوں میں لکھیے

نیچے دیئے گئے خیالات کس کے ہیں؟ صحیح خانوں میں نشان (س) لگا کر بتایئے

Appendix 2 – Linguistic structures

Linguistic structures

GCSE candidates will be expected to have acquired knowledge and understanding of the grammar of the modern foreign language during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

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

Foundation Tier		Higher Tier
NOUN: simple	میز ، کرسی ، کتاب ، گھر دروازہ کھڑکی قلم	some of the abstract nouns روحانیت ، جذبات ، توبہ وتقویٰ ، تصورات
GENDER: Masculine direct agreement	دروازہ کھل گیا	
Feminine direct agreement	کرسی ٹوٹ گئی ۔	
CASE & NUMBER	**SINGULAR PLURAL**	
(a) Nominative	بندے / میزیں / بکرے ۔ میز / بکرا	
(b) Oblique	بندوں / میزوں / بکروں ۔ میز / بکرے	
(c) Vocative	بندو / میزو / بکرو ۔ بندے / میز / بکرے	
PRONOUN:	ہم تم دہ یہ ، کوئی ، کچھ ، خود اس ، کس	سو ، تو ۔ تیں ۔ ۔ ۔
Nominative	ہم میں	
Possessive Adjective	ہمارا میرا	
Ordinary oblique	ہمیں / ہم کو مجھے / مجھ کو	
Oblique with ' نے '	ہم میں	

PRONOUN AS MODIFIER (ADJECTIVE)

a) Possessives کون ۔ کیا ۔ کس نے ۔ کس کی ۔ کون سی . . .

میرا بھائی   اس کی بہن

b) Demonstrative
   Adjectives یہ کتاب   وہ فلم

c) Numerals پہلی کتاب   دوسری کہانی

Agreement of modifier in gender and number

چھوٹا لڑکا ، چھوٹا/چھوٹے بھائی ، چھوٹی لڑکی ، چھوٹی لڑکیاں

Oblique form of modifiers

ہمارے گھر میں   میرے بھائی کو   اس شہر میں

ADJECTIVE:

a) Variable adjective
(agreeing with the gender of the noun it modifies)
e.g. اچھا کام   اچھی صورت   برا لڑکا   بری لڑکی

کچا پھل   کچی سبزی

b) Invariable adjective
(Having the same gender form in all
circumstances) e.g.

بھاری ، مزے دار ، مشکل ، سخت

c) Adjective as intensifier, e.g.

بہت ، بہت زیادہ ، ذرا سا ، بالکل ، کافی ،

کم ، بہت کم

d) Adjective as noun, e.g.

بے چاری خاموش تھی

اس کے بڑوں نے اسے بہت روکا ، مگر وہ نہ مانا ۔

قدرے ، نہایت   . . . . .

e) Adjective as indefinite numerical کوئی نہ آیا ۔

کچھ نے کہا۔

سارے چلے گئے ۔

بہت آئے اور کم گئے ، بھیڑ بڑھتی ہی رہی

f) Adjective as adverb

وہ اچھا گانی ر گاتا / ہے ۔

g) Adjective of comparison

وہ سب سے اچھا ہے ۔

سعید کامران سے اچھا ہے ۔

میں پہلے سے اچھا ہوں ۔

NUMBERS:

cardinal ایک ، دو ، تین . . . .

ordinal پہلا ، دوسرا . . . . .

پاؤ ، پون ، سوا ، سوا دو

fraction ڈیڑھ ، پونے دو ، ڈھائی . . . ساڑھے تین

پورا ، آدھا ، تہائی ، چوتھائی . . .

TIMES دوگنا ، تین گنا ، چار گنا ۔

دوبار ، تین بار ، چار بار

ایک تہہ ، دو تہہ ، تین تہہ

PRONOMINAL ADJECTIVE

کون ، اب ، تب ، کب ۔

اور (دو اور دینا)

کُل ، نصف

spoken forms:

دُگنا ، تگنا ، چوگنا . . .

ایک دفعہ / مرتبہ دو دفعہ / مرتبہ . . . .

اکہرا ، دوہرا ، تہرا ، چوہرا

ایسا ، کیا (کیسے کیسے لوگ)

ویسا ۔

اتنا (اتنا غصہ مت کرو)

کتنا ، جتنا ، . . . .

VERB FORM - (GENDER & NUMBER AGREEMENT)

1. Simple

آتی ہے ۔ آتا ہے

. simple present

آتا ہے ۔ کھاتا ہے
آتے ہیں ۔ کھاتے ہیں

. simple past

آیا ۔ کھایا

. simple future

آئے گا ۔ کھائے گا

2. Simple Continuous

. simple continuous

آرہا ہے ۔ کھارہی ہے

. simple past continuous

آرہا تھا ۔ کھارہی تھی

. simple future continuous

آرہا ہوگا ۔ کھارہی ہوگی

3. Perfect form

. Present Perfect

آچکا ہے ۔ کھا چکی ہے

. Past Perfect

آچکا تھا ۔ کھا چکا تھا

. Future Perfect

آچکا ہوگا ۔ کھا چکا ہوگا

POTENTIAL :

Present

آنا چاہئے ۔ کھانا چاہئے

Past

آنا چاہئے تھا ۔ کھانا چاہئے تھا

CONDITIONAL:

Future:

اگر آپ آئیں گے تو میں آپ کے ساتھ جاؤں گا ۔

آلیا ۔ کھالیا

آلیا تھا ۔ کھالیا تھا

آلیا ہوگا ۔ کھالیا ہوگا

وہ شاید آئے ، وہ شاید کھائے

Past:

آیا ہوتا ، کھایا ہوتا

Habitual Present:

اگر میں کہتا ہوں تو وہ پڑھتا ہے ۔ ورنہ نہیں

Immediate Future:

اگر آپ کہتے ہیں تو میں ابھی کرتا ہوں

IMPERATIVE:

. Formal Imperative   (آپ) آیئے ۔ (آپ) کھایئے

. Informal Imperative   (تم) آؤ ۔ (تم) کھاؤ

. Intimate
       or (sometimes)
Authorative Imperative;   (تو) آ ۔ (تو) کھا

. Casual Imperative   ذرا ہٹنا ۔ ذرا ہٹوانا

                                                     ذرا اٹھوانا ۔ ذرا اٹھانا

VERBAL NOUN: اس نے کھانا شروع کردیا   اس نے آنا جانا شروع کردیا

                     میرے والد کا کہنا ٹھیک ہے   میں یہ کبھی نہیں کرنے کا

                  میں پڑھنے کے لئے جاؤں گا   (Future):   ایسے لوگ نہیں ملنے کے

COMPOUND VERB

Intransitive   بیٹھ جاؤ ۔ میں نے کھالیا   اس نے میرا خط پڑھ تو نہیں لیا

Transitive   خوب پڑھ لینا   تمہیں اس کی تصویر دکھا جاؤں گا

                     اچھی طرح سن لینا   وہ اس کو مار گیا

       قلم ٹوٹ گیا ۔ پنسل ٹوٹ گئی ۔ دودھ گر گیا

Passive   قلم توڑ دیئے گئے ۔ دودھ گرا دیا گیا

CONJUCTIVE PARTICIPLE
(NON COMPOUND)   اس نے میرے لئے جگہ روک رکھی تھی

                                میں نے قلم تمہارے لئے رکھ چھوڑا ہے

ADVERB

Place:

پاس ، دور ، پیچھے آگے . . . .

اندر باہر اِدھر اُدھر وہاں یہاں

Interrogative:

کہاں ۔ کس جگہ

Time:

دس اپریل سے /تک ۔ آج ۔ کل ۔ پھر ۔ کبھی

تین بجے سے / تک

Interrogative:

کب ، کس وقت

Manner:

جوں ہی ، یوں ہی ۔ جیسے تیسے ۔ ایسے ۔ ویسے .

Interrogative:

کیسے ۔ کس طرح ۔

کیوں ۔

POST POSITION

کا ، کی ، کے ، کو ۔ پر ۔ میں ۔ سے ۔ تک

کے پاس ۔

CONJUNCTION

اور ، لیکن ، بلکہ ، تو ،

مگر ، یا . . . . .

حالانکہ ۔ چنانچہ ۔ چونکہ . . . .

INTERJECTION

کاش ! ، شاباش ! ، واہ ! ارے

جی ! جناب !

حضور ! ، سرکار !

ہائے ہائے !