

Appendix 3 – Minimum core vocabulary

Minimum core vocabulary list – Urdu

The following vocabulary list is intended to assist teachers in the planning of work in relation to the programmes of study. Assessment tasks targeted at grades G - C will be based on this vocabulary list although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible. In addition to the specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months etc. Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under/more than one heading.

AT HOME AND
ABROAD

بادل
بارش
باغات
بائیں طرف
بتانا
بجلی، پانی، گیس
بجلی (بادلوں والی)
بچھو
بچے، بوڑھے، معذور
بحری جہاز
بحری منظر
برسات
برف
برف باری
بس کا ڈا
بسے والے
بکری، بھیڑ
بکس
بلند
بلی
بنانا
بندر کرنا
بندر گاہ
بنگلہ
بھاری
بھوانا
بھیجنا، بھیجوانا
بیل گاڑی راونٹ گاڑی
بیچ بیچنے کا تختہ یا کرسی
پابندی، پابند
پار کرنا

اپریل
اترنا، اتر جانا
اترنا چڑھنا
اجالا روشنی
اچھا لگنا
احتیاط کرنا
اخبار
اس سے پہلے
اس کے بعد
استعمال
اسکول
اصطیل
اعلان
اکتوبر
اگست
الٹے ہاتھ پر
اللہ حافظ
امیر
اندھیرا
انسان کا بنایا ہوا
اولے
اونٹ
ایک طرف کا راستہ
آب و ہوا
آبادی
آرائش
آزادی، آزاد
آسمان
آگ
آگے، پیچھے
آہستہ دھیرے چلانا

تیرا کی
 تیرنا
 تیرنے کا تالاب / حوض
 تیز سواری
 تیز کرنا، تیز چلانا
 تیز ہوا
 تیل
 ٹھہرنے کی جگہ
 جاری رکھنا
 جان پہچان
 جگہ
 جلدی
 جلدی کرنا
 جم جانا
 جنگ، لڑائی
 جنگل
 جنوب
 جنوری
 جولائی
 جون
 جھونپڑی
 جھیل
 جھیل، تالاب
 جینا
 چاروں طرف
 چاند
 چاندنی / چادر
 چڑھنا، چڑھ جانا
 چڑیا گھر
 چلتے جانا
 چند
 چور
 چوراہا

پار کرنا
 پارک
 پاسپورٹ
 پردیس
 پردہ کی
 پرواز / اڑان
 پگڈنڈی
 پوچھنا
 پوکس
 پہاڑ
 پہاڑی
 پہلا، دوسرا، تیسرا... موڑ
 پھوار
 پیدل
 پیدل کا راستہ
 پیل
 تاریخ
 تارے / ستارے
 تالاب
 تانگہ
 تجارت
 تحفہ
 ترقی
 تعداد
 تفریح
 تفریح کی جگہیں / سہولتیں
 تفریح گاہیں
 تنگ
 توڑنا
 تولنا، تلوانا
 تہوار
 تھانہ (پولیس کا)
 تھوڑا

رکتی ہوئی
 رکشا
 رواںگی
 روزمرہ کی سہولتیں
 روکنا
 روکنا، روک لگانا
 رویہ، برتاؤ
 رہن سہن
 رہنے والے
 ریت
 ریگستان
 ریل ریل گاڑی
 ریلوے اسٹیشن
 زمین
 زمین دوزگاڑی
 ساتھ
 سال
 سال (پچھلے اس سال کے)
 سامان
 سامان رکھنے کی جگہ
 سانپ
 سائیکل
 سبزہ
 ستمبر
 سجاوٹ
 سرد
 سڑک
 سڑک، گلی
 سڑک کی پتی
 سفر
 سمت سمتیں
 سمندر
 سنناٹا

چوریاں
 چوڑا
 چھاؤں
 چھت
 چھٹیاں
 چیتا
 حجام کی دکان
 خبر، خبریں
 خدا حافظ
 خط
 دائیں، بائیں
 دائیں طرف
 دروازہ
 دریا، ندی
 دسمبر
 دعا
 دکان
 دو خانہ
 دوپتی
 دھوپ
 دیر سے پہنچنا / چلنا
 دیس
 دیکھ بھال
 دُور
 ڈاکٹر، حکیم کی دکان / کلینک
 ڈاکخانہ
 ڈر
 راستہ
 رائے / روٹ
 رسم
 رشتہ دار
 رشتہ داری
 رکتا ہوا

کتا
 کتاب
 کتابچہ
 کتب خانہ
 کرائے پر لینا روینا
 کم از زیادہ
 کمزور
 کنارہ
 کھانے
 کھانے پینے کی دکانیں
 کھڑکیاں
 کھولنا
 کھیل
 کھیل کے میدان
 کھیلنے کا مرکز
 گانا بجانا
 گاؤں رو دیہات
 گائے، بیل، بھینس، بھینسا
 گرم
 گلی، محلہ، کوچہ
 گندگی
 گہری دوستی
 گھوڑا
 گھومنا پھرنا
 لاری، بس
 لکڑی
 لہبا
 مارچ
 مذہب
 مرغی
 مرکز
 مرنا
 مڑجانا

سنیما
 سورج
 سونے کی جگہ
 سیاح
 سیدھے
 سیدھے ہاتھ پر
 سیروسیاحت
 سیلاب
 شمال
 شور وغل
 شہر کا رو دیہات کا علاقہ
 شہروں کے نام (اسلام آباد، لاہور...)
 شیر
 طاقت
 طاقتور
 طرف
 طوطا
 طوفان
 عبادت گاہیں: مسجد، مندر، کلیسا، گردوارہ
 عجائب گھر
 عزت، عزت کرنا
 علاقہ
 عمارت
 عورت
 غریب
 غریب ملک
 فروری
 فلیٹ
 فوارہ
 قریب، پاس
 قلعہ
 کافی
 کپڑا

مئی
مہمان
مہینہ
میدان، کھیت
نومبر
نہر
واپس لینا
واپسی کا آنے جانے کا
وزن
وزن کرنا کروانا
وقت
وقت گزارنا
ہاتھی
ہر طرف
ہسپتال
ہفتہ
ہلکا
ہوائی اڈا
ہوائی جہاز
ہوٹل
یاد کرنا

مڑنا
مسافر
مشاہدہ
مشرق
مشہور
مصیبت
مغرب
مفت
مکھی
ملاقات
ملک
ملک سے باہر
ملکوں کے نام (پاکستان، بھارت...)
مناسب
موٹر
مور
موٹر پر
موسم
موسم بہار
موسم خزاں
موسم سرما
موسم گرما

EDUCATION, TRAINING
AND EMPLOYMENT

پڑھانا	اجازت
پڑھائی کرنا	اجازت دینا
پنجابی	اچھی طرح سے پیش آنا
پوسٹ کارڈ	ادا کار، ادا کارہ
پہنچنا	اردو
پھل فروش	اساتذہ کا کمرہ
پیسے کمانا	استاد ٹیچر
پیشہ	استانی
پیشہ کام / ملازمت / نوکری	اسکول کے اوقات
پیغام	اسکول (پرائمری، مڈل، ہائی)
پیغام دینا	اعلان کرنا
پیغام لینا	افسر
پیمانہ رزلٹ	امتحان
پینسل	انتخاب کرنا
تجربہ گاہ / لیباٹری	انعام
تحریری	انعام دینا / لینا
تختہ سیاہ	انگریزی
ترتیب سے لگانا / رکھنا	آرٹ
ترک کر دینا	بات چیت
ترکی	بڑھتی
تصویر بنانا	بس ڈرائیور
تعلیم	بستہ،
تنخواہ	بنگالی
تنخواہ لینا	بھیننا
توجہ سے سننا	بیان کرنا
تیار دار / نرس	بہار خادم
ٹائم ٹیبل	بہار
ٹیلیفون	بیماری
ٹیلیفون کرنا / ملانا / لگانا	بیوپاری
ثابت کرنا	بے روزگار
جائے پیدائش	بے روزگاری
	پتہ

دندان ساز	جغرافیہ
دودھ والا	جلدی
دہرانا	جلسہ
دیوبند	جواب
دینی تعلیم / مذہب	جی سی ایس سی
ڈاک	چاک
ڈاک میں ڈالنا	چننا
ڈاکٹر	چھپوانا
ڈاکٹر، حکیم / طبیب	چھٹکارہ
ڈاکیہ	چھوڑ دینا
راضی	چھٹی
ربر	چینی
رضامندی	حاضر
روانہ کرنا	حاضری
روزگار	حجام ہنائی
روزی کمانا	حساب
روشانی	حساب کرنا
زبان بولنے والے،	حفاظت
زبان داں	حکیم
زبانی	حل
زبانیں	حل کرنا
سالانہ	حلوائی
سائنس	خاموش
سائنس داں	خاموشی
سبزی فروش،	خانساماں
سبق	خلا باز
سپاہی	درخواست
سرگرمیاں، کارکردگی	درزی
سزا	درست
سزا دینا	دست کاری
سکھانا	دفتر آفس
سمجھنا،	دکاندار
سنہار	

کارکردگی	سوال
کارگیر	سیکھنا
کارخانہ	شاگرد
کاروبار میں پیسے لگانا	شوق
کارگیر	شہر
کام کا تجربہ	صحیح
کام کی تلاش	صحیح کرنا
کام ملازمت روزگار کی تلاش	صدر مدرس / صدر معلم / ہیڈ ٹیچر
کامیاب ہونا	صفحہ
کامیابی	ضروری
کتاب	طالب علم
کتاب خانہ / لائبریری	طالبہ
کسان	طرز زندگی
کمرہ جماعت / کلاس روم، درجہ	عارضی ملازمت
گاؤں	عربی
گجراتی	عرضی
گفتگو	عرضی / درخواست دینا
گلی	علاج
گوشت فروش / قصابی	عمر
گھنٹوں کے حساب سے	غلط
لفافہ	غیر حاضر
لکھنا	غیر حاضری
لوہار	فارسی
ماہانہ	فرائسی
مثال	فوجی
مجبوری	قصائی
محلہ	قطار
محنت کرنا	قلم
	کاپی / ایکس سائیز بک

موسیقی	مدرسہ
موسیقی کا کمرہ	مزدور
موقعہ	مزدور، مزدوری
میٹنگ	مستری
نا کام ہونا	مستقبل
نا کامیابی	مصروف
نتیجہ	مضمون
نقل کرنا	معلومات حاصل کرنا
نمبر مارک	معمار
وردی ریونیفارم	مضید
وقت پر آنا	مقابلہ کا ہونا
وقت پر جانا	مقابلہ کروانا
وقت پر کام	ملازمت
وقت پر کام کرنا / اسکول پہنچنا	ملازمت پر کام کرنا
وقفہ	ملک
وکیل، کلرک، رائٹل کار	ممتحن
ہسپانوی	منظور
ہفتہ وار	منظوری
ہندی	منع کرنا
ہوا باز	موچی
ہوائی ڈاک	
یوم پیدائش	

HOUSE, HOME AND
DAILY ROUTINE

اوپر	اپنا
آج	اتارنا
آخر	اترنا
آرام دہ	اتوار
آرام کرسی	اٹھنا
آس پڑوس	اچار
آستین	اچھا
آگے	اخبار
آلو	اخروٹ
آم	اداس
آنا	استری
آنکھ	استری کرنا
باپ	افسردہ
بادام	افسوس کرنا
باغ میں کام کرنا	اکیلا
باغ رباغیچہ	الماری
بال	انٹرنیٹ
باورچی خانہ	انگلی
بائیں	انگوٹھا
باہر کا کام	انگور
بجھانا	انناس
بچپن	ایک کمرے کا
بچہ	نکالنا
بدمیز	امرود
صورت	اطلی
بدصورت	انار
بدلنا	

بہتر	بدمعاش
بہترین	بدھ
بہن	برتن
بہنوئی	برساتی
بھائی	برنی
بھٹورے	ای میل
بھگونا	بڑا
بھنڈی، ٹماٹر	بستر
بھوننا	بسکٹ
بھیڑ	بکری
بھینس	بلی
بندے	بند کرنا
پاخانہ	بندگو بھی
پاگل	بندڑی، واسکٹ
پالک	بنیان
پانی	بوتل
پتلون	بوڑھا / بوڑھا
پتہ	بوڑھا پا
پجامہ	بوڑھی / بوڑھی
پراٹھا	بولنا
پردے	بیت الخلاء
پرسوں	بیٹا
پریشان کرنا	بیٹی
پڑوسی	بیٹھک / بیٹھنے کا کمرہ
پستہ	بیٹھنا
پسند	بیوقوف
	بیوی

پھوپھی
پھوپھی زاد بھائی رہن
پھوڑنا
پھول
تائی
تایا
تایا زاد بھائی رہن
تبدیل کرنا
تربو
تنگ (چھوٹا)
تنہا
تنہائی
توڑنا
تولیہ
تیار ہونا
تیز
تہہ، لنگی
تھالی، تھال
ٹانگ
ٹپکنا
ٹوپی
ٹہنی
ٹھنڈا
ٹھیک
ٹھہرنا
جاگنا
جانا

پسند کرنا
پسندیدہ
رکنا
پکڑی
پلاؤ، بریانی
پلنگ
پلیٹ رکابی
نیر
پوتا
پوتی
پوچھنا
پودینہ
پودے
پیار کرنا
پیاز
پیالہ، پیالی
پیٹنا
پیچھے
پیر / سوموار
پیڑ
پیش کرنا
پیشاب گھر
پہلا سرا
پہننا
پہسلنا
پھل
پھوپا

چھت	جلانا
چھتری	جمعرات
چھری کا ثنا	جمعہ
چھری	جوان
چھوٹا	جوانی
چھیلنا	جوتنا
چلانا	جیب
حادثہ	جھاڑو
حال	جھوٹ بولنا
حال بتانا	جھونپڑی
حال پوچھنا	چادر
حجاب	چاقو، چھری
حلوہ پوری	چائے
خالو	چپ رہنا
خالہ	چچا
خالہ زاد بھائی / بہن	چچا زاد بھائی / بہن
خاموش ہونا، خاموش ہو جانا	چچی
خاندان	چڑیاں
ختم	چڑھنا
خدا حافظ / اللہ حافظ	چشمہ / عینک
خر بوزہ	چلاک
خرگوش	چمچہ / چمچ
خوبصورت	چنے، چھولے
خوش کرنا	چنی
دادا	چوڑیاں
دادی	چوزہ
دار چینی	چوہا
داڑھی	چہرہ
دال، چاول	

ڈھیلا (بڑا)	دانت
رات	دائیں
رات کا کھانا، بڑا کھانا	دبلا
رس ملائی	دروازہ، کواڑ
رسالہ	دعوت
رضائی	دلچسپ
رانا	دلہن
روٹی، چپاتی	دن کا کھانا، دوپہر کا کھانا
رومال	دو تین... کمروں کا مکان
زردہ	دوپہر
زندگی	دودھ
زور سے بولنا	دوست، سہیلی
زیور	دوستانہ
زیورات	دوستی
ساس	دولہا
ساللا	ایماندار
سالگرہ	دیکھ بھال
سالگرہ کی مبارک باد	دیکھنا
سالن رکاری	دیوار
سالی	دیور
سبزی رترکاری	دہی
سچ بولنا	دھوپ کی عینک
سر	دھول
سر پر باندھنے والا رومال	دھونا، منہ ہاتھ دھونا
سسر	ڈبہ
سلاد	ڈنڈا
سلام علیکم	ڈوپٹہ
سلام کرنا	

شکرگزار ہونا	سمجھانا
شہنشاہ (شاہنشاہ)	سمجھدار
شہلوار	سمجھنا
شوق	سموسہ
شوہر/خاوند	سچیدہ
شیر	سنگترہ، مالٹا
صابن	سوجانا
صاف	سوکھا دھنیا
صاف کرنا	سونا
صاف کرنا صفائی کرنا	سونے کا کمرہ
صبح	سویاں
صفائی کرنا	سیب
عبادت کرنا	سیڑھیاں
عقل مند	سینکنا، گرم کرنا
عمارت	سہ پہر
عورت	شاخ
عید	شادی
غسلخانہ	شادی کرنا
غل چانا	شام
فضول خرچ	شربت (ڈریک)
قابل	شرمیلہ
تمیض	شروانی / اچکن
قیمہ	شروع
قینچی	شروع کرنا
کاجو	شروع ہونا
کافی	شریہ
کالا	شکر چینی
کالی مرچ	شکر قند
کان	

گاجر	کاٹنا
گائے	کابل، ست
گرانا	کباب
گردن	کپڑے
گرم	کتنا
گرنا	کچھوا
گلاب جامن	کرائے کا
گلاس	کرتا
گندا	کرسی
گو بھی	کریم، ملائی
گورا	کڑھائی
گوشت (گائے، بکری، بکرا، بھیڑ...)	کل
گہرا	کلیجی، گردے
گھر	کم عقل
گھر کا پتہ	کسبل
گھریلو کام	کمپیوٹر
گھڑی	کمپیوٹر کے تھیل
گھنٹا	کمرہ
گھی،	کو فنتے
گھنٹنا	کیلا
لانے کے لئے کہنا منگنا، رآڈروینا،	کھانا پکانا
لڈو	کھانا، پینا
لڑکا	کھڑکی
لڑکی	کھلونے
لسبا	کھولنا
لوٹانا رواپس کرنا	کھیر
لومڑی	کھیرا، کٹری
لیموں	کھیلنا
مارنا	

موٹا	ماموں
موزے	ماموں زاد بھائی رہن
مولی	ماموں زاد بھائی رہن
موچھیں	مامی
میز	ماں
میلا	مبارک بادینا
مہر	مشر
مہمان	مٹھائی
ناپسند	مٹی
ناریل	مچھلی
ناشپاتی	محبت کرنا
ناشتہ بنانا	محبت ہونا کرنا
ناشتہ بنانا	مدد
ناشتہ، (صبح کا ناشتہ)	مذاق اڑانا
ناک	مذاق کرنا
نام بتانا	مرج، لہسن، ادراک
نام پوچھنا	مرد
نانا	مرنا
نانی	مزرہ کرنا
نچوڑنا	مزرہ لینا
نقشہ	معاف کرنا
عل	معافی مانگنا
نماز پڑھنا	مقابلہ کرنا
نگا	مکان
نواسی	مکھن
نواسہ	منزل
نیچے	منگل
نہانا	منہ
	موت

ہتھلی
ہرادضیا
ہری مرچ
ہفتہ/سینچر
ہکا
ہمسایہ
ہنسنا
ہونٹ

والد
والدہ
وضوع کرنا
وعلیکم سلام
ہاتھ
ہاتھی
ہار

MEDIA, ENTERTAINMENT
AND YOUTH CULTURE

حاضرین	ابتدا
خاتمہ	ادا کار
خالی	ادا کاری
ختم	ادا کارہ
خوشی	ارادہ
خیال	اطلاع
داخلہ	افسانہ
دولت	انتظام
ڈرامہ	انتظار
رقص (ڈانس)	اونی
رقم، پیسہ	آغاز
رواج	بازار
ریشمی	بالیاں
زیور	بانسری
سارنگی	بند کرنا
سامعین	بھرا ہوا
ستار	بینڈ
سوتلی	بے کار
شاعری	پسندیدہ
شروع	پلاٹ
طلبہ	پہناوا
عکاسی	تفریح
غربی	تماشہ
فارغ	ٹی وی
فرصت	جیب خرچ
	تھیٹر

مذاہبہ
مزہ
مزہ آنا
مشغلہ
مصروفیت
مصوری
معیار
مقبول
منڈا ہواسر
موسیقی
ناول
نائٹ کلب
نتیجہ
نظم
نقاشی
نمائش
وعدہ
ہارمونیم
ہر دل عزیز

فضول
فلم بینی
فیشن
قطار
کارٹون
کانوں کے بندے
کپڑے
کنسرٹ
کھولنا
کیمرے کی فلم
کیمرہ
کہانی
کھلاڑی
کھیل کود
گانا بجانا
گٹار
گروپ
گروہ
لطف

SOCIAL ACTIVITIES,
FITNESS AND HEALTH

بھوک سے زیادہ کھانا	اجازت
بھوک سے کم کھانا	اچھا، اچھی،
بھوک لگنا	اچھا، برا
بیمار پڑنا / ہونا	احسان
بیماری	ادا کرنا
بے ہوش ہونا	اسپتال / ہسپتال
بُو	اشارہ کرنا
پتلا	اٹنی
پلک	اٹنی کرنا
پنچہ	الوداع
پورا	انکار کرنا
پہلی، دوسری، تیسری... منزل	انگلی
پہن کر دیکھنا	انگٹھا
پہننا	اُباسی
پھانک	اُگلنا
پھیکا	آپریشن
پیس	آدھا
پٹھ	آرام
پیر	باسی
پیسہ	بال
تازہ	باہر کھانا
تبدیل کرنا / بدلنا	بجلی سے چلنے والی سیڑھی / (ایس کے لیٹر)
تعریف کرنا	بحث کرنا
تکلیف	بخار
تلاش کرنا	بد مزہ
تمباکو پینا	بدنظمی
تندرستی	بھاری
تولنا	بھاگنا
تھکاوٹ	بھرا ہوا
تھکن	بھنا ہوا
تیار کرنا	بھوک

خرید و فروخت
 خواہش (کھانے پینے کی)
 خوش بو
 خیریت
 دام ٹھیرانا
 دام چکانا
 دانت
 درد
 دست
 دشواری
 دعوت دینا
 دعوت کرنا دینا
 دکائیں
 دکھ
 دکھانا
 دکھن
 دل کا دورہ
 دمہ
 دوا
 دوڑنا
 دولت
 دیکھن
 رائے دینا
 رجائیتی قیمت
 رقم
 رگ
 ریسٹورینٹ (ہوٹل)
 زخم
 زکام
 زور کی (زبردست) پیاس
 زور کی (زبردست) بھوک
 سخت
 سردی

تیراکی
 تیرنا
 تیز
 ٹانگ
 ٹکڑا
 ٹکیہ
 ٹوٹنا (ہڈی وغیرہ)
 ٹھنڈ
 ٹھیک، بہتر
 ٹیکہ
 جلا ہوا
 جی پرختی
 جی متلانا
 جیب خرچ
 چال (چلنا)
 چٹپٹا (کھانا)
 چکر آنا
 چوٹ
 چہل قدمی
 چہل قدمی کرنا
 چھاتی
 چیچک
 حال
 حساب کرنا
 حساب لگانا
 حصہ
 حکیم، ڈاکٹر،
 خاطر
 خالی
 خراب
 خرابی
 خریداری

کمزوری	سرکس
کوشش کرنا	سروس / خدمت
کھانسی	سرہانا
کھانے پر بلانا	سرہا ہوا (خراب)
کھانے کے لئے باہر جانا	ستا
کھٹا	سگریٹ پینا
کھلنے اور بند ہونے کے اوقات	سننا
گاڑھا	سوجن
گردن	سینہ
گرمی	شریت (سرپ)
گلا ہوا	شکایت کرنا
گلے میں خراش	شکر گزار
گولی	شکریہ ادا کرنا
گھٹنا	صحت
گھوڑے کی سواری / گھڑ سواری	صحت مند
لیٹنا	طبیعت
لٹکانا	طبی مدد
لٹکانا	فروخت
لطف اٹھانا	فوری علاج
مخصوص قیمت	قبول کرنا
مرج	قطار میں کھڑا ہونا
مرچیں لگانا	قیمت
مرض	قیمت ادا کرنا / دینا
مریض، مریضہ	قے کرنا
مزہ لینا	کافی (مقدار)
مزے دار	کان
مسالے دار	کبڈی
مسوڑھے	کثرت
مشکل	کچا
معلوم کرنا	کڑوا
معلومات حاصل کرنا	کلائی
مقابلہ	کمر
مقبول	کمزور

نمک
نمکین
واپس کرنا
ورزش
ورزش کرنا
وزن بڑھانے والا
وزن کا بڑھنا
وزن کرنا
وزنی
وزن (تھوڑا، بہت، کم)
ہاتھ
ہاکی
ہتھیلی
ہر دل عزیز
ہکا
ہلکی آنچ بری کا ہوا
ہنسی مذاق کرنا

مقدار
ماتوی کرنا
منسوخ کرنا
منہ
موچ
موسیقی
مہمان نوازی
مہنگا
میٹھا
میزبان
ناپنا
ناخن
ناک
نام بتانا
نام پوچھنا
نرس
نرم
نگلنا

ADVERBS

حال میں	ابھی
خاص طور پر	اترسوں
دوپہر	اگلا پہر
ذرا (ٹھہریئے، ادھر آئیے..)	اگلے وقتوں میں
رات گئے	اندر
زیادہ	ایسے
سال پیچھے	ادھر
سال میں	ادھر
سب سے پہلے	آج
سب کے بعد	آخر میں
سہ پہر	آگے
شاید	آئے دن
شاید ہی کبھی	باہر
شروع میں	بہت
صدا کے لئے	پچھلا پہر
عام طور پر	پچھلے زمانے میں
فوراً	پچھلے سال
کب	پرسوں
کبھی کبھی	پیچھے
کدھر	تقریباً
کس جگہ	تک
کس طرح	تھوڑی دیر
کس وقت	جوں ہی
کل	

وہاں (تک)
یوں ہی
یہاں (تک)
ہاتھ کے ہاتھ
ہر روز
ہر وقت
ہفتہ میں
ہمیشہ

کم
کیوں
کہاں
گئے سال
لبا عرصہ
لمبی مدت
مہینے میں
ویسے

QUANTITIES
AND NUMBERS

درجن
ڈبہ (ایک، دو.....)
سارا
ساڑھے
سیر
سیکڑا، سیکڑوں
کافی
کلو
کئی
گرام
ہزار، ہزاروں

ایک
ایک، دو، تین..... سو
آدھا
بوتل (ایک، دو.....)
بہت، بہت سے
پورا
پونڈ
پونے
ٹکڑا (ایک، دو.....)
چمچ (ایک، دو.....)
چھٹانک
حصہ (ایک، دو.....)

PREPOSITIONS

سے
قریب
کا، کی، کے
کو
میں
زدیک
نیچے
نے

اندر
اوپر
آگے
باہر
پاس
پیچھے
درمیاں
سامنے
سرے پر

COLOURS

کچا رنگ
گلابی
گندی
گہرا رنگ
نیلا
ہرا
ہلکا رنگ

پکارنگ
پیلا
سرخ لال
سرخ
سفید
کالا
کتھنی

COUNTRIES AND
NATIONALITIES

روس	افریقہ
روی	افغانستان
سری لنکا	افغانی
سری لنکن	امریکی
سعودی (لوگ)	امریکہ
سعودی عربیہ (ملک)	انگریز، انگلستانی
شام	انگلینڈ، انگلستان
شامی	ایران
عراق	ایرانی
عراقی	برطانوی
عرب	برطانیہ
عربی	بنگلادیشی
فرانس	بنگلہ دیش
فرانسیسی	بھارت (ہندوستان)
کشمیر (آزاد، بھارتی)	بھارتی (ہندوستانی)
کشمیری	پاکستان
مصر	پاکستانی
مصری	ترکستان
ناروے	ترکی
نیپال	جاپان
نیپالی	جاپانی
ہسپانوی	جرمن
ہسپانیہ	جرمنی
	چین
	چینی

AREAS/MOUNTAINS

کشمیر (آزاد)
کے ٹو
ماؤنٹ ایورسٹ
وادی سندھ
ہمالیہ

بلوچستان
پنجاب (پانچ دریا)
درہ خیبر
سندھ
صوبہ سرحد

OTHER WORDS

صاحب	آخر
کیونکہ	بالکل نہیں
مثال کے طور پر	بچ
محترم	پسند
مخلص	جناب
نمبر	چیز
نہیں	خادم
وسط	ختم
ہر کوئی	شروع
	شکل
	شمار

Appendix 4 – Procedures for internal assessment

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

Recording marks on Form L3

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

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

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

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

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

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

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

Internal standardisation of marking

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

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

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

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

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

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

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

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

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

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

Centres will have the option of:

EITHER

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

OR

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

Section 1: Centres using OPTEMS

- 1.1 OPTEMS will be pre-printed on three-part stationery with specification and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an optical mark reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**
- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All candidates entered by the deadline date will be listed on the OPTEMS.
- 1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.
- 1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm, flat surface and that figures written in the marks box go through to the second and third copies.
- 1.6 For each candidate, first ensure you have checked the arithmetic on the L3, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (please see exemplar).

1.7 Encode the component mark for each candidate for either 2FA or 2HA on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20, etc and the leading zero for single figures, as shown.

If you make a mistake, rub out the incorrect marks and amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear on **each** copy.

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

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

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

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

Exemplar

Encoded section

Candidate name	Number	Marks												
NEW ALAN JB	3200	0	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
OTHER AMY JB	3201	5	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
SMITH JOHN PN	3202	ABS	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
WATTS MARK JB	3203	20	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
STEVEN JANE PN	3204	49	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
JONES ANN PN	3205	100	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
RAJ PATEL PN	3206	115	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
WEST SARA JB	3207	W	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)

1.8 Once completed and signed the three-part sets should then be divided and despatched **within 48 hours of the examination**, or retained as follows:

1.9 **Top copy** to be returned direct to Edexcel in the envelope provided. Please remember this form **must not be folded or creased**.

1.10 **Second copy** to be sent **with all the tapes** to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

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

Section 2: Centres using EDI

- 2.1 Marks must be recorded on computer for 2FA and 2HA and transmitted to Edexcel **within 48 hours of the examination**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

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

2.2 **Printout**

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the tapes within 48 hours of the examination**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

ABS – absent

W – withdrawn

Where more than one teacher has assessed the work the teachers' initials or the set number should be given beside each candidate's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication and internal standardisation** statement should be written at the bottom of the printout and signed by the teacher responsible:

'I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.'

Signed Date

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

2.3 **L3s**

Centres will be provided with copies of the L3 on two-part NCR. The L3, to be completed for each candidate, provides the moderator with details of how each candidate's total mark has been reached. It is the teacher's responsibility to ensure that:

- . all marks are recorded accurately and that the arithmetic is correct
- . the total mark is transferred correctly onto the OPTEMS or via EDI.

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

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

Preparation and despatch of materials to the moderator

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) FOUNDATION: Rôle-plays A and B (Max mark = 20)

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

OR

(2) HIGHER: Rôle-plays B and C (Max mark = 20)

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

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

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

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

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

OR

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

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

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

2FA	
2HA	
2FB	
2HB	

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

WRITING COURSEWORK

1 Summary of requirements

- a Students are required to submit three units of work from three of the five main topic areas identified in the specification.
- b A unit may include several short pieces of work, or may consist of a single piece of extended writing.
- c **A copy of any stimulus material used must be submitted for each coursework task. Page references of commonly used textbooks may be given but centres may be asked by moderators for copies of these. (See Section 10.2b.)**
- d Students aiming for grades G-D should aim to submit 250-350 words over the three units.
- e Students aiming for grades C-A* should aim to submit 500-600 words over the three units.
- f At least one third of the total work submitted by each student must be produced under controlled conditions and this **must include one complete unit** (see below).
- g A piece of work may be redrafted once only and the original version must be included in the student's coursework folder. Teachers must not correct individual mistakes, but should make general comments. These should be recorded on the standard coursework feedback forms and teachers must **not** write on the samples of student coursework.
- h Students should have access to a dictionary at all stages during the production of their coursework.
- i Edexcel will require teachers to authenticate the coursework by signing the coursework frontsheet. Centres are reminded that where students have collaborated, eg on the production of questionnaires or surveys, credit may only be given to a student for work that can readily be identified as his/her own. The inclusion of the work of another student, not acknowledged as such, could render the student liable to disciplinary action by Edexcel.

Teachers will award a global mark out of 20 to each unit of work. Tasks which make up the unit must not be awarded individual marks.

2 Controlled conditions

- a Work must be done in the classroom and supervised by the teacher.
- b Students may only have access to the stimulus for the task and a dictionary.
- c **All stimulus material other than a dictionary must be submitted in the student's folder.** For students aiming at grades G-D this may be items such as photographs, diagrams, gap-fill letters and short messages. For students aiming at grades C-A* this may be an article, letter or brochure, and/or notes in the form of headings only and on no more than half a page of A4.

- d If work is not completed in a single session, the teacher must store it securely until the next controlled conditions session.
- e At least a third of the total coursework for each candidate must be produced under controlled conditions, but teachers may increase this proportion at their discretion.

3 Guidance and feedback to students

- a Teachers may wish to give students the opportunity to redraft their work, in which case teachers are reminded that they should not mark students' work, underline or otherwise indicate errors, nor correct specific points of language.
- b If the teacher feels that redrafting or refining is appropriate, she/he may make general comments on the coursework feedback form, ie indicate an area of content that would benefit from greater detail or highlight general areas of language that need attention, such as agreements, verbs, accents, etc.

Teachers should indicate on the coursework frontsheet if they found it necessary to offer students help beyond that specified above. **This must then be taken into account when awarding marks.**

4 Standardisation of marking within centres

In accordance with the Code of Practice, where two or more teachers are involved in the assessment of work, it is the responsibility of the centre to standardise the marking of all teacher-examiners to ensure that all candidates in the centre have been judged by the same standards. In order to ensure that there is effective internal standardisation the following procedures may be adopted:

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

5 Procedures for recording and submitting coursework marks

All centres will receive optically-read teacher-examiner mark sheets (OPTEMS). Centres will have the option of:

EITHER

recording marks on an optically-read teacher-examiner mark sheet (OPTEMS), Section 6

OR

recording marks on computer for transfer to Edexcel by means of EDI, Section 7

Sections 8 and 9 apply whichever option is selected and deal with coursework record sheets and the sample of work required for moderation.

6 Centres using OPTEMS

- 6.1 OPTEMS will be pre-printed on three-part stationery with syllabus and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.
- The top copy is designed so that the marks can be read directly by an optical mark reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**
- 6.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 6.3 All candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 6.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/module, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.
- 6.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm, flat surface and that figures written in the marks box go through to the second and third copies.
- 6.6 For each candidate, first ensure you have checked the arithmetic on the coursework record sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (please see exemplar).
- 6.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20, etc and the leading zero for single figures, as shown.
- 6.8 If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear on every copy.
- 6.9 Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box.
- a **0** (zero marks) should be entered only if work submitted has been found to be worthless. It should not be used where candidates have failed to submit work.
 - b **ABS** should be entered in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.
 - c **W** should be entered in the marks box and the encoded section where the candidate has been withdrawn.

Exemplar

Encoded section

Candidate name	Number	Marks												
NEW ALAN JB	3200	0	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
OTHER AMY JB	3201	5	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
SMITH JOHN PN	3202	ABS	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
WATTS MARK JB	3203	20	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
STEVEN JANE PN	3204	49	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
JONES ANN PN	3205	100	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
RAJ PATEL PN	3206	115	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
WEST SARA JB	3207	W	(+0+) (+0+)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)

- 6.10 Where more than one teacher has assessed the work, the teacher's initials or set number should be given to the right of each candidate's name as illustrated.
- 6.11 The authentication and internal standardisation statement on the OPTEMS must be signed. Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.
- 6.12 Once completed and signed the three-part sets should then be divided and despatched **by early May** (date to be specified in advance by Edexcel) or retained as follows:
- Top copy** to be returned direct to Edexcel in the envelope provided. Please remember this form **must not be folded or creased**.
 - Second copy** to be sent **with the sampled coursework** as appropriate to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.
 - Third copy** to be retained by the centre.

7 Centres using EDI

- 7.1 Marks must be recorded on computer and transmitted to Edexcel by **early May (date to be specified in advance by Edexcel)**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:
- V – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation
- S – valid non-zero mark recorded and candidate included in sample for moderation

- Z** – zero mark recorded for work submitted
- N** – no work submitted but candidate **not** absent
- A** – absent for component
- M** – missing mark; no information available about the candidate’s previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is ‘F’, then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the candidates whose work is to be sampled, where this is pre-selected.

7.2 **Printout**

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate to the moderator, **to be received by early May (date to be specified in advance by Edexcel)**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS** – absent
- W** – withdrawn
- *** – sampled candidate
- X** – additional sampled candidates.

Where more than one teacher has assessed the work the teacher’s initials or the set number should be given beside each candidate’s name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication and internal standardisation** statement should be written at the bottom of the printout and signed by the teacher responsible:

‘I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate’s own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.’

Signed Date

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

8 **Coursework frontsheets**

8.1 A copy of the coursework frontsheets is given in this appendix for centres to photocopy. The coursework frontsheets, to be completed for each candidate, provides details for the moderator of how each candidate’s total mark has been reached. It is the teacher’s responsibility to ensure that:

- ÷ all marks are recorded accurately and that the arithmetic is correct
- ÷ the total mark is transferred correctly onto the OPTEMS or via EDI
- ÷ any required authentication statement is signed by the candidate and/or teacher as appropriate.

8.2 Where a candidate’s work is included in the sample the coursework record sheet should be attached to the work.

9 Sample of work for moderation

- 9.1 **The pre-printed OPTEMS is asterisked indicating** the candidates whose work is to be sampled. This work, together with the second copy of the OPTEMS, should be posted to reach the moderator **by early May (date to be specified in advance by Edexcel)**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (X) in the left-hand column against the names of each of the candidates concerned.

For all sampled work the associated record sheet must be attached to each candidate's work.

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

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

- 9.2 **Where the pre-printed OPTEMS is not asterisked and there are 11 or fewer candidates**, the coursework of ALL candidates together with the **second copy** of the OPTEMS should be posted to reach the moderator **by early May (date to be specified in advance by Edexcel)**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated record sheet must be attached to each candidate's work.

If there are more than 11 candidates, the centre should send the **second copy** of the OPTEMS or the annotated EDI printout to reach the moderator **by early May (date to be specified in advance by Edexcel)**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the candidates whose work, with the associated record sheets, should be posted to the moderator by return.

- 9.3 **In all cases** please note that the moderator may request further samples of coursework, as required, and the work of all candidates should be readily available in the event of such a request.

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

Internal standardisation

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

10 Presentation of coursework

- 10.1 The work of each candidate should be fastened together using string, tags or similar fasteners. It may be secured in a thin card or paper cover supplied by the centre, but stiff-backed files, lever-arch files, etc should not be used.
- 10.2 Only work to be assessed, as prescribed by the specification, should be included, ie classroom activities. Verb tables, vocabulary lists, etc should not be included unless these were used as specific stimuli.

The coursework submission for each candidate should include:

- a three units of coursework, each clearly marked with the candidate's name, the date, and a note of the conditions under which each piece of work/unit was completed
- b a copy of all stimulus materials used. One copy of each piece of stimulus material is sufficient. If reference to a specific textbook is made, please include one photocopy of each page referred to together with the stimulus materials (or page references in the case of commonly used textbooks). Centres must be able to produce copies of these if required by the moderator
- c original versions of and teachers' comments on any pieces of work which have been redrafted
- d one coursework frontsheet, form CF1 for each candidate (photocopiable from the appendices)
- e the teacher's signed declaration (at the bottom of form CF1) to authenticate the coursework as the candidate's own.

11 Form CF1 coursework frontsheet

- 11.1 One form must be completed for each candidate. Enter the centre number, candidate details and subject details in the boxes at the top left of the form (photocopiable from the CF1 form in this appendix).
- 11.2 In the columns below enter the date on which each unit was completed, the tasks and stimuli for each unit and a note of the conditions under which the work was produced. In the columns at the right-hand side of the page note the marks awarded out of 10 for communication and content and out of five for knowledge and application of language and accuracy of language in each unit. In addition please enter the approximate number of words per unit and the topic area.
- 11.3 Add together the marks from both columns to give a final total out of 60 and write this mark in the box at the top right of the form.
- 11.4 Sign and date the form to authenticate the candidate's work.

12 Moderation procedures

- 12.1 The marks submitted to Edexcel for paper 4C will be moderated in accordance with the requirements set out in section 4 of the Code of Practice for the GCSE.
- 12.2 An approved moderator will be assigned to each centre by Edexcel.
- 12.3 The moderator will be responsible for standardising marks across several centres.
- 12.4 The moderator may request a second sample from the centre if deemed necessary.
- 12.5 Centres' marks will be adjusted where the moderated and unmoderated marks differ. Normally, moderation will not affect the order of merit established by a centre. However, Edexcel will take appropriate action in cases where there is evidence of inconsistent assessment in order to align standards. If necessary, such centres will be directed to review their assessment and internal moderation procedures.
- 12.6 Edexcel will provide centres with their moderated marks. The moderator will write a report for each centre containing advice, comments and reasons for adjustments, if made.
- 12.7 Coursework not submitted for external moderation should be retained by the centre, in secure conditions, until 1 December of the examination year. In the event of an Enquiry About Results involving coursework, the head of the centre will be asked to confirm in writing that the coursework has been held under secure conditions by the centre following the submission of the OPTEMS form.

Coursework feedback sheet (CFS1)

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

GCSE MFL COURSEWORK

Checklist for final submission

Centre name _____

Centre number _____

Specification number _____

Teaching group _____

Language _____

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

conditions of each piece of work/unit/tape noted, eg homework, controlled

copies of stimulus materials included

first drafts included as necessary

approximate word-count requirement met for each student

appropriate coverage of topic areas

final marks entered on frontsheet

frontsheet signed by the teacher

all units secured in a paper folder

each unit has been assessed globally

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

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

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

Unit N°	Date unit completed	Task types (including stimulus used)	Approximate number of words	Controlled/ not controlled	Candidate's marks				<i>For Edexcel use only</i>	
					Communication (Max = 10)	Application (Max = 5)	Accuracy (Max = 5)	Total (Max = 20)	Moderator total	TL
1										
2										
3										

Teacher:	I hereby certify to the best of my knowledge that this work has been produced without any assistance beyond that recorded and allowed by the scheme of assessment.	
Name of examining teacher (Block capitals please)	Signature	Date

Total mark (Max 60)	<i>For Edexcel use only</i>	
	Moderator total	TL

Appendix 5 – Key skills

This GCSE offers a range of opportunities for students to:

- ÷ develop their key skills
- ÷ generate assessed evidence for their portfolio.

In particular, the following key skills can be developed through this specification at level 2:

- ÷ information technology
- ÷ improving own learning and performance
- ÷ working with others
- ÷ *communication.

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

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- ÷ Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student
- ÷ Part B: what you must do – this identifies the evidence that students must produce for their portfolio
- ÷ Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each paper (listening, speaking, reading and writing) within all the modern foreign language GCSEs featured in this specification will provide opportunities for the development of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications.

Mapping of key skills: summary table

Key skills (level 2)	Paper 1	Paper 2	Paper 3	Paper 4
Information technology				
IT2.1	✓	✓	✓	✓
IT2.2			✓	✓
IT2.3				✓
Working with others				
WO2.1	✓	✓	✓	✓
WO2.2	✓	✓	✓	✓
WO2.3	✓	✓	✓	✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Communication				
C2.1a	✓	✓		
C2.1b		✓		✓
C2.2		✓	✓	✓
C2.3				✓

Information technology level 2

When producing work for any of the GCSEs in this specification, students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be E-mailed to tutors for initial comments and feedback.

As part of their modern foreign language programme students may not be able to generate sufficient evidence required for this unit, for example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use standalone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.1	Search for and select information for two different purposes	1, 2, 3, 4	<p>Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose.</p> <p>A student could, using key words, search, locate and extract target-language information from the Internet or other ICT sources on a given topic as appropriate to the activity (eg reviewing a tourist bulletin of a given locality and then selecting suitable holiday activities for different people with specific interests or requirements).</p>
IT2.2	Explore and develop information, and derive new information, for two different purposes	3, 4	<p>Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs.</p> <p>New information could be derived from websites, eg football league table or another sports-related source from a target-language country, and this could be compared with results from the previous year and, using different formulae, converted into tables. This could provide a stimulus for further research and language development, eg students could discover more information about a certain club and key players.</p> <p>Eg a student could undertake research into the ‘Most Popular Weekend Activities’ identified by contributors to an Internet discussion group in the target language. This information could be transferred into a table and provide a stimulus for an article (to be word processed in the target language). Additionally, students could contribute to the online discussion.</p>

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
IT2.3	<p>Present combined information for two different purposes</p> <p>This work must include at least one example of text, one example of images and one example of numbers</p>	4	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, eg GCSE coursework, OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proofread.</p> <p>Eg a student could undertake a task such as the ‘Weekend Activities’ article (see IT2.2) and develop this as a piece of word-processed extended writing in the target language. This could possibly be enhanced with suitable graphics and charts/tables. The student would choose a suitable layout and insert symbols as appropriate to the target language.</p>

Evidence

Student evidence for information technology could include:

- ÷ tutor observation records
- ÷ notes of sources used
- ÷ printouts with annotations
- ÷ draft documents.

Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work cooperatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements	1, 2, 3, 4	<p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>Eg students agree tasks and responsibilities for carrying out a project comparing likes and dislikes about school with other class members, undertaking research, planning questionnaires, writing articles.</p> <p>Eg students plan an informative web page or video project on their town intended for a target-language audience.</p>
WO2.2	Work cooperatively with others towards achieving identified objectives, organising tasks to meet responsibilities	1, 2, 3, 4	<p>Students will need to organise tasks so that responsibilities can be met, for example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Cooperative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc, should be sought when needed.</p> <p>Eg students actively engage in activities to ensure completion of the 'School' project as mentioned above.</p>
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives	1, 2, 3, 4	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>Eg students react appropriately to assessment from teacher and peers – acknowledging areas of weakness and identifying ways to improve target-language performance.</p>

Evidence

Student evidence for working with others could include:

- ÷ tutor observation records
- ÷ preparatory notes
- ÷ records of process and progress made.

Improving own learning and performance level 2

Within these MFL GCSEs, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in Urdu will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
LP2.1	Help set short-term targets with an appropriate person and plan how these will be met	1, 2, 3, 4	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan. Eg discussing planning and research procedures for a given coursework task and agreeing a deadline for plan and/or initial draft. This could be adapted for non-coursework tasks across all skills.
LP2.2	Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets Improve your performance by: ÷ studying a straightforward subject ÷ learning through a straightforward practical activity	1, 2, 3, 4	The plan should be implemented with performance reviews and should include working for short periods without close supervision. Eg agree to undertake independent study/homework as directed and respond to teacher guidance, interpreting general teacher/feedback and identifying errors within texts through consulting reference books, teacher or language assistant.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task	1, 2, 3, 4	<p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify, with for example their tutor, action for improving their performance.</p> <p>Eg target-setting review meeting may reveal that a student has developed a wide vocabulary but needs to be more secure with a range of tenses.</p> <p>Eg asking for advice and guidance from the teacher when referring to marked work.</p>

Evidence

Student evidence for improving own learning and performance could include:

- ÷ tutor records
- ÷ annotated action plans
- ÷ records of discussions
- ÷ learning log
- ÷ work produced.

Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.1a	Contribute to a discussion about a straightforward subject	1, 2	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>Eg students choose a topic for discussion about different types of film. They would prepare this and then contribute to a class/group discussion. This activity would encourage students to give and justify opinions.</p>
C2.1b	Give a short talk about a straightforward subject, using an image	2, 4	<p>Following a period of research students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include charts and diagrams, pictures or models, maps, etc.</p> <p>Eg a student could make a short presentation about their work experience. The presentation could be enhanced with a copy of a page from the work diary to illustrate the daily work routine and activities undertaken.</p>

Key skill portfolio evidence requirement		GCSE paper(s)	Opportunities for development or internal assessment
C2.2	<p>Read and summarise information from two extended documents about a straightforward subject</p> <p>One of the documents should include at least one image</p>	2, 3, 4	<p>Students will have a number of opportunities to read and synthesise information from two extended documents, for example as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose, eg for a talk, discussion or an essay.</p> <p>Eg a student could read two extended letters from students living in a country where the target language is spoken giving information about and their views on a particular topic (eg school life). Students could then extract and summarise the main points from each letter.</p>
C2.3	<p>Write two different types of documents about straightforward subjects</p> <p>One piece of writing should be an extended document and include at least one image</p>	4	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Eg a student could undertake an essay about a special occasion or visit. They could enhance the presentation with an annotated story board incorporating photographs, drawings, etc. This would be ideal preparation for the development of extended writing skills. Students could write a letter about a different topic as a contrasting activity.</p>

Evidence

Student evidence for communication could include:

- ÷ tutor observation records
- ÷ preparatory notes
- ÷ audio/video tapes
- ÷ notes based on documents read
- ÷ essays.

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