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# GCSE 2016 Languages

(French, German, Spanish)



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# **Getting Ready to Teach Pearson's new Edexcel GCSE (9-1) in French**

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Welcome to this Getting Ready to Teach presentation on Pearson's new Edexcel GCSE (9–1) in French.



## Objectives

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- Gain an overview of the main changes
- Explore the question papers and mark schemes
- Look at how the changes could be implemented into a two-year Key Stage 4 course
- Look at T&L strategies for integrating literary texts and translation and encouraging spontaneous speaking in the classroom
- Find out more about the support available
- Have the opportunity to network, discuss best practice and share ideas with other teachers



## Agenda

- GCSE reforms and key changes for MFL
- Quick overview of the content and structure of the Edexcel specification, and support available
- Literary texts - in the assessment and in the classroom
- Spontaneous speaking - in the assessment and in the classroom
- Translation - in the assessment and in the classroom

As well as giving an overview of the GCSE reforms and key changes for MFL, this presentation will focus on those aspects of the qualification that are new:

- literary texts
- encouraging spontaneous speaking in the classroom
- translation



## GCSE Reforms

- Updated content and assessment requirements from DfE and Ofqual
- Fully linear structure
- External examinations only
- Tiering in certain subjects only e.g. MFL and Maths
- New 9-1 grading scale, with 9 the top level

All GCSEs are being reformed according to the principles outlined on this slide. These changes apply to all GCSEs developed by all awarding organisations.



## New GCSE Grading Structure

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)  
5 and above = top of C and above

AWARDING  
4 and above = bottom of C and above

Taken from:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/465873/your\\_qualification\\_our\\_regulation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/465873/your_qualification_our_regulation.pdf)

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The reformed GCSEs will be graded from 9 to 1, instead of A\* to G. Statistical predictions will be used in 2017 to ensure there is alignment between the new and current grading structures, such that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- broadly the same proportion of students will achieve a grade 1 and above as currently achieve a grade G and above

All other grade boundaries will be set arithmetically, as now. For example, the boundaries at grades 5 and 6 will be set based on the difference in marks between grades 4 and 7; grade 5 will be set at one third of the difference in marks, and grade 6 at two thirds the difference in marks. The government's definition of a 'good pass' will be set at grade 5 for reformed GCSEs. A grade 4 will continue to be a level 2 achievement.



## Key changes in French

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- 100% external assessment
- 25% assessment weightings per skill
- Tiered papers but no mixed tier entry
- Authentic stimuli in the reading, including literary texts.
- Short translations from and into French.
- Some French questions in the reading and listening papers.
- Compulsory topics linked to:
  - Identity and culture
  - Local, national, international & global areas of interest
  - Current and future study and employment.

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Here are the main changes to GCSEs in French.



## Our approach

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- All 4 skills assessed separately
- Topics & question papers encourage the T&L of the culture of the target language country.
- Speaking assessments encourage and reward spontaneity and interaction
- Papers designed to help all students progress through the assessments confidently
- Choice of questions within the writing paper

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This slide summarises the approach we have taken to the redevelopment.





## Our design principles

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- Scaffolding within the questions in the foundation tier to support learners
- All papers gradually increase in demand with separate sections for questions in French in reading and listening
- Language used in the questions in French should be straightforward so as not to place additional hurdles for candidates
- Ensure contexts within reading and listening papers are set within the TL country
- Speaking assessments that reflect real-life scenarios
- Provide choice where possible in the writing paper

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Here are some of the principles we have followed when developing the new assessments with the aim of making the assessments as accessible as possible.



## Our content principles

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- A mix of familiar and new topics to support a wide range of interests
- Topics that encourage the T&L of French speaking culture
- Topics that show how language can be used in practice
- Topics that facilitate progression from KS3 and to A level
- Topics that meet requirements of the subject criteria

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And here are some of the principles we have followed when designing the content of the new specification.



## Our Themes

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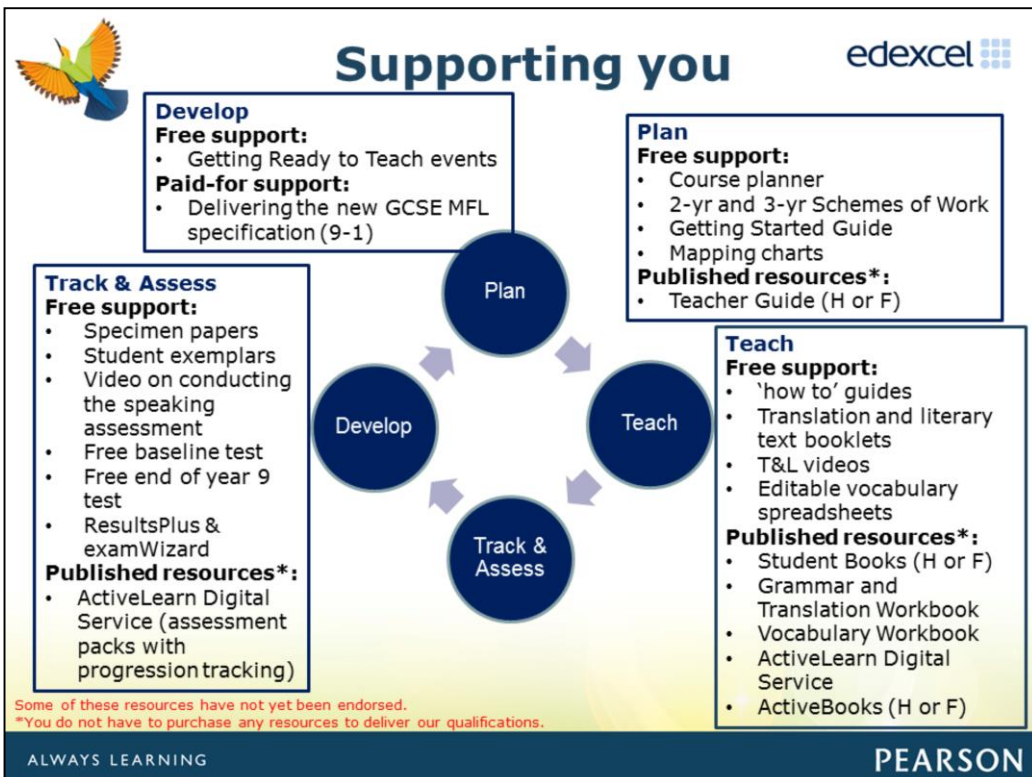
### 5 main Themes:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

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You can see the 5 main themes, including all the topics and sub-topics within them, on page 8 of the accredited specification. 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.



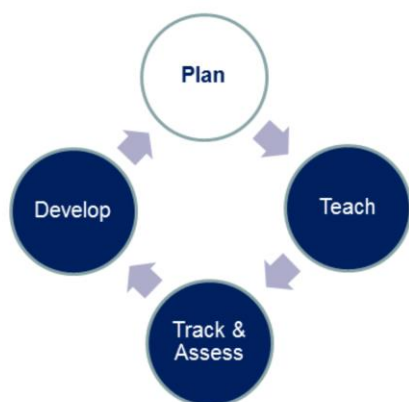
We offer a comprehensive package of support which covers all aspects of your teaching:

- planning your courses
- teaching your courses
- tracking and assessing students' progress
- ongoing development and training needs



# Planning support

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## Free support:

- Course planner
- 2-yr and 3-yr Schemes of Work
- Getting Started Guide
- Mapping charts

## Published resources\*:

- Teacher Guide (H or F)

Some of these resources have not yet been endorsed.  
\*You do not have to purchase any resources to deliver our qualifications.

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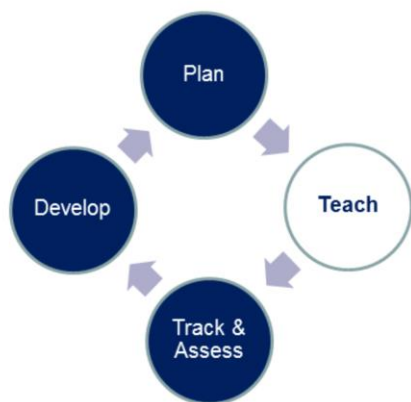
We provide a free 2 year scheme of work and course planner. They are available on the Teacher Support Plan section of the website. If viewing a digital version of this presentation, click on the link below to access these resources:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016/teaching-support/plan.html>



## Teaching support

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### Free support:

- 'how to' guides (e.g. translation, using literary texts, spontaneous speaking, culture, questions in the tl)
- Translation and literary text booklets
- Teaching and learning videos
- Editable vocabulary spreadsheets
- Vocabulary learning strategies
- Guide to target language rubrics
- Grammar presentations

### Published resources\*:

- Student Books (H or F)
- Grammar and Translation Workbook
- Vocabulary Workbook
- ActiveLearn Digital Service
- ActiveBooks (H or F)

Some of these resources have not yet been endorsed.

\*\*You do not have to purchase any resources to deliver our qualifications.

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In the Teacher Support Teach section of the website you will find a wealth of free teaching support. If viewing a digital version of this presentation, click on the link below to access these resources:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016/teaching-support/teach.html>



# Tracking and assessment support

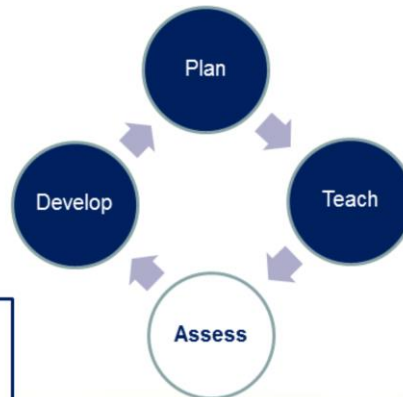
**Free support:**

- Specimen papers
- Student exemplars
- Video on conducting the speaking assessment
- Free baseline test
- Free end of year 9 test
- ResultsPlus & examWizard

**Published resources\*:**

- ActiveLearn Digital Service (assessment packs with progression tracking)

Some of these resources have not yet been endorsed.  
\*You do not have to purchase any resources to deliver our qualifications.



In the Teacher Support Assess and Track section of the website you will find resources to help you track progress. If viewing a digital version of this presentation, click on the link below to access these resources:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016/teaching-support/assess-track.html>

Pearson also offers Progression Services – progression maps and scales allowing you to track students' progress over Key Stage 3 and Key Stage 4. If viewing a digital version of this presentation, click on the link below to access more information:

[http://www.pearsonschoolsandfecolleges.co.uk/Secondary/ProgressionandIntervention/Progression\\_Services/Progression\\_for\\_MFL/Overview.aspx](http://www.pearsonschoolsandfecolleges.co.uk/Secondary/ProgressionandIntervention/Progression_Services/Progression_for_MFL/Overview.aspx)



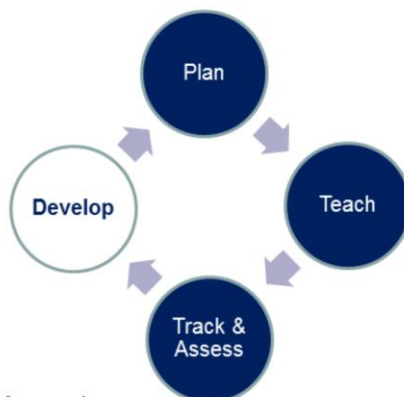
## Supporting you

**Free support:**

- Getting Ready to Teach events

**Paid-for support:**

- Delivering the new GCSE MFL specification (9-1)



We are planning **Professional Development** events to support first teaching and beyond, in response to **your** feedback.

You can find details of our upcoming training events in the Teacher Support Develop section of the website. If viewing a digital version of this presentation, click on the link below:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016/teaching-support/develop.html>





## Published resources

We are committed to helping teachers deliver our Edexcel qualifications and students to 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.



## Published resources

Pearson's new **Studio** resources\* for Edexcel GCSE French 2016 will provide strong continuation from popular KS3 courses; drive engagement through culture-focused content; and support you to prepare students for GCSE (9-1) assessments. Resources\* include:

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

Some of these resources have not yet been endorsed.

\*You do not have to purchase any resources to deliver our qualifications.



## Other published resources

Our qualification is also supported by resources\* produced by other publishers:

- Zigzag

Photocopiable resources for French – learning, revision & exam practice!

\*These resources have not yet been endorsed. This information is correct as of 8th April 2015, but may be subject to change.

\*You do not have to purchase any resources to deliver our qualifications.



## Overview of new specification

Paper	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding	F = 35 minutes incl 5 mins reading time H = 45 minutes incl 5 mins' reading time	multiple-response and short-answer open response questions. The majority of the questions will be set in English with two questions set in the TL.
Paper 2 25% 70 marks	Speaking	F = 7–9 minutes; (12 mins prep) H = 10–12 minutes; (12 mins prep)	Students will be assessed through 3 tasks: <ul style="list-style-type: none"><li>• a role play,</li><li>• questions based on a picture stimulus</li><li>• a conversation.</li></ul>

This slide and the following slide give an overview of the structure and assessment requirements of the new qualification.



## Overview of new specification

<b>Paper 3</b> 25% 50 marks	<b>Reading and understanding</b>	<b>F = 45 minutes;</b>	<b>Question types will comprise both multiple-response and short-answer open response questions, and one translation question. There will be three questions set in the TL</b>
		<b>H = 1 hour</b>	
<b>Paper 4</b> 25% 60 marks	<b>Writing</b>	<b>F = 1h10 mins</b>	<b>3 open response tasks (includes 1 cross over task) and 1 translation.</b>
		<b>H = 1h 20 mins</b>	<b>2 open response questions (includes 1 cross over task) and 1 translation.</b>



## Listening

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- Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- Recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions

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These are the Department for Education criteria for listening.



## Listening and understanding

Foundation	Higher
35 minutes incl 5 mins reading time	45 minutes incl 5 mins' reading time
Multiple-response questions and open response	Multiple-response questions and open response
2 questions in French but no written response required as MCQ	2 questions in French but no written response required as MCQ
There will be four questions common to the Higher tier.	There will be four questions common to the Foundation tier.

Here is an overview of the structure of the foundation and higher tier listening papers. Note that there is no requirement for students to produce written responses in French. The use of dictionaries is not permitted.



## Reading

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- Identify overall message of text, key points, details & opinions
- Deduce meaning from a variety of written texts
- Recognise relationship between past, present and future events
- **Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant or adapted literary texts**
- Demonstrate understanding by being able to scan for particular information, organise, & present relevant details, draw inferences in context & recognise implicit meaning where appropriate.

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These are the Department for Education criteria for reading. Note the requirement for relevant or adapted literary texts.





# Reading

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FOUNDATION	HIGHER
45 minutes	1 hour
9 reading questions Texts with a variety of multiple response and short-answer open response questions	9 reading questions Texts with a variety of multiple response and short-answer open response questions
3 multiple choice questions in French (Section B)	3 questions in French: 2 multiple choice & 1 open response (Section B)
<b>2 questions based on literary texts</b>	<b>2 questions based on literary texts</b>
Translation: 1 short passage from French to English	Translation: 1 short passage from French to English
4 questions common to Higher tier	4 questions common to Foundation tier

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Here is an overview of the structure of the foundation and higher tier listening papers.

In both the foundation and higher tiers:

## Section A

- 6 questions set in English
- comprises both multiple choice and short-answer open response questions
- instructions to students in English

## Section B

- 3 questions set in French
- foundation tier – 3 multiple choice questions; higher tier – 2 multiple choice and 1 short-answer open response question

## Section C

- a short translation passage from French into English with instructions in English

- assesses candidates' ability to transfer meaning accurately into English

In both tiers, there are 2 extracts from literary texts – so 2 out of 9 questions will be based on literary texts. In the assessment, the literary texts are simply another stimulus, but they should encourage a wider range of genres within T&L. Literary texts will consist of short extracts from letters, short stories, novels, plays, or contemporary and historical sources that may have been adapted and abridged from authentic sources to be appropriate for this level.



## **How to incorporate literary texts into the classroom?**



## Reading strategies

- Prediction
- Anticipation
- Skimming
- Scanning
- Decoding

Students do not need to understand every word of a text to complete a task, and the same principle applies to the activities in the exam based on literary texts – they are simply intended to assess students' reading comprehension and skills. Your students should use all the reading strategies they are used to using.



**Le Petit Nicolas' by Jean-Jacques Sempé and René Goscinny**

Dans le salon, papa parle à maman. Il a des papiers sur la table devant lui et il est très fâché.

« C'est incroyable, » dit papa « Nous dépensons beaucoup dans cette maison, et moi, je ne suis pas multimillionnaire ! Je pense que tout est très cher chez le boucher et chez l'épicier ! »

Maman n'est pas contente. Elle dit qu'un jour papa doit venir faire des courses avec elle parce qu'il ne sait pas combien les courses coûtent. Elle dit qu'ils ne doivent pas discuter d'argent devant l'enfant.

Je monte dans ma chambre et je suis très triste.

This literary extract is taken from the sample assessment materials:

F: Q6 p145

H: Q2 p309

We are going to use this extract to consider how students can use reading strategies.



## Prediction

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salon  
papa  
maman  
la table  
fâché  
facture  
l'argent  
n'est pas contente  
combien les courses coûtent  
faire des courses  
je suis très triste

Dans le texte il s'agit.....

- A- d'une famille
- B- d'amis
- C- d'une classe

Le ton du texte est.....

- A- positif
- B- négatif
- C- heureux

On parle de .....

- A- problèmes de famille
- B- problèmes d'ados
- C- problèmes financiers

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Two examples of prediction activities:

1. You could give students a list of words taken from the extract in advance of reading it, and ask them to answer some simple prediction questions based on the list of words. This will help students get the gist of what the text is about and should aid general understanding.
2. You could give students the title of the text or a picture related to the text and ask them to make predictions about the text itself based on the title/picture.



## Anticipation

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- Dans le texte il s'agit.....

A- d'une famille

B- d'amis

C- d'une classe

Le ton du texte est.....

- A- positif

- B- négatif

- C-heureux

- On parle de .....

- A- problèmes de famille

- B- problèmes d'ados

- C- problèmes financiers

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Two examples of anticipation activities:

1. You could give the questions to students beforehand and ask them to work out what words they might find in the text.
2. You could give students the title of the text or a picture related to the text and ask them to anticipate some of the words they might find in the text based on the title/picture.



Le Petit Nicolas' by Jean-Jacques Sempé and René Goscinny

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Je monte dans ma chambre et je suis très triste.

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- Who/ When?  
Where? What/  
Why?

- Key words to  
paragraphs

A- une discussion

B- je ne suis pas  
heureuse

C- Les choses  
coûtent cher

D- Des problèmes  
d'argent

Two examples of skimming activities:

1. Students could skim read the extract to answer 'W' questions:  
Who? When? Where? What? Why?
2. Students could skim read the extract matching key phrases to the paragraphs.





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- Known words
- Cognates
- Particular words
- Words within Word families
- Synonyms/ antonyms

Four examples of scanning activities:

1. Students could look for known words.
2. Students could look for cognates.
3. You could direct students to find particular words.
4. Students could look for word families.



## Examples of Reading activities

- Read aloud for pronunciation
- Decoding
- Grammatical focus
- Creative production



**Le Petit Nicolas' by Jean-Jacques Sempé and René Goscinny**

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## Activity 1- read aloud for pronunciation

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Le Petit Nicolas' by Jean-Jacques Sempé and René Goscinny

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You could read the passage aloud focussing on nasal sounds.



## Activity 1- read aloud for pronunciation

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You could read the passage aloud focussing on silent final consonants.

There are a number of other activities you could do in relation to pronunciation, e.g. cognates, other sounds.



## Activity 2- Decoding

'Le Petit Nicolas' by Jean-Jacques Sempé and René Goscinny

Dans le salon, papa parle à maman. Il a des papiers sur la table devant lui et il est très **fâché**.

« C'est **incroyable**, » dit papa « Nous dépensons beaucoup dans cette maison, et moi, je ne suis pas multimillionnaire ! Je pense que tout est très cher chez le boucher et chez l'épicier ! »

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Je monte dans ma chambre et je suis très triste.

You could select a number of unknown words/phrases and ask students to use 'decoding' strategies to deduce meaning. Students could then check meanings using dictionaries and record new words for future use.



## Activity 3- Grammatical focus

### **Le Petit Nicolas' by Jean-Jacques Sempé and René Goscinny**

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Je monte dans ma chambre et je suis très triste.

- Allocate time frames to parts of the text
- Verb forms identified and infinitive forms to be worked out
- Identify complex structures
- Change tenses
- Look for particular patterns

There are a number of activities with a grammatical focus that you can use. You could, or you could ask students to:

1. Allocate time frames to parts of the text.
2. Identify verb forms, including infinitives.
3. Identify complex structures.
4. Change tenses used.
5. Look for patterns.



## Activity 4- Creative production

### **Le Petit Nicolas' by Jean-Jacques Sempé and René Goscinny**

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Je monte dans ma chambre et je suis très triste.

- Students adapt the text by changing some words
- Students change the genre, e.g from dialogue to prose
- Students continue the story or write what happened before
- Students make questions
- Students add details

Again, there are many activities you can use, including the following:

1. Adapting the text by changing some words/phrases.
2. Changing the genre, e.g. from dialogue to prose.
3. Continuing the story or imagining what happened beforehand.
4. Writing questions related to the extract.
5. Adding details into the extract.





## Incorporating culture into the MFL classroom



Natascia Servini talks about ways to incorporate culture into the MFL classroom.



## Additional support available

- Literary texts booklet
- Videos
- Strategy document – using literary texts

There is lots of other support available in the Teacher Support Teach section of the Edexcel website. If viewing a digital version of this presentation, click on the link below to access these resources:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016/teaching-support/teach.html>



## Speaking

- Convey information and narrate events coherently & confidently, using & adapting language for different purposes
- **Speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate**
- Use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present & future events
- Make creative & more complex use of the language, as appropriate, to express & justify their own thoughts & points of view

These are the Department for Education criteria for speaking. Note, in particular, the second criterion with its emphasis on spontaneous speaking.



# Speaking

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FOUNDATION	HIGHER
7-9 mins + 12 mins supervised prep time	10-12 mins + 12 mins supervised prep time
Notes from prep time allowed during oral but candidates should not read from these	Notes from prep time allowed during oral but candidates should not read from these
No dictionaries	No dictionaries
Role play - based on any of the topics from Themes 1 – 4 Selected by Pearson.	Role play - based on any of the topics from Themes 1 – 4 Selected by Pearson.
Questions based on a picture stimulus - based on any one of the topics. Selected by Pearson.	Questions based on a picture stimulus - based on any one of the topics. Selected by Pearson.
Conversation based on 2 themes.	Conversation based on 2 themes.
Theme 1- based on topic chosen by candidate in advance of assessment. Theme 2- selected by Pearson.	Theme -based on topic chosen by candidate in advance of assessment. Theme 2 - selected by Pearson.

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Here is an overview of the structure of the foundation and higher tier speaking papers.



## Spontaneous speaking

- What is spontaneous speaking in an assessment?

All language is pre-learnt. In the same way that students learn chunks of information in other subjects, they learn chunks of language in French. But we should be aiming to produce students who can draw upon their pre-learnt language and adapt it to respond to a question they did not know they would be asked.

Spontaneous speaking in the assessment will lead to a conversation in which the candidate participates and actively contributes to shaping the course of that conversation.

It is not a Q&A session in which the question asked has nothing to do with the candidate's previous response. This typically results when the teacher examiner follows a set list of questions; the candidate recites a monologue in response; and then the teacher examiner moves on to the next question irrespective of the answer the candidate gave to the previous question. The result of this approach is a disparate and disjointed exchange. Not an interaction or a spontaneous conversation.

In spontaneous speaking, the questions the teacher examiner asks are tailored to the candidate in terms of both level of questioning and

content, with the aim of allowing the candidate to achieve at his/her ceiling. Candidates develop their answers but do not recite pre-learnt monologues.



## What is Spontaneous talk?

- unscripted speech
- 'Communicative language use as distinct from language rehearsal' <sup>ii</sup>
- Within an oral talk or part of everyday communication between tasks
- Will often have that element of 'struggle' <sup>iii</sup>

There is a video and strategy guide on spontaneous speaking on the Edexcel website. If viewing a digital version of this presentation, click on the link below to access these resources:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016/teaching-support/teach.html>



## Speaking: Role play

### **Foundation:**

5 bullet points eliciting 5 utterances

### **Higher:**

5 bullet points eliciting 5 utterances

### **Assessment**

Focus on communication

#### Preparation time:

- Students have 12 minutes' supervised preparation time for tasks 1 (role play) and 2 (picture-based ), immediately prior to the assessment.
- They are permitted to make notes (up to a maximum of one side of A4 for both tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task.
- Students must return their notes to the teacher before commencing task 3 (conversation).
- The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

#### Timings:

F: 1 – 1½ mins H: 2 – 2½ mins

#### Role play key facts:

- Content for role plays comes from all topics but main aim is



exchanging information.

- The role play task specifies the register the candidate is required to use, for example contrast stimuli FR1 (formal) and FR2 (informal) on pages 44 and 48 of the SAMs.
- The teacher examiner reads out scene setting but the candidate initiates the role play.
- There is a random allocation grid detailing how to allocate the role play cards, picture-based task and conversation. See SAMs pages 39–41 (foundation) and pages 211–213 (higher).
- There are 10 marks available for the role play at both foundation and higher tier.

#### Scenarios:

- Scenarios require an exchange of information, and some are transactional in nature.
- Scenarios are based on any of topics from Themes 1 - 4 (listed on page 8 of the specification) but not on the theme International and global dimension.

#### Teacher cards:

- Contain instructions on how to conduct the role play and the **exact** questions to ask.
- Each role play opens with an introduction from the teacher who then asks the first question.

#### Candidate cards:

- Include prompts as a guide and highlight where the candidate needs to ask a question (indicated by symbol '?') and where teacher will ask them an unpredictable question (indicated by symbol '!').
- Students have access to the card during their preparation time to help in preparing for the assessment.
- Contain instructions in English and the task in French.
- The context of the role play is provided in both sections i.e. in both English and French. Candidates must read both sections fully to support understanding of each bullet point.

#### Foundation tier:

- The candidate cards contain 5 points, eliciting 5 utterances.
- Students must ask 1 question and respond to 1 unpredictable question.

- Students are required to speak only in present tense or they may use a familiar conditional tense where more natural to do so, e.g. *'je voudrais.'*

Higher tier:

- The candidate cards contain 5 points, eliciting 5 utterances.
- Students must ask 2 questions and respond to 1 unpredictable question.
- Students are required to speak in the present tense (or they may also use a conditional tense if more natural to do so) and respond to 1 question set in a past tense.



## Assessment

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### Role play (10 marks)

The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

- |   |   |
|---|---|
| 0 | No rewardable communication; highly ambiguous OR pronunciation prevents communication   |
| 1 | Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication |
| 2 | Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication            |



## Speaking: Picture-based task

Candidates given stimulus with guidance in French in their preparation time.

Teacher will ask 5 compulsory questions.

No additional follow up questions.

Higher Tier only:

one of the questions will be unexpected.

Timings:

F: 2½ – 3 mins H: 3 – 3½ mins

Picture-based task key facts:

- This task showcases target language culture.
- Pictures will be in colour in the assessment in the speaking exam.
- The scenario is based on any of the topics (listed on page 8 of the specification).
- There is a random allocation grid detailing how to allocate the role play cards, picture-based task and conversation. See SAMs pages 39–41 (foundation) and pages 211–213 (higher).
- This assessment allows students to:
  - describe and narrate events
  - give information
  - express, justify and exchange opinions.
- Students are required to refer to past, present and future events at both Foundation and Higher tiers, using different time frames.
- There are 24 marks available for the role play at both foundation and higher tier.

- Students are allowed to ask for questions to be repeated.
- Students have access to this task during their preparation time.

The teacher:

- The teacher cards contain instructions on how to conduct this task and the five questions to ask the student.
- Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. Note you must not deviate from the set prompts.
- The teacher begins the task by asking the first question which is based directly on the picture. The remaining questions extend beyond the picture, but are based on the overall topic to which the picture relates, inviting an exchange of views or opinions.

Candidate cards:

Foundation:

- Students are given a card with a picture and 5 bullets in French to help in preparing for the 5 questions which will be asked during the assessment.

Higher:

- Students are provided with a picture and 5 bullets in French to help in preparing for the 5 questions which will be asked during the assessment.
- The final bullet is marked by the symbol '!' to denote one unpredictable question.



## Assessment criteria

### Picture-based task

- Communication and content (16)
- Linguistic knowledge and accuracy (8)



## Speaking: Conversation

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Conversation broken into 2 parts:

### Part 1

- Students will choose one topic from one of the five themes in advance of the assessment.
- Each student must present up to one minute on their chosen topic. T/E will continue the conversation on the chosen topic and then move onto other topics within the same theme.

### Part 2

- The second theme will be allocated by Pearson and will require the T/E to choose from two themes.
- The second conversation theme must be different to the first.

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The conversation is worth 50% of the marks so approximately 50% of time should be spent on it:

F: 3½ – 4½ mins H: 5 – 6 mins

Equal time should be allocated to each of the two parts of the conversation.

Note that any responses given outside the overall time allocation (F: 9 mins H: 12 mins) will not be credited.



## Assessment criteria

### Conversation:

- Communication and content (12)
- Interaction and Spontaneity (12)
- Linguistic knowledge and accuracy (12)





## Questioning

Must allow candidates to

- answer questions freely
- produce extended sequences of speech
- develop conversations & discussions
- give and justify own thoughts & opinions
- use wide range of tenses/time frames (past/present/future)
- use a variety of structures and vocab



## Discussion: asking questions

- What is extended speech?
- What characterises good questioning?

What is extended speech?

It's often better to explain what it's not. Extended speech is not an uninterrupted monologue which lasts more than a minute. Rather, extended speech is an utterance which goes beyond the minimal response needed to address the question asked. The following demonstrates extended speech:

TE: What sports do you like?

Cand: I like swimming. I go swimming twice a week and I find it keeps me fit and healthy. I always feel cheery afterwards.

TE: Where do you go swimming?

Cand: We are very lucky as we have a great pool here in the town. It is quite expensive but I can buy a card to get 12 swims for the price of 10, and you can stay in the water for as long as you like.

What characterises good questioning?

Good questioning is open and varied questioning at an appropriate level which will allow the candidate to fulfil the assessment criteria.

This means few or no:

- closed/restricted questions
- repetitive questions (e.g. Can you describe your mum? Can you describe your brother?)
- questions which are too difficult/easy for the candidate (e.g. F candidate: What would you do if you won the lottery?; H candidate: What do you wear to school?)



## Examples of activities

- Target talk
- Spend the words
- Say something else
- Picture talk
- 'Task' discussion

Here are just a few activities which can encourage students to talk in the target language.



## Activity 1- 'Spend the words'

unfortunately

I am lucky

If only.....

What a shame  
that....

today

tomorrow

the internet

You could give students a number of words or phrases (the blue tiles) that they need to use up in a speaking activity on a theme (the green tiles) or a picture.

There are several variations:

- Students could select the words they want to use
- Students could place the words face down and pick a word at a time which they must use in a sentence
- Students could increase the number of words they use in each conversation
- Words could be assigned values or colours according to complexity and students receive a score for using them



## Activity 2- Target Talk

Question: How do you use the internet?

normally

however

In order to

You could give students a question and target words to use (as above) or you could give students a question and a target number of words to use.



## Activity 3- Say something else



Photo credit: Shutterstock / ARENA Creative

- I think that she is called Anastasia
- I think that she is called Anastasia
- I think that she is called Anastasia

This involves presenting students with a few sentences and asking them to change part of the sentence or to add something to grow the sentence. Sentences could be based on a picture.

So the parts of the sentences highlighted red could be changed as follows.



## Activity 3- Say something else



Photo credit: Shutterstock / ARENA Creative

- I think that she is called Anastasia
- According to me she is called Tiffany
- I think that she is French and she is 27





## Activity 3- Say something else



Photo credit: Shutterstock / ARENA Creative

- I like her coat
- I like her hat
- I don't like her coat
- I don't like her phone
- I like her coat and her hat
- I like her white coat and her purple hat
- I like her white coat and her purple hat but not her phone

Some more examples.



## Activity 4-Discussion cards

Personal details

relationship

My best friend

My weekend

My favourite hobbies

Pupils are given cards relating to a topic and have to talk about what is on the card for x amount of time. Pupils can then select 2 or 3 cards to make longer speeches.



## Activity 5- 'Task' discussion

- Explaining why something is wrong
  - Saying what they think the answer is
  - Agreeing and disagreeing with each other
  - Giving an alternative response
  - Finishing another student's answer
  - 'thinking' together
- 
- Pupil- pupil task / pupil- teacher task

Encourage students to use the target language to respond to every day classroom tasks/scenarios.



## Additional support available

- Spontaneous speaking booklet
- Videos
- Strategy document – encouraging spontaneous speaking

There is lots of other support available in the Teacher Support Teach section of the Edexcel website. If viewing a digital version of this presentation, click on the link below to access these resources:

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## Translation

- Where is translation assessed?
- How is translation assessed?
- Translation in the classroom

Paper 3 : Reading and understanding in French

Section C includes a translation passage from French into English with instructions in English

Paper 4: Writing in French

There is one translation into French in both the foundation and higher tiers



## Assessment

Holistic mark grids

- French into English: 7/50 marks (both F & H)
- English into French: 12/60 marks (both F & H)

Mark grid assesses both  
Communication & content  
Linguistic knowledge & accuracy

This is how translation is assessed.



Translating from one language to another requires students to pay attention to detail in order to convey meaning accurately. Students need vocabulary, the ability to manipulate language structures and an awareness of the pitfalls of word-to-word translation.

Students do not need to understand every word of a text to complete a task. The mark scheme is holistic.



## Translation strategies

- Multiple choice
- What is the French/English word for...?
- True/ False
- Use literary texts

We need to stress the importance that we cannot always translate word by word.

Here are some activities that you could use in the classroom.





## Translation- decoding

When I was 10 I used to argue a lot with my sister because she was very annoying but now we get on very well. However I sometimes argue with my brother because he thinks he is always right.

Decoding is an important step for students to take before translating. It forces them to step back and think about the language used.



## Translation- decoding

When I was 10 ( when I used to have 10 years)  
I used to argue ( imperfect tense- reflexive  
verb-( je me ).a lot with my ( feminine form)  
sister because she was very annoying ( feminine  
form) but now we get on ( present tense-  
reflexive verb- nous form) very well. However I  
sometimes argue ( reflexive verb- present- je  
me..../ sometimes will come afterwards) with my  
brother because he thinks ( that) he is always  
right ( to have in French)

An example of decoding.



## Additional support available

- Translation booklet
- Grammar and translation video
- Strategy document – approaches to translation

There is lots of other support available in the Teacher Support Teach section of the Edexcel website. If viewing a digital version of this presentation, click on the link below to access these resources:

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## Writing

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- Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince

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These are the Department for Education criteria for writing.



# Writing

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FOUNDATION	HIGHER
1 h 10 mins	1 hour 20 mins
Assessment consists of <ul style="list-style-type: none"><li>three open response questions</li><li><b>one translation question.</b></li></ul>	Assessment consists of : <ul style="list-style-type: none"><li>two open response questions</li><li><b>one translation question.</b></li></ul>
For one open response question, candidates choose 1 of 2 writing tasks. This question is common to Higher tier.	For each of the two open response questions, students choose 1 of 2 writing tasks. Q1 is common to Foundation tier.
Length of each open response required and complexity of language increases across paper.	Candidates must produce open responses of extended length following written stimuli provided.
Candidates required to translate 5 sentences from English to French. Sentences will be ordered by increasing level of difficulty.	Candidates will be required to translate a short paragraph from English to French. The individual sentences will be ordered by increasing level of difficulty.

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Here is an overview of the structure of the foundation and higher tier writing papers.



## Assessment

- **Foundation: Q1**
  - Communication and content (6)
  - Linguistic knowledge and accuracy (6)
- **Foundation Q2:**
  - Communication and content (8)
  - Linguistic knowledge and accuracy (8)
- **Foundation Q3 and Higher Q1:**
  - Communication and content (12)
  - Linguistic knowledge and accuracy (8)
- **Higher Q2:**
  - Communication and content (16)
  - Linguistic knowledge and accuracy (12)

All open response questions on both the foundation and higher tier papers will be marked by Pearson using assessment criteria given in two marking grids:

- Communication and content
- Linguistic knowledge and accuracy

The translation is always the last task on the writing paper and there are separate marking grids for each of foundation and higher tier (F: specification page 51; H: specification page 61).



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## Contact details

- Alistair Drewery, Subject Advisor

Phone:

UK: 0844 576 0035

Intl: +44 (0) 207 010 2187

Email: [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)

Twitter: [@PearsonMFLquals](https://twitter.com/PearsonMFLquals)

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