

The

EDEXCEL CERTIFICATE

French

Specification

Edexcel Level 1/Level 2 Certificate in French (KFR0)

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Issue 2

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Introduction

The Edexcel Level 1/Level 2 Certificate in French is designed for use in schools and colleges. It is part of a suite of qualifications offered by Edexcel.

Key subject aims

This qualification enables students to:

- develop understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- develop the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- develop a knowledge and understanding of the target language grammar and its practical application
- develop a knowledge and understanding of countries and communities where the target language is spoken
- develop positive attitudes towards modern foreign language learning
- acquire a suitable foundation for further study of the target language, or another language.

Key features and benefits of the qualification

This qualification has been developed:

- to incorporate the key features of the Edexcel International GCSE in French and has been designed for use in UK state schools
- to provide breadth, stretch and challenge
- to enable students to show what they know, understand and can do within a clearly defined list of topic and sub-topic areas
- to provide a single tier of entry which tests the whole ability range
- to provide written assessment in listening, reading and writing skills
- to provide assessment rubrics in both English and the target language in both Paper 1 and Paper 2
- to provide assessment of spoken language
- to provide 100% external assessment
- to provide progression to GCE AS and Advanced GCE level, and other equivalent qualifications.

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Specification at a glance

Edexcel Level 1/Level 2 Certificate in French qualification

This qualification comprises three external assessments, Paper 1, Paper 2 and Paper 3.

Each paper is targeted at grades A* to G.

Students who fail to achieve grade G for their overall qualification will be awarded 'Ungraded'.

Paper 1: Listening	Paper code: KFR0/01
<ul style="list-style-type: none">Externally assessedAvailability: June seriesFirst assessment: June 2014	25% of the Level 1/Level 2 Certificate qualification
<p>Overview of content:</p> <ul style="list-style-type: none">home and abroadeducation and employmenthouse, home and daily routinesthe modern world and the environmentsocial activities, fitness and health.	
<p>Overview of assessment:</p> <ul style="list-style-type: none">Assessment is a 40-minute examination paper set and marked by Edexcel, plus five minutes' reading time.The total number of marks for the paper is 50.	

Paper 2: Reading and Writing	Paper code: KFR0/02
<ul style="list-style-type: none"> • Externally assessed • Availability: June series • First assessment: June 2014 	50 % of the Level 1/Level 2 Certificate qualification
<p>Overview of content:</p> <ul style="list-style-type: none"> • home and abroad • education and employment • house, home and daily routines • the modern world and the environment • social activities, fitness and health. 	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> • Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel. • The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing. 	

Paper 3: Speaking	Paper code: KFR0/03
<ul style="list-style-type: none"> • Externally assessed • Availability: June series • First assessment: June 2014 	25 % of the Level 1/Level 2 Certificate qualification
<p>Overview of content:</p> <ul style="list-style-type: none"> • home and abroad • education and employment • house, home and daily routines • the modern world and the environment • social activities, fitness and health. 	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> • maximum 10 minutes • the total number of marks for the paper is 40. 	

Qualification content

National Qualifications Framework (NQF) criteria

This qualification complies with the requirements of the common criteria which are prescribed by the regulatory authorities.

Knowledge and understanding

The qualification requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are of relevance and interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the French language is spoken.

Skills

This qualification gives students the opportunity to:

- develop their ability to listen to and understand the spoken French language in a range of contexts and a variety of styles
- read and respond to different types of written language
- communicate in writing
- understand and apply a range of vocabulary and structures
- develop effective language learning and communication skills
- communicate in speech for different purposes.

Assessment

All questions in each paper will be in the target language (French). Students will be required to answer in the target language. Rubrics will be in the target language and in English.

Students must not use dictionaries for any of the examination papers.

Paper 1: Listening

Assessment overview

- Assessment is a 40-minute examination paper, plus five minutes' reading time. The paper is set and marked by Edexcel.
- The total number of marks for the paper is 50.

The examination will cover a range of topic areas selected from those listed on page 11. The examination will consist of several short recordings played by the invigilator. Students will have five minutes' reading time to read through the paper and familiarise themselves with it before the recordings are played. The recordings, each of which will be heard twice, will last no longer than 40 minutes including pauses. All texts will be spoken by French speakers.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.

The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal.

The grammatical accuracy of students' language will **not** be assessed in this paper. Answers written in English will score no marks.

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

The question types

Question types, written in the target language, used in the Paper 1 listening test may include:

- grid, form or plan completion
- multiple choice
- box ticking
- note taking
- gap filling
- true or false
- matching, for example –
 - ideas or sequences with pictures
 - a named person with a statement
- summary.

Detailed instructions for the conduct of this paper are available in *Appendix 2 – Instructions for the conduct of examinations (Papers 1 and 2)*.

Paper 2: Reading and Writing

Assessment overview

- Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.
- The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

Reading

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The texts will be related to the topic areas on page 11.

The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length.

The questions will require a combination of non-verbal responses and answers in French. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details. Grammatical accuracy will not be assessed in this part of the paper.

Assessment of the reading section

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details

- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions
- understand grammatical structures and functions, in context.

Question types in the reading section

A range of question types, written in the target language, will be used, which may include:

- grid, form or plan completion
- multiple choice
- true or false
- box ticking
- note taking
- gap filling
- matching, for example –
 - words from the text with synonyms, antonyms or definitions
 - summary sentences with different paragraphs of the text
 - two halves of one sentence
 - ideas or sequences with pictures
 - a named person with a statement
- summary.

Writing

In the first extended writing task (question 3b), students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and content and knowledge and application of language according to the assessment criteria on page 12.

For the second piece of extended writing (question 6), students will select **one** writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in French. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures, including a range of tenses.

The tasks for question 6 will encompass a variety of writing styles, such as narrative, descriptive, discursive, and a range of formats such as a formal or informal letter, a report, an article, a page from a diary, the script of a speech etc.

The 20 marks available for question 6 will be sub-divided into 10 marks for communication and content, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on page 13.

Detailed instructions for the conduct of this paper are available in *Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)*.

Paper 3: Speaking

Assessment overview

- Maximum 10 minutes.
- The total number of marks for the paper is 40 (20 marks for Section A, 20 marks for Section B).

The speaking test will recognise the achievement of the student in speaking the target language.

The test will be divided into **two** sections. Each student chooses the topic area for Section A; the centre-appointed interviewer chooses **two** additional topic areas for the two conversations in Section B. Overall, each student will have covered three of the five topic areas listed on page 11. Edexcel will review each candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) to ensure that a range of topics has been covered.

Section A: Presentation and discussion based on a single picture

- Maximum four minutes:
 - Presentation: maximum of one minute.
 - Discussion: maximum of three minutes.

Students will give a presentation for up to **one minute** on a picture they have chosen. A discussion with the centre-appointed interviewer will then follow, for up to **three minutes**. The discussion must relate to the picture, but may also include some questions prompted by the picture the student has chosen.

Stage 1 – Teaching and Learning

As part of the teaching and learning phase for this assessment, each student must choose a single picture based on a topic area from page 11 in advance of the speaking exam. The student must write the relevant topic area on the back of the picture. The picture may be a photograph or a drawing.

The pictures chosen should reflect students' interests. They may, for example, be family photographs (copies or originals), or pictures of sporting or school events. They may be chosen from newspapers or magazines. The pictures should include objects, people and interaction, and should allow students to demonstrate their speaking proficiency appropriately. Pictures containing written text, which may give students assistance in the discussion, are **not** allowed. It is expected that the candidates' presentations within a centre will usually reflect a range of topic areas.

Note: The theme of the pictures can be the same for an entire teaching cohort, but each picture must be different.

The pictures provided in Section A of the Sample Assessment Material are for illustrative purposes only and must not be used for the examination.

The examples can be found in the *Sample Assessment Materials* document on the website (www.edexcel.com).

Stage 2 – Preparation

During the preparation phase, the teacher can:

- introduce various topics
- give guidance on how and where to research for necessary information
- give advice on the appropriateness of the pictures chosen as related to the topic chosen

However, teachers (and language assistants) cannot:

- provide information and content of picture presentation/introduction (this should be candidate's own work)
- give feedback on the content of presentation prepared by the candidate
- reveal questions that are to be asked at the exam.

The student must provide a copy of the picture for the centre-appointed interviewer in advance of the test. If it is in colour, a clear black and white copy for the centre-appointed interviewer is acceptable.

Stage 3 – Assessment

There will be no preparation time for the exam on the day of the examination. Students **must not** take notes into the exam. **The candidate must not be able to predict exactly what will be asked during the exam or in what order.**

The objectives of this assessment are to:

- describe the picture
- take part in a discussion that relates to the picture.

Students aiming at grade C or above will be required to:

- give a personal interpretation of the scene
- express opinions
- use a variety of language and structures
- respond imaginatively to the picture
- discuss issues arising from the content of the picture.

The 20 marks available for this question are sub-divided into 10 marks for presentation, communication and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on pages 14-15.

A copy of the picture must be attached to each student's cover sheet (see Appendix 4: Candidate cover sheet (Paper 3)) before being sent to the Edexcel examiner with the audio files. If the picture cannot be sent, a description of the picture must be attached to the candidate cover sheet.

Section B: Two conversations

- Maximum six minutes.
- Centre-appointed interviewers should ensure that the time is split evenly between the two topic areas (approximately 3 minutes for each topic).

Students will take part in conversations with the centre-appointed interviewer on **two** separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of **six minutes**, with approximately three minutes for each conversation.

Note: The centre-appointed interviewer must ensure that two separate topic areas are covered in Section B by ticking the topic area covered and writing the title of the sub-topic covered in each conversation on the candidate cover sheet (see Appendix 4: Candidate cover sheet (Paper 3)).

Throughout Section B, the centre-appointed interviewer should encourage genuine interaction by adopting a question and answer format. The centre-appointed interviewer should ask questions which are clear, precise and varied, to ensure that individual students demonstrate their potential. To ensure that students are given the opportunity to demonstrate their linguistic skills at the appropriate level, guidance on the types of questions to be asked are available in the *Sample Assessment Materials* document available on the Edexcel website (www.edexcel.com). These sample questions show how a conversation may be developed. The questions are not prescriptive, and should not be asked in a pre-arranged order. The aim is to engage in a spontaneous and authentic conversation.

In both conversations in Section B, centre-appointed interviewers will be free to develop any area within their chosen topic from the list given on page 11. For example, a student asked to speak on the *Education and employment* topic could focus on one sub-topic, such as *School*.

The conversations must not be rehearsed before the test.

Conversation 1

The first conversation will be based on a topic area or sub-topic area, chosen by the centre-appointed interviewer, from page 11.

The first conversation must be chosen from a different topic area from that chosen by the student in Section A of the test.

In order to achieve grade C and above, students will be expected to express opinions and use a variety of structures, including a range of tenses.

Conversation 2

The second conversation will also be based on a topic area or sub-topic area, chosen by the centre-appointed interviewer, from page 11.

The second conversation must be from a different topic area from that chosen by the student in Section A of the test, and also different from that chosen by the centre-appointed interviewer in Conversation 1, Section B, of the test.

As in the first conversation, in order to achieve grade C and above, students will be expected to express opinions and use a variety of structures, including a range of tenses.

The 20 marks available for this part of the assessment are sub-divided into 10 marks for communication, interaction and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on pages 16-17.

Assessment arrangements

All speaking tests will be recorded on a date chosen by the centre during the period specified annually by Edexcel. This period is from mid-March up to and including the date of the written examinations.

The test will be conducted by the centre-appointed interviewer. This will normally be a teacher of the target language from the centre, but could also be someone from outside the centre.

Both the teacher and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*), confirming that the work is the candidate's own. Any candidate unable to provide an authentication statement will receive zero credit for the component.

Centres are responsible for providing their own CDs or USBs, on to which the orals should be saved. **CDs or USBs must be clearly labelled.**

Individual candidate cover sheets (which give students' details and the topics covered) and the orals must be despatched directly to the Edexcel examiner on the day on which the tests are conducted.

All speaking tests will be externally marked by Edexcel.

Detailed instructions for the conduct of the speaking test are available in *Appendix 3: Instructions for the conduct of examinations (Paper 3)*.

Topic areas

All questions will be set in the context of the following topic areas and sub-topic areas. These will enable students and teachers to focus on appropriate vocabulary.

Topic areas	Sub-topic areas
Topic area A Home and abroad	Life in the town and rural life Weather and climate Travel, transport and directions Holidays and tourist information Services (eg telephone, bank, post office) Customs and religion Everyday life, traditions and communities in a French-speaking country
Topic area B Education and employment	Childhood School life and routine Work/careers Future plans
Topic area C House, home and daily routines	Types of home Information about self, family and friends Helping around the house Food and drinks
Topic area D The modern world and the environment	Current affairs and social issues Environmental issues The media (eg TV, film, radio, newspapers) Information and communication technology (eg internet, mobile phones, email)
Topic area E Social activities, fitness and health	Special occasions Hobbies, interests, sports and exercise Shopping and money matters Accidents, injuries, common ailments and health issues

Linguistic structures

Students are expected to have acquired knowledge and understanding of French grammar during their course. In the examination, students will be required to apply their knowledge and understanding to various tasks, drawing from the list given in *Appendix 1: Linguistic structures for French*.

Assessment criteria

Students are assessed positively in all components, and therefore the assessment criteria are designed to reward, not penalise. It will not be necessary for students to produce a faultless performance in order to attract the highest marks available in each grid.

Major errors

These may include **repeated** mismatching of subject and verb forms; use of inappropriate tenses; and/or incorrect and inappropriate vocabulary.

Minor errors

These may include **occasional** omission of accents; incorrect genders, articles, auxiliary verbs or adjectival agreements; slight spelling errors.

Paper 2: Reading and Writing – Question 3(b)

Communication and content	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. Most of the response may have been copied from the supporting passage without any attempt to adapt it. 	1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. Some of the response may have been copied from the supporting passage but with some attempt to adapt it. 	3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The candidate's response is mostly independent; minimal reliance on the supporting passage. 	5

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Minimal accuracy in spelling and grammar. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition. Some accuracy in spelling and grammar with errors. 	3-4
<ul style="list-style-type: none"> Good range of vocabulary and structures. General accuracy in spelling and grammar, although there may be errors. 	5

Paper 2: Reading and Writing – Question 6

Communication and content	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. The response is barely relevant to the task. 	1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. The response is partially relevant to the task but there may be major omissions. 	3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The response is mostly relevant and addresses some aspects of the task. 	5-6
<ul style="list-style-type: none"> Clear communication with occasional ambiguity. The response is relevant and addresses most aspects of the task. 	7-8
<ul style="list-style-type: none"> Clear communication with no ambiguity. The response is relevant and fully addresses all aspects of the task. 	9-10

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Very little use of tenses to vary sentences. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition. Some use of tenses to vary sentences. 	3-4
<ul style="list-style-type: none"> Uses wide range of vocabulary and structures, including some complex lexical items. Use of a range of tenses to vary sentences. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct verb formation, gender and agreement. Correct spelling is limited. 	1-2
<ul style="list-style-type: none"> Some evidence of correct verb formation, gender and agreement. Spelling is accurate for some of the response. 	3-4
<ul style="list-style-type: none"> Strong evidence of correct verb formation, gender and agreement. Spelling is generally accurate although there may be occasional lapses. 	5

Paper 3: Speaking

Section A: Presentation and discussion

Presentation, communication and fluency	Mark
<ul style="list-style-type: none"> • No rewardable material. 	0
<ul style="list-style-type: none"> • Minimal description of visual stimulus. • Totally reliant on teacher-examiner prompting. • Minimal expression of ideas and opinions. • Minimal responses (mainly one-word replies). 	1-2
<ul style="list-style-type: none"> • Limited communication related to chosen visual stimulus. • Very hesitant and reliant on teacher-examiner prompting. • Expresses some simple ideas or opinions, but these will lack clarity. • Replies are limited and short. 	3-4
<ul style="list-style-type: none"> • Communicates adequate information related to the chosen visual stimulus. • Able to sustain a conversation but requires some prompting. • Expresses simple ideas and opinions. • Replies are simple and rarely expanded upon. 	5-6
<ul style="list-style-type: none"> • Communicates in some detail information related to chosen visual stimulus. • Speaks confidently, with minimal prompting necessary. • Has little difficulty expressing and explaining ideas and opinions. • Sometimes justifies and expands replies. 	7-8
<ul style="list-style-type: none"> • Communicates a wide range of information related to chosen visual/stimulus. • Speaks very confidently, with very little or no hesitation and with spontaneity. • No difficulty in expressing and explaining a range of ideas and opinions. • Interacts well in post-presentation discussion. Frequently justifies and expands replies. 	9-10

Paper 3: Section A *continued*

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Simple and often incomplete sentences. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition Some use of tenses to vary sentences. 	3-4
<ul style="list-style-type: none"> Uses wide range of vocabulary and structures, including some complex lexical items. Use of a range of tenses to vary sentences. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct verb formation, gender and agreement. Pronunciation and intonation often interfere with comprehensibility. 	1-2
<ul style="list-style-type: none"> Some evidence of correct verb formation, gender and agreement. Pronunciation and intonation sometimes interfere with comprehensibility. 	3-4
<ul style="list-style-type: none"> Strong evidence of correct verb formation, gender and agreement. Pronunciation and intonation seldom interfere with comprehensibility. 	5

Paper 3, Section B: Two conversations

Communication, interaction and fluency	Mark
<ul style="list-style-type: none"> • No rewardable material. 	0
<ul style="list-style-type: none"> • Responds only to very basic questions • Very limited expression of opinions • Produces minimal responses (mainly one-word answers). • Totally reliant on teacher-examiner prompting. 	1-2
<ul style="list-style-type: none"> • Responds only to straightforward questions. • Opinions limited to basic likes and dislikes. • Replies are limited and short. • Conversation very hesitant throughout and reliant on teacher-examiner prompting. 	3-4
<ul style="list-style-type: none"> • Responds to more complex questions. • Conveys simple opinions and offers some personal response. • Copes with open-ended questions but rarely expands. • Able to sustain a conversation although frequently hesitant and requires some prompting. 	5-6
<ul style="list-style-type: none"> • Responds to a range of question types. • Expresses opinions, attitudes and ideas. • Takes initiative occasionally; sometimes justifies and expands replies. • Able to sustain a relevant conversation with some hesitation and minimal prompting. 	7-8
<ul style="list-style-type: none"> • Responds to a wide range of question types. • Confident expression of opinions, attitudes, and a range of ideas. • Takes the initiative; frequently justifies and expands replies. • Able to sustain a relevant conversation with ease and with very little or no hesitation. 	9-10

Paper 3: Section B *continued*

Knowledge and application of language	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Narrow range of basic vocabulary and structures.• Simple and often incomplete sentences.	1-2
<ul style="list-style-type: none">• Adequate range of vocabulary and structures, with some repetition• Some use of tenses to vary sentences.	3-4
<ul style="list-style-type: none">• Uses wide range of vocabulary and structures, including some complex lexical items.• Use of a range of tenses to vary sentences.	5

Accuracy	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Very little evidence of correct verb formation, gender and agreement.• Pronunciation and intonation often interfere with comprehensibility.	1-2
<ul style="list-style-type: none">• Some evidence of correct verb formation, gender and agreement.• Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
<ul style="list-style-type: none">• Strong evidence of correct verb formation, gender and agreement.• Pronunciation and intonation seldom interfere with comprehensibility.	5

Assessment

Assessment summary

Paper 1 is an externally assessed examination paper lasting 40 minutes plus five minutes' reading time.

Paper 2 is an externally assessed examination paper lasting 1 hour and 30 minutes.

Paper 3 is externally assessed through a speaking test lasting no more than 10 minutes.

Summary of table of assessment

Paper 1: Listening	Paper code: KFR0/01
<ul style="list-style-type: none">• The paper is assessed through an examination paper lasting 40 minutes, plus five minutes' reading time, set and marked by Edexcel.• The total number of marks for the paper is 50.	
Paper 2: Reading and Writing	Paper code: KFR0/02
<ul style="list-style-type: none">• The paper is assessed through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.• The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.	
Paper 3: Speaking	Paper code: KFR0/03
<ul style="list-style-type: none">• Maximum 10 minutes. <p>The total number of marks for the paper is 40.</p>	

Assessment Objectives and weightings

Papers 1, 2 and 3

	% Level 1/Level 2 Certificate
AO1: understand and respond to spoken language	25%
AO2: communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	25%
AO3: understand and respond to written language	25%
AO4: communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification and using them accurately	25%
TOTAL	100%

Relationship of Assessment Objectives to Papers 1, 2 and 3 for Level 1/Level 2 Certificate

Paper number	Assessment Objective				Total for AO1, AO2, AO3 and AO4
	AO1	AO2	AO3	AO4	
Paper 1	25%	0%	0%	0%	25%
Paper 2	0%	25%	25%	0%	50%
Paper 3	0%	0%	0%	25%	25%
Total for Level 1/Level 2 Certificate	25%	25%	25%	25%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's website: www.edexcel.com.

Forbidden combinations

It is forbidden for students to take this qualification at the same time as the Edexcel International GCSE in French qualification.

Classification code

Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, Level 1/Level 2 Certificate and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information with regard to the *Equality Act 2010*.

Assessing your students

The first assessment opportunity for Papers 1, 2 and 3 of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification. All papers have to be taken in the same examination series.

Your student assessment opportunities

Paper	June 2014	June 2015	June 2016
Paper 1: Listening	✓	✓	✓
Paper 2: Reading and Writing	✓	✓	✓
Paper 3: Speaking	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The Level 1/Level 2 Certificate qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for this qualification will be 2014.

Language of assessment

Assessment materials contain questions written in French and English. Work submitted for examination must be produced in French, as required by the question.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations and Assessments* document on the JCQ website www.jcq.org.uk/.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification offers suitable progression routes to GCE AS and GCE Advanced level as well as other Level 3 language qualifications (for example NVQ French).

In addition, the study of one language at this level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade awarded for this qualification. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

Grade C

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You’ll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access the service at www.edexcel.com/ask.

We’ll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you’ll be able to find answers to many questions you might have by searching, rather than submitting a question to us.

Support for Students and Learners

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we’ve developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students’ experiences at university, on their travels and entering the workplace.

We’re committed to regularly updating and improving our online services for students. The most valuable services we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website at www.edexcel.com.

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Appendix 1: Linguistic structures for French

Students are expected to have acquired knowledge and understanding of French grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

For structures marked **(R)**, only receptive knowledge is required.

Nouns:	gender singular and plural forms
Articles:	definite, indefinite and partitive, including use of <i>de</i> after negatives
Adjectives:	agreement position comparative and superlative: regular and including <i>meilleur, pire</i> demonstrative (<i>ce, cet, cette, ces</i>) indefinite (example <i>chaque, quelque</i>) possessive interrogative (example <i>quel, quelle, quels, quelles</i>)
Adverbs:	comparative and superlative: regular and including <i>mieux, le mieux</i> interrogative (example <i>comment, quand</i>) adverbs of time and place (example <i>aujourd'hui, demain, ici, là-bas</i>) common adverbial phrases
Quantifiers/ intensifiers:	(example <i>très, assez, beaucoup, peu, trop</i>)
Pronouns:	personal: all subjects, including <i>on</i> reflexive object: direct and indirect use of <i>y, en</i> position and order of object pronouns disjunctive/emphatic demonstrative (example <i>ça, cela, celui</i>) possessive (example <i>le mien</i>) relative: <i>qui, que, où, lequel, auquel, duquel, dont</i> (R) indefinite (example <i>quelqu'un</i>) interrogative (example <i>qui, que</i>)

Verbs:	<p>regular and irregular forms of verbs, including reflexive verbs</p> <p>all persons of verbs, singular and plural</p> <p>negative forms</p> <p>interrogative forms</p> <p>modes of address: <i>tu, vous</i></p> <p>impersonal verbs (example <i>il faut</i>)</p> <p>verbs followed by an infinitive, with or without a preposition</p> <p>dependent infinitives (<i>faire réparer</i>) (R)</p> <p>tenses –</p> <ul style="list-style-type: none"> • present • perfect • imperfect • immediate future • future • conditional • pluperfect <p>use of <i>depuis</i> with present and imperfect tenses</p> <p>passive voice (R)</p> <p>imperative</p> <p>perfect infinitive</p> <p>present participle, including use after <i>en</i></p> <p>subjunctive mood: present, in commonly used expressions (R)</p>
Conjunctions:	<p>Coordinating (example <i>car, donc, ensuite</i>) and subordinating (example <i>lorsque, puisque, comme</i>)</p>
Numbers, quantity, dates and time:	<p>including use of <i>depuis</i> with present and imperfect tenses</p>

Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)

General

Recordings are sent out in CD ROM format (hereafter referred to as 'CD') or as sound files accessed via a secure download (hereafter referred to as 'MP3 file').

There is one attendance register for each paper.

It is essential that each candidate is accounted for on the attendance register by indicating either 'absent' or 'present'.

Paper 1: Listening

Checking of CDs/MP3 files

- One CD/MP3 file per 20 candidates will be supplied.
- Immediately upon receipt the CDs/MP3 files should be played on site once in secure conditions and then locked away until required for the examination. Under **no** circumstances should any CDs/MP3 files be removed from the centre. If any significant defect is found, the CDs/MP3 files should be locked away. Edexcel should be informed **immediately**, so that replacement or additional CDs/MP3 files can be sent out.
- No transcript of the CD/MP3 file will be issued at the time of the examination. Transcripts will be issued to centres in the Mark Schemes with Examiners' Reports circulated a short while after the marking period ends.

Equipment and conditions for listening tests

As the listening tests are based on CD/MP3 file recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.

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

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

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

Reading time before the start of the examination

Candidates will have five minutes to read through the examination paper for the listening examination, prior to the playing of the CD/MP3 file. This is **included** in the published time on the timetable. **No dictionaries are allowed in the listening examination.**

Playing the CD/MP3 file

- After the 5 minutes' reading time invigilators must start the CD/MP3 file.
- Time for candidates to read individual questions is built into the recording.
- Each text is played once, followed by a beep. The text is then repeated. Pauses, which give candidates time to write their answers, are included in the recording. As a result, once the CD/MP3 file is started it must not be stopped.

Late arrival – Listening

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

Paper details and materials required for Paper 1

- One CD player/MP3 player per room.
- One combined Question and Answer booklet per candidate.
- No dictionaries are allowed in the Listening examination.
- If you plan to use more than two rooms please ensure you have enough CDs and remember to request extra CDs in good time. The same consideration will apply to MP3 files.

Paper 2: Reading and Writing

Paper details and materials required for Paper 2

- One combined Question and Answer booklet per candidate.

No dictionaries are allowed in the Reading and Writing examination.

- Additional answer sheets must be made available as required.

Appendix 3: Instructions for the conduct of examinations (Paper 3)

General

- There is one attendance register.
- It is essential that each candidate is accounted for on the attendance register either by indicating 'absent' or 'present'.

Timetabling

Centres must conduct the tests during the period specified. This period is from mid-March up to and including the date of the written examination.

Centres should aim to timetable all speaking tests in any one language on the same day or, where numbers are large, on consecutive days.

Method of assessment

- The speaking tests will be conducted by a centre-appointed interviewer. In most cases this will be a teacher within the centre, but centres who do not have a suitably qualified teacher may arrange for someone from outside the centre to conduct the speaking tests. It is solely the responsibility of the centre to find this person, and to ensure they are suitably qualified to carry out the examination and are familiar with its demands and format.
- All tests must be recorded as an audio or MP3 file (or similar sound files) and saved onto CD or USB and all the recordings should be forwarded for marking to the designated examiner. A detachable label with the examiner's name and address will be supplied with the attendance register.

Structure and timing of tests

The timing of the conversation elements of the speaking tests must be respected, though timing to the precise second is not expected.

The format and structure of the speaking test is described in detail in the main body of this specification on pages 7-10.

Accommodation

- As quiet a room as possible is required for the tests.
- Only one candidate is examined at a time. Normally, no person other than the centre-appointed interviewer conducting the test and the candidate should be present in the examination room.

Materials required for speaking tests

Edexcel will supply the following:

1	An attendance register pre-printed with names and numbers of all candidates in the centre.	It is essential that each candidate is accounted for on the attendance register as either 'absent' or 'present'.
2	Address labels for examiners (to be detached from the attendance register).	Do not use examiner labels from other papers or other languages.

The following are supplied in this document:

1	Candidate cover sheet (see <i>Appendix 4: Candidate cover sheet (Paper 3)</i>).	One candidate cover sheet to be completed with centre and candidate details.
2	CD insert labels/USB record sheet (see <i>Appendix 5: CD insert label/USB record sheet (Paper 3)</i>).	One CD insert label to be put in each box with centre and candidate details completed.

It is the responsibility of the centre to supply the following:

1	CD player and microphone, digital recorder or similar.	Test equipment before use.
2	CDs or USB drives.	All CDs and cases and USB drives to be numbered, if appropriate, and labelled with centre name and number.

NB. Centres should check recordings before despatch to the examiner.

Conduct of the speaking test

Recording of candidates' speaking test

All candidates' speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, re-examining is required as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly and that recording is taking place
- the position of the microphone favours the candidate
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and centre-appointed interviewer's name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate's name and number are announced at the start of each test
- the topic area is announced at the beginning of the presentation and each conversation
- recordings of previous candidates are not accidentally erased
- the CD is returned to the correct case after use and that both the CD and its corresponding case are labelled correctly.

NB. More than one candidate's speaking test can be recorded on a CD, as long as each test is recorded as a separate track.

Important

The recording should on no account be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for French at Edexcel. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

Summary of procedures

- The centre-appointed interviewer completes the top part of the candidate cover sheet, see Appendix 4: Candidate cover sheet (Paper 3). The candidate provides the centre-appointed interviewer with a copy of the picture. The centre-appointed interviewer writes the topic area on the candidate cover sheet in the appropriate space.
- The centre-appointed interviewer must not enter any marks or comments in the lower part of the candidate cover sheet. This part is reserved for use by Edexcel.
- The recorder is switched on, the candidate name and number and the topic area of Section A is announced.

- The presentation for Section A now begins. The candidate gives a presentation for up to **one minute**. After the one-minute presentation, the discussion begins. The centre-appointed interviewer must ask the candidate questions which relate to the picture. The centre-appointed interviewer may also ask some questions prompted by the picture. If the candidate's presentation lasts longer than one minute, the centre-appointed interviewer should interrupt with questions. These questions should last a **maximum of three minutes**, after which time the discussion should naturally be brought to a close. In total, Section A of the exam should not last longer than **four minutes**.
- Now Section B begins. The centre-appointed interviewer announces (in French) the topic area that they have chosen for Conversation 1, and begins a conversation with the candidate on the chosen topic. The candidate will **not** know the topic for Conversation 1 until this announcement. This conversation should last a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- The centre-appointed interviewer announces (in French) the topic area that they have chosen for Conversation 2, and begins a discussion with the candidate on the chosen topic. The candidate will **not** know the topic for Conversation 2 until this announcement. This discussion should last a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- At the end of the second conversation the recording should be stopped and the teacher should check that the test has been recorded. Where necessary, the CD should be changed, ready for the next candidate.
- The centre-appointed interviewer must attach (staple, for example) the picture which the candidate has used for the speaking test securely to the candidate cover sheet. If, for some reason, the picture cannot be sent, a description of the picture must be attached to the candidate cover sheet.
- The centre-appointed interviewer must indicate with a tick which topic is covered and write down the sub-topic covered in each part of the speaking exam on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).
- Both the candidate and the teacher must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).

Checklist for conduct

When conducting speaking test:		
At this point	Record this	Do this
At the start of each new CD or for the first file if recorded digitally	'Certificate in French' [state examination session], 'Paper 3, Interviewer _____' [give name] 'Centre name _____', 'Centre number _____'	On the CD label/USB, write your centre name and number, the language, specification number and the centre-appointed interviewer's name.
At the start of each candidate's test	'Candidate number _____, _____' [state name of candidate]	On the photocopyable CD insert/USB record sheet, write the candidate's name and number. Make sure the candidate cover sheet is complete with relevant details. Start the test. Do not stop or pause the recording during the oral.
At the start of the presentation and each of the two conversations	'Presentation Topic _____', 'Conversation (1, 2), Topic _____' [in French]	Do not stop or pause the recording.
At the end of each candidate's test	'End of test'	Check that the test has been recorded clearly and audibly. Reset the controls ready to record the next candidate. Make sure that the topic areas are ticked and sub-topic areas are written down for each part of the speaking exam. Make sure the candidate has signed the declaration of authentication. If you are the candidate's teacher, sign the declaration of authentication on the candidate cover sheet. If you are not, give the cover sheet to the teacher for their signature.
After the last candidate on each CD (if relevant)	'End of CD. The tests continue on CD/digital recorder number _____' [state number of next CD/digital recorder]	Check that all the details on the CD label/USB record sheet are completed.

Advice for centre-appointed interviewers on Section A discussion and Section B conversations

- Example questions are given in the *Sample Assessment Materials* document available on our website. Preparing sequences of questions may be helpful to the teacher but **the candidate should not be able to predict exactly what will be asked or in what order.**
- Do comment and respond naturally but **briefly** to what the candidate says.
- Avoid yes/no questions except as a lead-in to something more challenging. Ensure that questions allow candidates to achieve their maximum potential, for example by covering a range of tenses/time references and opinion as appropriate within the prescribed time for the conversation.
- Encourage candidates to expand beyond a simple reply to each question – aim at a natural conversation.
- Never correct a candidate’s language, however inaccurate, during a test.
- Do not interrupt candidates **except** when they are trying to deliver a prepared monologue (however this is permitted in the one-minute presentation at the beginning of Section A – presentation).
- Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

Preparation of materials to despatch to the examiner

- Centres should send all orals to the appropriate examiner.
- Candidate cover sheets must contain all the appropriate centre and candidate details – correct candidate numbers are essential.
- Candidate cover sheets must include the details of the topic areas chosen.
- Each candidate cover sheet must have the picture which the candidate chose for their Section A presentation securely attached to it. In instances where the picture cannot be sent, a description of the picture must be attached instead.
- Both the teacher and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*), confirming that the work is the candidate’s own. Any candidate unable to provide an authentication statement will receive zero credit for the component.
- All the candidate cover sheets (with each candidate’s picture attached) must be arranged in **candidate number order.**
- Each CD, if relevant, must be numbered and the number indicated in the appropriate box on the candidate cover sheet.
- Every CD and CD case, if relevant, must be numbered and clearly labelled with centre name and number and the language being examined. Photocopiable CD inserts/USB record sheets are provided (see *Appendix 5: CD insert label/USB record sheet (Paper 3)*).

Despatch of materials to the examiner

- Printed address labels are included on the attendance registers, showing the name of the examiner. As soon as the centre-appointed interviewer has finished conducting the last candidate's test, all materials should be despatched to the examiner. The following must be included in the parcel:
- The **top two copies** of the attendance register (bottom copy to be retained by the centre). Please remember that attendance registers **must not be folded or creased**.
- All CDs or USB sticks and a copy of the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) for each candidate, with the picture from Section A (or a description of the picture). The candidate cover sheet must be completed in full and signed by both the teacher and the candidate.
- Where the size of the candidature makes it necessary to split parcels, the parcels should be numbered clearly on the outside (for example package 1 of 2).

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

Appendix 4: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

Centre name:	Centre number:	Language:	
Candidate name:	Candidate number:	Specification number:	
Date of speaking test:	Name of interviewer conducting test (Block capitals):	CD number:	Track number:

	Topic area	Sub-topic
Section A	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Section B, Conversation 1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Section B, Conversation 2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support professional development and training of centre interviewers and Edexcel examiners.

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

To be completed by the Edexcel Examiner:

Section A

Presentation, communication and fluency		Knowledge and application of language		Accuracy		TOTAL:	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Section B

Communication, interaction and fluency		Knowledge and application of language		Accuracy		TOTAL:	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Appendix 5: CD insert label/USB record sheet (Paper 3)

Complete the required details.

June 201..... speaking test		
Language/specification number:		
Centre number:		
Track number/ Audio file	Candidate name:	Candidate number:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
Name of interviewer:		

Appendix 6: Suggested resources

For this qualification, the following suggested title ranges are currently available as possible teaching aids. Although they are designed for GCSE, these course books are equally useful for students taking this qualification. The list is not exhaustive.

In addition, students and teachers are reminded of the value of the internet as a tool for research and learning.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Bourdais D, Finnie S and Gordon A – *Envol* (Oxford University Press, 1996) ISBN 9780199122066 – particularly recommended for higher ability students, including a student's book, teacher's book and audio cassettes

Mascie-Taylor H and Honnor S – *Encore Tricolore 4* (Nelson Thornes, 2001) ISBN 9780174403449 – the Encore Tricolore range includes a student book, teacher's book, audio CD and copymasters which are very suited to this specification

McLachlan A – *Métro* (Heinemann Education, 2002) ISBN 9780435380274 – the Métro range includes a student's book, teacher's guide, audio cassettes, and OHTs. Métro 4 is aimed at the 14–16 years age range

Talon G and Wesson A – *Fusée 4* (Hodder Arnold H&S, 2002) ISBN 9780340802205 – another stage 4 series, with teacher books, cassettes and resource files. The series is supported by online resources at www.fusee.co.uk

Thorne S, Berwick G, Woods C and Crossland S – *Camarades 4* (Nelson Thornes, 1996) ISBN 9780748723553 – a stage 4 course comprising a student's book, teacher's guide, audio cassettes and resources files.

Useful websites

The list below represents a selection of the large number of language websites available. The list is not exhaustive.

http://education.guardian.co.uk/netclass/schools/modernlanguages/0,5607,79833,00.html	Site hosted by the Guardian newspaper providing exercises and links for French
www.authentic.com/	Youth-orientated magazines and audio support etc
www.bbc.co.uk/languages/french/	A variety of online French courses
www.bbc.co.uk/schools/gcsebitesize/french/	GCSE revision bites and games
www.linguanet-europa.org/plus/welcome.htm	A multilingual, virtual resources centre to support the teaching of foreign languages
www.llas.ac.uk/	Subject Centre for Languages, Linguistics and Area Studies
www.quia.com/index.html	Collection of games/puzzles/ worksheets. It provides templates for designing your own exercises
www.sunderlandschools.org/mfl%2Dsunderland/	Site written by MFL teachers for MFL teachers. Resources, links and general information for French

Appendix 7: Wider curriculum

Signposting and development suggestions

In addition to acquiring knowledge about language structures and the development of practical language skills, effective language learning involves a promotion of cultural understanding. This qualification requires students to consider a range of topic areas which give opportunities to develop an appreciation of the culture and society of French-speaking countries and communities. Consequently, teachers can link students' language study to the issues listed below.

Issue	Paper	Opportunities for development
Spiritual	1, 2, 3	<ul style="list-style-type: none"> Topic area A includes customs, religion and traditions in a French-speaking country
Moral	1, 2, 3	<ul style="list-style-type: none"> Topic area D includes current affairs and social issues
Ethical	1, 2, 3	<ul style="list-style-type: none"> Topic area D includes current affairs and social issues
Social	1, 2, 3	<ul style="list-style-type: none"> Topic area A includes everyday life, traditions and communities in a French-speaking country, and Topic area D includes social issues
Legislative	1, 2, 3	<ul style="list-style-type: none"> Topic area D includes current affairs and social issues, which may be linked to legislative issues
Economic	1, 2, 3	<ul style="list-style-type: none"> Topic area B includes work/careers, and Topic area D includes current affairs and social issues
Cultural	1, 2, 3	<ul style="list-style-type: none"> Topic area A includes everyday life, traditions and communities in a French-speaking country
Sustainable	1, 2, 3	<ul style="list-style-type: none"> Topic area D includes environmental issues
Health and safety	1, 2, 3	<ul style="list-style-type: none"> Topic area E includes accidents, injuries, common ailments and health issues
European initiatives	1, 2, 3	<ul style="list-style-type: none"> Topic area D includes current affairs and environmental issues, which may be linked to European initiatives

Appendix 8: Codes

Type of code	Use of code	Code number
National classification codes	Every qualification 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 qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5650
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Funding Schedule, Section 96, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QN for the qualification in this publication is: 600/4422/6
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	KFRO
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> enter a student for assessment aggregate the student's paper scores to obtain the overall grade for the qualification. 	Please refer to the <i>Edexcel Information Manual</i> , available on the Edexcel website.

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