

Getting Started Guide



GCSE (9-1) French

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French (1FR0)

Getting Started: GCSE French 2016

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1. Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

Key features of our GCSE French

The specification and Sample Assessment Materials have been developed in consultation with the languages community – subject associations, academics and advisors, together with hundreds of teachers and students. Drawing on feedback at every stage, the Edexcel specification has been developed to be an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A level or employment.

The 2016 specification has been built on the following key principles:

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for learners at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of learners at each band.

Continuous progression

Our content builds on the understanding developed at Key Stage 2 and Key Stage 3 while also ensuring that learners new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A level.

Support for the new specification

This Getting Started guide provides an overview of the new GCSE specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We are providing a package of support to help you plan and implement the new specification.

- **Planning:** an editable course planner and schemes of work that you can adapt to suit your department
- **Understanding the standard:** example student work with examiner commentaries
- **Tracking learner progress:** specimen papers to support formative assessments and mock exams
- **Personal, local support:** a network of leading practitioners across the country, providing online and face-to-face training events
- **Teaching and learning materials:** translation and literary text booklets and editable vocabulary sheets for use in class or for homework, together with a range of guides containing practical approaches to areas such as translation, using literary texts, incorporating culture and spontaneous speaking, plus a variety of resources and videos to support teaching and learning.

These support documents are available on the GCSE 2016 French pages on the Edexcel website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016/teaching-support.html>

2. What's changed?

2.1 What are the changes to the GCSE qualification?

GCSE French specifications are changing for first assessment 2018:

- The new 9–1 grading system will replace A*–G.
- There will be no controlled assessment component: all assessment will be through external examinations.
- All papers will be set and marked by the awarding organisation. This includes both speaking and writing examinations.
- The speaking test will be conducted by a teacher in the centre with materials supplied in advance and retained in secure conditions.
- Assessment weightings will be 25% per skill.
- Papers will be tiered but there will be no mixed tier entry. Students will be entered for a single tier across all papers, either Foundation or Higher.

Changes to content and assessment requirements for GCSE French

The content requirements¹ for GCSE French have been revised. All awarding organisations' specifications for GCSE French must meet these criteria. Full details of the subject criteria can be found at www.gov.uk/government/publications/gcse-modern-foreign-languages

- The reading paper will contain authentic stimuli, including some extracts from relevant abridged or adapted literary texts.
- There will be short translations from and into French.
- Some questions will be in French in the reading and listening papers.
- The compulsory topics will be linked to: identity and culture; local, national, international and global areas of interest; current and future study and employment (see Changes to specification content on page 5).

Changes to Assessment Objectives

The GCSE French Assessment Objectives have been revised for the new specification. Each of the four assessment objectives now carries a weighting of 25%. The Assessment Objectives are given in the table below.

AO1 25%	Listening – understand and respond to different types of spoken language
AO2 25%	Speaking – communicate and interact effectively in speech
AO3 25%	Reading – understand and respond to different types of written language
AO4 25%	Writing – communicate in writing

Relationship of Assessment Objectives to components

The assessment of each of the Assessment Objectives is contained exclusively in the four examination papers.

¹ *Modern foreign languages GCSE subject content* (DfE, 2014) www.gov.uk/government/publications
Reference: DFE-00348-2014

The four components of the qualification are:

- Paper 1 Listening and understanding in French
- Paper 2 Speaking in French
- Paper 3 Reading and understanding in French
- Paper 4 Writing in French.

These four papers are compulsory, must be sat in one terminal session, and make up the GCSE qualification.

Use of French in questions²

In listening (AO1) 20–30% of the marks must be awarded for responses to questions set in the assessed language.

In speaking (AO2) students will be required to express themselves solely in the assessed language.

In reading (AO3) 30–40% of the marks must be awarded for responses to questions set in the assessed language.

In writing (AO4) students will be required to express themselves solely in the assessed language. Questions may be asked in English where translation into the assessed language is required or where the context of the questions is detailed or complex.

The table below provides a comparison with the relationship of Assessment Objectives to examined components in GCSE French 2012*.

		2FR01 (2012)	1FR0 (2016)
		Weighting	Weighting
AO1	Listening	20%	25%
AO2	Speaking	30%	25%
AO3	Reading	20%	25%
AO4	Writing	30%	25%

*N.B. The comparison is with GCSE full course; there will be no short course available in new GCSEs in Modern Languages for 2016.

2.2 Changes to Edexcel GCSE French

Specification overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

² *Modern foreign languages GCSE subject content* (DfE, 2014) www.gov.uk/government/publications
Reference: DFE-00348-2014

3. Planning

Paper	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding in French	F = 35 minutes, including 5 minutes' reading time H = 45 minutes, including 5 minutes' reading time	Multiple-response and short-answer open response questions. The majority of questions will be set in English with two questions set in French.
Paper 2 25% 70 marks	Speaking in French	F = 7 – 9 minutes plus 12 minutes' preparation time H = 10 – 12 minutes plus 12 minutes' preparation time	Students will be assessed through three tasks: a role play questions based on a picture stimulus a conversation.
Paper 3 25% 50 marks	Reading and understanding in French	F = 45 minutes H = 1 hour	Question types will comprise both multiple-response and short-answer open response questions, and one translation question. There will be three questions set in French.
Paper 4 25% 60 marks	Writing	F = 1 hour 10 minutes H = 1 hour 20 minutes	Three open response tasks (includes one cross over task) and one translation. 2 open response questions (includes one cross over task) and one translation.

Full details of the assessment can be found in the French GCSE 9-1 specification:
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>

Changes to specification content

The assessment of GCSE French will be set in the context of the following compulsory themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

Following consultation with teachers, language and assessment experts, these compulsory themes have been divided into five broad theme areas, giving the opportunity for teaching one theme per term. These five themes are further broken down into topics and sub-topics all of which should be studied in the context of both the students' home country and that of countries or communities where French is spoken. They are designed to offer a motivating, enriching and up-to-date context for the study of the French language. Teachers should be aware of the need to develop their students' awareness and understanding of the cultural life of French-

speaking communities in their selection of teaching materials during the course of study and in preparation for the final assessment.

For listening and reading assessments, the majority of contexts are based on the culture and countries where French is spoken. Students may also refer to the culture of France/French-speaking countries or communities in the speaking and writing papers.

Our content principles

- There is a mix of familiar and new topics to support a wide range of interests.
- The topics encourage the teaching and learning of French-speaking culture.
- The topics show how language can be used in practice.
- The topics facilitate progression from Key Stage 3 to A level.
- The topics meet the requirements of the subject criteria.

The themes and topics are listed below:

Theme 1: Identity and culture

Topics:

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (uses of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

Topics:

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

Theme 3: School

Topics:

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

Theme 4: Future aspirations, study and work

Topics:

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs, careers and professions

Theme 5: International and global dimension

Topics:

3. Planning

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

The final assessments at the end of the course will draw on the full range of these themes and topics. Teachers are encouraged to refer to the Sample Assessment

3. Planning

3.1 Planning and delivering the course

GCSEs in French are linear and 100% external assessment.

This specification has been designed so that the content is clear and so that it is manageable for centres to deliver within the guided learning hours over a two- or three-year period. Structured across five themes, our flexible programme of study allows time for a focused revision period at the end of the course.

There is a range of possible ways of planning the delivery of the specification and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students.

The time allocated to each of the elements of the specification reflects the weighting of that element – all skills have an equal weighting and are worth 25% each in the final assessment, so equal amounts of time should be spent on each skill when covering the five themes in the Edexcel specification. The five themes are: Identity and culture; Local area, holiday and travel; School; Future aspirations, study and work; International and global dimension. **All themes and topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.** There will be equal weighting between the themes in the assessment.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

3.2 Suggested resources

Below is a list of free support for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French (1FR0):

- Getting Started Guide for GCSE French
- Editable two-year and three-year GCSE course planners
- Editable two-year and three-year GCSE schemes of work
- Mapping guides comparing the 2012 and 2016 GCSE French specifications
- Mapping guides to map the 2016 GCSE French specification to the Pearson GCSE French textbook 2008
- Additional specimen papers (for listening, reading and writing)
- Student exemplars with examiner commentary
- Mocks marking training
- 'How to' guides including:
 - answering questions in the target language
 - approaches to translation
 - classroom talk strategies
 - guide to rubrics in French
 - incorporating culture into the MFL classroom
 - vocabulary learning strategies
 - conducting the speaking assessment.
- Translation activity and answer booklets
- Literary text activity and answer booklets
- Grammar Presentations

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- Teaching and learning videos on spontaneous speaking, approaches to grammar and translation, incorporating culture into the MFL classroom
- Video on how to conduct the speaking assessment
- Editable vocabulary spreadsheets
- Editable image bank for speaking and writing practice
- List of useful French websites
- Ideas for questions to ask in the speaking assessment
- Ideas for structures for students to use in the speaking and writing assessments
- Progression support
- Student guide
- Free Getting Ready to Teach training events on delivering the GCSE over two and three years, with integrated teaching and learning sessions covering translation, spontaneous speaking and literary texts
- Subject specialists.

All planning and support materials can be found via this webpage:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials>

We will also be offering paid-for Professional Development courses on *Delivering the new GCSE MFL specification (9–1)* to support first teaching and beyond, from September 2016. Details about these will be published on our website in due course.

We are committed to helping teachers deliver our Edexcel qualifications and students achieve their full potential. To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers. However, it is not necessary to purchase endorsed resources to deliver our qualifications.

Pearson's paid-for published resources will provide comprehensive support for the Pearson Edexcel GCSE French specification. You can request a free evaluation pack and find out more at:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.resources.html?defaultFacet=Publisher:Pearson>

Pearson's new **Studio!** resources* for Edexcel GCSE French 2016 will:

- provide strong continuation from popular Key Stage 3 courses
- drive engagement through culture-focused content
- support you to prepare students for GCSE (9–1) assessments.

Resources* include:

- **Student Books** (Higher or Foundation)
- **Teacher Guides** (Higher or Foundation)
- **Grammar and Translation Workbook**
- **Vocabulary Workbook**
- **ActiveLearn Digital Service**
- **ActiveBooks** (Higher or Foundation)

3.3 Delivery models

An editable course planner and example schemes of work covering a two- and three- year Key Stage 4 are available on Pearson Edexcel's GCSE 2016 French webpage. These documents have been designed to support planning for both a two-year and three-year course and are based on the following principles:

- Three 12-week terms per academic year.
- A focused revision period at the end of the course – the summer term of the final year of study would be used for revision and final examination preparation for linear assessment and 100% final examinations.
- The number of hours allocated to GCSE French each week will depend on the individual centre's timetable, but an average of two hours a week has been assumed as this fits with research carried out in schools, and gives 120 guided learning hours.

These delivery models are suggestions only and there are a number of valid ways of structuring courses. The schemes of work show one of a number of possible orders of topics and approaches to grammar coverage; these should be adapted by centres to work for their individual timetables.

4. Content guidance

Teachers should refer to the 'How to' guides available on our website for support on how to approach the content.

These guides feature pedagogical rationale, strategies and practical activity suggestions to help with:

- Answering questions in the target language
- Approaches to translation
- Classroom talk strategies
- Understanding rubrics in French
- Incorporating culture into the MFL classroom
- Vocabulary learning strategies.

Ideas on how to approach the themes and for activities within these themes are provided below. Note that these are suggestions only and are not prescriptive.

Theme 1: Identity and culture

Topics:

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

Suggestions for approaching this theme

This theme will enable students to build on the areas covered at Key Stage 3, to build on the vocabulary and grammar and to extend it. Students should be encouraged to describe, comment on, give for and against, express opinions and compare all the aspects above. This theme should also enable students to explore and comment on the experiences of others within the areas described. This theme will give plenty of opportunities for group discussion.

This theme could be approached by presenting the students with authentic materials on some of the different areas such as a blog of a young person talking about themselves, forum entries of teenagers discussing their family issues or people discussing the role of social media in their lives.

Daily life will enable students to compare their daily lives to those of people living in countries where French is spoken and to express their opinion. *Cultural life* could be covered by presenting typical French festivals and celebrations and comparing them to those of the students' countries. Reviews are an effective way to introduce the topics of reading, sport and film. The topic of music presents another way of introducing authentic materials.

Activity ideas

- Students present themselves now in writing or orally and compare with before.
- Students read a blog and compare their lives with those of the people living in countries where French is spoken.
- Students take part in a discussion about family issues to encourage spontaneous speech, e.g. why they argue with parents/siblings.
- To encourage spontaneous speech students are given cards with different situations at home and discuss how they would respond.

- Students research their role models and present them in writing/orally.
- Students take part in a survey about what makes a good friend.
- Students brainstorm adjectives and order them to describe a friend/role model/parents/siblings.
- Students listen to other teenagers talking about their interests, compare them to their own interests and give opinions.
- Students read (abridged) autobiographies of famous people and compare their experiences.
- Students take part in a discussion about the pros and cons of their lives now and when they were little.
- Students discuss their daily life and that of people living in another country.
- Students practise role-play situations, e.g. going out, discussing family issues.
- Students research and compare the lives of teenagers in different French-speaking countries.
- Students express their opinions on food and drink.
- Students research culinary aspects in other French-speaking countries.
- Students read about festivals and traditions in countries where French is spoken and compare them to theirs.
- Students are given a festival/tradition to research and present to the class.
- Students are given a festival/tradition to research and other students make up questions to ask them.
- Students read literary texts describing festivals/traditions.
- Students express their opinions on festivals and celebrations.
- Students take part in a debate about the importance and relevance of particular festivals.
- Students research French-speaking singers and express their opinions on their music.
- Students listen to a selection of French music and take part in a debate.
- Students use the lyrics of a song to practise translation skills.

Theme 2: Local area, holiday and travel

Topics:

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

Suggestions for approaching this theme

Students should be able to build on some of the areas covered at Key Stage 3 such as countries, means of transport, directions, places in town, weather and activities and include them in this wider theme of Local area, holiday and travel.

This theme will give students plenty of opportunities to practise for the new role-play section of the assessment. Using both personal and authentic materials will be an effective way to introduce and expand on this theme

Activity ideas

- Students take part in a debate to promote spontaneous speech on favourite places to go on holiday/preferred holiday activities/preferred accommodation.
- Students bring a personal holiday photograph and present it to the class.
- Students research a dream holiday destination in a French-speaking country.

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- Students are given one French-speaking country to research and they explain why it would be a good/bad holiday destination.
- Students are given a virtual amount of money and they need to plan for a holiday, including travel, accommodation and activities.
- Students read reviews on holiday accommodation.
- Students take part in role plays at the hotel/at the tourist office/at a tourist attraction/in a restaurant/making holiday plans/in a shop.
- Students practise being an interpreter for their friends who do not speak French and they perform a role play in different situations. This is a good activity to practise translation skills.
- Students read authentic materials such as holiday reviews, accommodation brochures and websites and translate them into English. This is a good activity to practise translation skills.
- Students design their own website for a holiday destination – they create both a French and an English website.
- Students research a region of France and present it to the class, highlighting the places of interest and what they can do there.
- Students debate on a particular holiday destination.
- Students write blogs about disastrous holidays.
- Students write about their dream holiday destination.
- Students read literary texts containing holiday accounts or descriptions of places, e.g. extracts from *La Gloire de Mon Père* – Marcel Pagnol, *Les Malheurs de Sophie* – Comtesse de Ségur, *L'Arbre de Noël* – Michel Bataille (this work could also be used for the topic of festivals with the description of the preparation of Christmas).

Theme 3: School

Topics:

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

Suggestions for approaching this theme

Students will have the opportunity to reuse prior learning in this theme, to build on it and extend their knowledge and understanding. They will be able to discuss their school experiences and comment on different aspects such as the school day, subjects, what they like about school and how they celebrate their successes in competitions, shows and exams. They also will be able to talk about school trips, events and exchanges and give their views.

Activity ideas

- Students take part in a debate about school rules.
- Students read about rules in other schools and express their opinions.
- Students report on others' opinions about rules.
- Students create their own rules.
- Students research the school day in a French collège and/or lycée and compare it to theirs. They could also compare timetables.
- Students watch parts of 'Entre les Murs', express their views on the French students in the film and compare the French and English systems.
- Students watch parts of 'Etre et Avoir' and comment on the school life of the young children described.
- Students take part in role plays about school days/subjects.

- Students present a school trip they took part in.
- Students ask other students questions about a school trip.
- Students research and create their ideal school trip in a French-speaking country.
- Students bring in a certificate/prize and talk about their success.
- Students take part in a debate about the pros and cons of exchanges.
- Students visit the websites of some French schools to find information about collèges and lycées and they present this to the class.
- Students read sections of *Entre les Murs* to practise reading authentic materials.
- Students read 'Le Cancre', a poem by Jacques Prévert about school.
- Students read 'Page d'écriture', another Jacques Prévert poem about school.
- Students take part in roles plays in which they discuss a school trip or arrange to go out with their exchange friends.

Theme 4: Future aspirations, study and work

Topics:

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

Suggestions for approaching this theme:

This theme will expose students to the importance of studying languages and will give examples of how languages can be useful outside the classroom. Building on the work of Theme 3, this fourth theme will give students greater opportunities and a greater scope to study the general theme of school and studying with new aspects such as volunteering and training. Teachers are encouraged to use a range of sources to exemplify these aspects and these can be local, international and of the French-speaking world.

Activity ideas

- Students take part in a debate about the importance of studying a language.
- Students research famous people who can speak French.
- Students research jobs that require French.
- Students take part in role plays about travelling.
- Students practise job interviews in French.
- Students carry out a survey about other students' plans for the future.
- Students discuss opportunities beyond A level.
- Students discuss apprenticeship versus academic studies.
- Students research a job through a French jobseeker's website.
- Students take part in role plays about future studies and jobs.
- Students write a letter to apply for a job or to be a volunteer.
- Students research volunteering opportunities.
- Students research opportunities for studying abroad.
- Students take part in a debate about the pros and cons of volunteering.
- Students research Les Restos du Coeur and present their findings.
- Students research l'Abbé Pierre and his lifelong work.
- Students visit a French volunteering website and list reasons to volunteer and areas to volunteer in.

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Theme 5: International and global dimension

Topics:

- **Bringing the world together:** sports events; music events; campaigns and good causes
- **Environmental issues:** being 'green'; access to natural resources

Suggestions for approaching this theme

This theme will enable students to discuss aspects of international and global dimension and will provide opportunities to discuss famous events such as the Olympics, music festivals and topical issues such as the environment and good causes.

Presenting students with very familiar and contemporary events will result in further exploration of this theme and will give them the confidence to discuss other international events. This theme could be introduced with well-known local, national and international events.

Activity ideas

- Students describe the poster/flyer of a sports event, music event, campaign or good cause.
- Students create an alternative poster/flyer of a sports event, music event, campaign or good cause.
- Students research and present local and national sports events, music events, campaigns and good causes.
- Students set questions for their classmates on a sports event, music event, campaign or good cause.
- Students research sports events, music events, campaigns and good causes in countries where French is spoken and then present their preferred ones with reasons.
- Students take part in a debate about the pros and cons of international/national events.
- Students create their own sports/music events.
- Students listen to people talking about a sports or music event and feed back to the class.
- Students read about sports and music events in countries where French is spoken and compare them.
- Students select one sports and one music event in countries where French is spoken and express their opinions.
- Students write a review on a music event or report orally.
- Students write an account of a sports or music event they attended in their locality/country or in a country where French is spoken.
- Students watch or read the news and report on a recent sports event, music event, campaign or good causes.
- Students take part in a debate about the pros and cons of certain campaigns.
- Students research and promote a good cause.
- Students research good causes in French-speaking countries.
- Students research Médecins Sans Frontières.

5. Assessment guidance

5.1 Implications of linear assessment

This GCSE French course is designed to be followed in a linear fashion. The four components must be sat as terminal examinations at the end of the course. Examinations will take place only in a summer session at the end of the course of study (most often a two year course) and there will be no opportunity for resitting individual components. A candidate would be eligible to resit the whole qualification (four components) at a future examination session.

5.2 Paper 1

<p>Paper 1: Listening and understanding in French (Paper code: 1FR0/1F and 1H)</p>
<p><i>Written examination</i></p> <p><i>Foundation tier: 35 minutes including 5 minutes' reading time; 50 marks</i></p> <p><i>Higher tier: 45 minutes including 5 minutes' reading time; 50 marks</i></p> <p><i>25% of the total qualification</i></p>
<p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics (see pages 9–10).</p>
<p>Assessment overview</p> <p>Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French speakers.</p> <p>Students must answer all questions in both sections.</p> <p>There is no requirement for students to produce written responses in French.</p> <p>Foundation tier</p> <p>Section A is set in English. The instructions to students are in English.</p> <p>Section B is set in French. The instructions to students are in French.</p> <p>Higher tier</p> <p>Section A is set in French. The instructions to students are in French.</p> <p>Section B is set in English. The instructions to students are in English.</p>

5. Assessment guidance

5.3 Paper 2

Paper 2: Speaking in French (Paper code: 1FR0/2F and 2H)
<i>Internally conducted and externally assessed</i> <i>Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks</i> <i>Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks</i> <i>25% of the total qualification</i>
Content overview This paper draws on vocabulary and structures across all the themes and topics (see pages 9–10).
Assessment overview Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings. There are three tasks which must be conducted in the following order: Task 1 – a role play based on one topic that is allocated by Pearson. Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson. Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking.

5.4 Paper 3

Paper 3: Reading and understanding in French (Paper code: 1FR0/3F and 3H)
<i>Written examination</i> <i>Foundation tier: 45 minutes; 50 marks. Higher tier: 1 hour; 50 marks</i> <i>25% of the total qualification</i>
Content overview This paper draws on vocabulary and structures across all the themes and topics (see pages 9–10).
Assessment overview Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students in English. Section B is set in French. The instructions to students in French. Section C includes a translation passage from French into English with instructions in English.

5.5 Paper 4

<p>Paper 4: Writing in French (Paper code: 1FR0/4F and 4H)</p>
<p><i>Written examination</i></p> <p><i>Foundation tier: 1 hour 10 minutes; 60 marks. Higher tier: 1 hour 20 minutes; 60 marks</i></p> <p><i>25% of the total qualification</i></p>
<p>Content overview</p> <p>This paper draws on vocabulary and structures across all the themes and topics (see pages 9–10).</p>
<p>Assessment overview</p> <p>Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in French. Word counts are specified for each question. Students must answer all questions.</p> <p>Foundation tier – three open response questions and one translation into French.</p> <p>Higher tier – two open response questions and one translation into French.</p>

5.6 Non-examination assessment

Overview

There is no longer any centre-designed component in the assessment of GCSE French. The speaking test is, however, internally conducted by teachers in their centres. The assessment materials will be provided by Edexcel in advance of the examination period and it is required that they remain secure throughout the examination period. Further information about access to the materials at the time of testing and conduct of this component will be provided in due course.

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