

**INTERNATIONAL ADVANCED LEVEL**

# **FRENCH**

# **SPECIFICATION**

Pearson Edexcel International Advanced Subsidiary in French (XFR01)

Pearson Edexcel International Advanced Level in French (YFR01)

First teaching September 2016

First examination from June 2017

First certification from August 2017 (International Advanced Subsidiary) and  
August 2018 (International Advanced Level)

Issue 2



## **Edexcel, BTEC and LCCI qualifications**

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## *Acknowledgements*

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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## Summary of Pearson Edexcel International Advanced Level in French (XFR01/YFR01) Specification Issue 2 changes

<b>Summary of changes to the specification made between the previous issue and this current issue</b>	<b>Page number</b>
Typographical errors have been corrected and information has been reworded throughout the specification, to improve clarity.	Throughout
New guidance for levels-based mark schemes has been inserted in the assessment criteria section of each unit to provide clarity on how to apply the criteria.	Throughout

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/contact-us.html](https://qualifications.pearson.com/en/contact-us.html).



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# About this specification

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The Pearson Edexcel International Advanced Subsidiary in French and the Pearson Edexcel International Advanced Level in French are part of a suite of International Advanced Level qualifications offered by Pearson.

These qualifications are not accredited or regulated by any UK regulatory body.

## Key features

This specification includes the following key features.

### Structure

The Pearson Edexcel International Advanced Subsidiary in French and the Pearson Edexcel International Advanced Level in French are modular qualifications. The International Advanced Subsidiary can be claimed on completion of the two International Advanced Subsidiary (IAS) units.

The International Advanced Level can be claimed on completion of all four units in this specification.

### Content

The content is relevant and engaging to students and centres. It covers four general topic areas (GTAs) in the IAS and seven GTAs in the IAL. The GTAs are as follows:

#### IAS

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment

#### IAL

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- Technology in the French-speaking world
- Society in the French-speaking world
- Ethics in the French-speaking world.

### Assessment

To achieve the IAS, students must complete Units 1 and 2 which are 100% externally assessed.

To achieve the IAL, students must complete all four units which are 100% externally assessed.

## Approach

These qualifications will equip students with transferable skills such as autonomy, resourcefulness, creativity, critical and analytical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

The approach taken uses:

- Speaking communication skills that are assessed separately in Units 1 and 3.
- Skills of listening, reading and writing that are assessed in Units 2 and 4.
- GTAs that relate to the interests of students studying French.
- Culturally sensitive and authentic texts that appear throughout the qualification.

## Specification updates

This specification is Issue 2 and is valid for first teaching from September 2018. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit [qualifications.pearson.com](http://qualifications.pearson.com)

## Using this specification

This specification gives teachers guidance and encourages effective delivery of these qualifications. As a minimum, all content must be taught.

## Qualification aims and objectives

The aims and objectives of these qualifications are to enable students to develop:

- an understanding of a wide variety of complex texts for different purposes
- an understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, providing points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- the skills necessary for further study or employment, either in French-speaking countries or where French is used as the main medium of communication for business and commerce
- an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

## **Qualification abbreviations used in this specification**

The following abbreviations appear in this specification:

International Advanced Subsidiary – IAS

International Advanced Level – IAL

International A2 – IA2 (the additional content required for an IAL).



# Why choose Edexcel qualifications?

## Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students to acquire the knowledge and skills they need for progression in study, work and life.

## A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

To find out more about our Edexcel heritage please visit our website: [qualifications.pearson.com/en/about-us/about-pearson/our-history](http://qualifications.pearson.com/en/about-us/about-pearson/our-history)

## Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

## Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world-class qualification process and principles please go to *Appendix 2: Pearson World Class Qualification design principles* or visit our website: [uk.pearson.com/world-class-qualifications](http://uk.pearson.com/world-class-qualifications).

# Why choose Pearson Edexcel International Advanced Subsidiary/Advanced Level qualifications in French?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have developed this qualification so that it will engage international students and give them skills that will support their progression to further study of French and to a wide range of other subjects.

## Key features of the specification

**Structure:** offers students and teachers a clear learning focus and control of assessment with two-unit (IAS) or four-unit (IAL) modular qualifications.

The International Advanced Subsidiary level provides a logical progression from GCSE/International GCSE with:

- discrete skills-specific assessments
- cultural aspects of French-speaking society.

The International A Level offers a realistic progression from the International Advanced Subsidiary that:

- rewards advanced research/reading skills
- features integrated skills assessment
- facilitates knowledge and understanding of French-speaking cultures
- facilitates literary study.

This specification aims to engage students with minimal prescription and maximum choice, so that they enjoy French language learning and achieve their full potential in International Advanced level qualifications.

**Clear and straightforward question papers:** our question papers are clear and accessible for students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

**Broad and deep development of students' skills:** we designed the International Advanced Level and International Advanced Subsidiary Level qualifications to:

- develop students' cognitive skills in problem solving and critical thinking
- broaden students' communicative skills
- enable students to learn to work independently, become more adaptable in different communication styles and be able to use and produce information in different ways.

**Progression:** International Advanced Level and International Advanced Subsidiary qualifications enable successful progression to undergraduate courses worldwide. Through our world-class qualification development process, we have consulted with higher education stakeholders to validate the appropriateness of these qualifications, including content, skills and assessment structure.

Our qualifications sit within our wider subject offer for languages. We also offer International Advanced Subsidiary/Advanced Levels in German, Spanish, Greek and Arabic.

More information can be found on our website ([qualifications.pearson.com](http://qualifications.pearson.com)) on the Edexcel International Advanced Level pages.

# Supporting you in planning and implementing these qualifications

## Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International Advanced Subsidiary/Advanced Level in French qualifications to help you understand the changes to content and assessment, and what these changes mean for you and your students.
- We will provide you with:
  - *Generic Essay Guide* (for Unit 4 Section C)
  - *French Essay Guide: Exemplars and commentaries* (for Unit 4 Section C)
  - *Oral Training Guide* for Units 1 and 3 with exemplars
  - a scheme of work.

## Teaching and learning

- Print and digital learning and teaching resources promote any time, any place learning, improving student motivation and encouraging new ways of working.

## Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- exemplar student scripts to support assessment and indicate standards required at different grade levels in these qualifications
- past question papers and mark schemes
- Examiner Reports following each examination series.

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify the topics and skills where further learning would benefit your students.

## Training events

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications.

## Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive qualification updates and product and service news at <http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/French-2016.html#tab-Teaching>, accessible through the International Advanced French homepage.

# Qualification at a glance

## Qualification overview

### **Pearson Edexcel International Advanced Subsidiary in French**

This qualification consists of two externally assessed units.

The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of two IAS units, Units 1 and 2. This qualification may be awarded as a discrete qualification or may contribute 50 per cent towards the International Advanced Level qualification.

### **Pearson Edexcel International Advanced Level in French**

This qualification consists of four externally assessed units.

The International Advanced Level consists of the two IAS units (Units 1 and 2) **plus** two IA2 units (Units 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

## Course of study

The structure of these qualifications allows teachers to construct a course of study that can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
- a linear course assessed in its entirety at the end.

## Content and assessment overview

<b>IAS</b> <b>Unit 1: Spoken expression and response</b>	<b>*Unit code:</b> <b>WFR01/01</b>	
Externally assessed spoken examination: 8-10 minutes Availability: January and June. First assessment: June 2017 40 marks	30% of the total IAS	15% of the total IAL
<b>Content overview</b> <ul style="list-style-type: none"> <li>Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment.</li> </ul>		
<b>Assessment overview</b> <p><b>Section A: Spoken response</b> – Requires students to respond to four Pearson-set questions on a stimulus related to <b>one</b> of the student’s <b>two</b> chosen general topic areas (GTAs).</p> <p><b>Section B: Discussion</b> – Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same GTA and its linked topics, moves away from the main focus of the stimulus.</p> <p>Centres must record the responses and discussion for all students and submit the recording(s) electronically to Pearson (see Administrative support guide on our website for further guidance).</p>		

<b>IAS</b> <b>Unit 2: Understanding and written response</b>	<b>Unit code:</b> <b>WFR02/01</b>	
Externally assessed written examination: 2 hours and 30 minutes Availability: January and June. First assessment: June 2017 90 marks	70% of the total IAS	35% of the total IAL
<b>Content overview</b> <ul style="list-style-type: none"> <li>Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment.</li> </ul>		
<b>Assessment overview</b> <p><b>Section A: Listening</b> – Requires students to listen to a range of authentic material recorded in French and to retrieve and convey information given in the recording by responding to a range of questions in French.</p> <p><b>Section B: Reading and Grammar</b> – Requires students to read authentic printed materials in French and to retrieve and convey information by responding to a range of questions in French.</p> <p><b>Section C: Writing</b> – Requires students to write an email or article of a recommended length of 240–280 words in French based on a short, printed stimulus written in French and four related bullet points.</p>		

\*See *Appendix 1: Codes* for a description of this code and all other codes relevant to these qualifications.

<b>IA2</b> <b>Unit 3: Understanding and spoken response</b>	<b>Unit code:</b> <b>WFR03/01</b>	
Externally assessed spoken examination: 11-13 minutes Availability: January and June. First assessment: January 2018 40 marks	30% of the total IA2	15% of the total IAL
<b>Content overview</b> <ul style="list-style-type: none"> <li>Debate on <b>any</b> issue chosen by the student followed by a discussion of at least two further issues chosen by the teacher/examiner from any of the IAL general topic areas (GTAs).</li> </ul>		
<b>Assessment overview</b> <p><b>Section A: Presentation and debate</b> – Requires students to demonstrate the effectiveness of their French-language skills by presenting and taking a clear stance on any issue of their choice for about one minute. Students will then interact with the teacher/examiner as they defend and justify their views for up to four minutes.</p> <p><b>Section B: Discussion</b> – The teacher/examiner initiates a spontaneous discussion on at least two further issues, moving the conversation away from the students’ chosen issue. If these further issues relate to the IAS GTAs, then they do not have to be rooted in French-language culture. However, if these issues relate to the IA2 specific GTAs, they must be rooted in French-language culture.</p> <p>Students will be expected to use debating skills and argument to discuss their chosen issue. They will be assessed on their reading and research skills in their chosen issue, as well as their communication skills and quality of spoken language.</p> <p>Centres must record the presentation and discussion for all students and submit the recording(s) electronically to Pearson (see Administrative support guide on our website for further guidance).</p>		

<b>IA2</b> <b>Unit 4: Research, understanding and written response</b>	<b>Unit code:</b> <b>WFR04/01</b>	
Externally assessed written examination: 2 hours and 30 minutes Availability: January and June. First assessment: June 2018 90 marks	70% of the total IA2	35% of the total IAL
<b>Content overview</b> <ul style="list-style-type: none"> <li>Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment; Technology in the French-speaking world; Society in the French-speaking world; Ethics in the French-speaking world.</li> <li>Set topics, literary texts and films.</li> </ul>		
<b>Assessment overview</b> <p><b>Section A: Listening</b> – Requires students to listen to a range of authentic material recorded in French and to retrieve and convey information given in the recording by responding to a range of questions in French.</p> <p><b>Section B: Reading and Grammar</b> – Requires students to read authentic printed materials in French and to retrieve and convey information by responding to a range of questions in French.</p> <p><b>Section C: Writing</b> – Requires students to answer one question, in French, from a choice of two, that relates to a topic, a literary text or a film chosen from the prescribed list. Students should write 300-400 words. The assessment rewards students for communicating relevant information effectively as well as for the quality of the French language produced.</p>		

## **French unit content**

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Unit 1: Spoken expression and response	13
Unit 2: Understanding and written response	20
Unit 3: Understanding and spoken response	25
Unit 4: Research, understanding and written response	32



# Unit 1: Spoken expression and response

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## IAS compulsory unit

### Externally assessed

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#### 1.1 Unit content

In this unit, students will develop their speaking skills in French. Students will be able to give relevant and appropriate information, convey opinions and interact while learning about two of the four general topic areas (GTAs):

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment.

The grammar list provided in *Appendix 6* illustrates the level required for this qualification.

#### What students need to learn

Students will learn to use their speaking skills in French, on **two** of the general topic areas listed below. They will be tested on **one** general topic area.

#### General topic areas (GTAs)

#### Subtopics

- |  |   |
|--|---|
| <b>1</b> Youth matters                 | <ul style="list-style-type: none"><li>• Family relationships and friendships</li><li>• Peer pressure and role models</li><li>• Music and fashion</li><li>• Technology and communication</li></ul>         |
| <b>2</b> Lifestyle, health and fitness | <ul style="list-style-type: none"><li>• Food and diet</li><li>• Sport and exercise</li><li>• Health issues</li><li>• Urban and rural life</li></ul>   |
| <b>3</b> Environment and travel        | <ul style="list-style-type: none"><li>• Tourism, travel and transport</li><li>• Natural disasters and weather</li><li>• Climate change and its impact</li><li>• Energy, pollution and recycling</li></ul> |

## General topic areas (GTAs)

## Subtopics

### 4 Education and employment

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

## 1.2 Assessment information

- This unit assesses speaking skills.
- First assessment: June 2017.
- The assessment is 8-10 minutes (plus 15 minutes' preparation time).
- The assessment is out of 40 marks.
- The assessment consists of two sections with four questions in Section A and a discussion in Section B.
- All questions are set in **one** of the four general topic areas (GTAs).
- The use of dictionaries is not permitted.
- Students must inform the teacher/examiner which **two** GTAs they have chosen before the assessment via an *Oral topic form* (OR1) (which can be found in *Appendix 7: Oral assessment forms*). One copy of the form must be given to the teacher/examiner no more than three weeks in advance of the examination.
- Assessment time should be divided equally between Sections A and B. However, if students complete the answers to the questions in Section A in less than four minutes, the teacher/examiner should ensure that the discussion in Section B is extended, in order that the total assessment time is at least eight minutes, however, without exceeding 10 minutes. Responses that go over ten minutes will not be assessed.
- Assessments will be conducted by teachers/examiners in one of two prescribed assessment windows; either in November/December or in April/May in any single year. Dates for the assessment period will be confirmed at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which may change from year to year. Please note that the oral examinations must be undertaken on one day only unless your centre has a large cohort, in which case it is possible to undertake them on consecutive days. (A typical maximum would be 15 students per teacher per day.)
- Complete, unedited recordings of all assessments must be submitted to Pearson for external marking. Please see the *Administrative support guide* for more information.
- All assessments will be marked against assessment criteria that can be found in the *Pearson Edexcel International A Level in French Sample Assessment Materials (SAMs)* documents and in this specification.
- Students are only permitted to complete this assessment once per session.
- Students must sign the *Student speaking authentication sheet (CAS)* (which can be found in *Appendix 7: Oral assessment forms*) on completion of the assessment.
- Teacher/examiners must complete the *CAS form* and return it to Pearson along with the examination recordings and the completed *OR1 forms*.

## Section A (Spoken response)

For this section:

- students identify in advance **two** out of the four GTAs that they wish their discussion to be based on; they will only be assessed on **one** of these GTAs during the examination
- students should inform the teacher/examiner no more than three weeks in advance of the assessment which two GTAs they have selected via an *Oral topic form (OR1)*
- a number of different stimulus cards will be produced by Pearson for each of the four GTAs: these will be issued on a random-allocation basis following the order prescribed by Pearson – the teacher/examiner does not choose the order of the cards. The sequencing grid will appear in the Instructions to the teacher/examiner booklet for each series.
- the teacher/examiner will give the student a stimulus card based on one of the subtopics from the student's **two** chosen GTAs
- each stimulus card will contain two short paragraphs on a subtopic
- students will have 15 minutes to prepare for this section, during which they can make notes that they can refer to during their discussion (maximum of one side of A4 paper)
- the assessment for Section A will start immediately after the 15 minutes' preparation time so students can recall their prepared thoughts easily
- students have approximately four minutes' discussion time for this section.

## Section B (Discussion)

For this section:

- assessment continues without pause or interruption into this section
- the teacher/examiner will engage the student in a discussion based on the same GTA given on the stimulus card, but the discussion should move away from the main focus and subtopic(s) presented on the stimulus card
- the teacher/examiner should move the discussion on after two minutes to discuss a **different subtopic in the same GTA as the stimulus card**
- the teacher/examiner's role is to try to stimulate students to produce their best performance, taking them to their 'linguistic ceiling' but being careful not to press on with questions of a certain difficulty if it becomes clear that a student cannot cope at that level
- interventions (questions, brief statements, instructions, comments, etc.) should always develop flexibly, building logically on what students have said
- students should not be allowed to produce rehearsed speeches; they should be encouraged to speak independently and spontaneously – students who repeat pre-learned or memorised material should be encouraged to produce more spontaneous discourse
- students have approximately four minutes' discussion time.

## Administration and general information about the conduct of the speaking assessment

### Preparation time and notes

- The notes made during the preparation time should be a reference only, and students must not read out whole, prepared sentences.
- The preparation time **must** be supervised. It can take place either in the examination room with the teacher/examiner or outside of the room with an invigilator.

- Students are not permitted to write on the stimulus card.
- Students must return their notes and stimulus card to the teacher/examiner at the end of the assessment. Any notes made during the preparation time must be kept securely by the centre until 3 months after results have been released for the assessment.

### **Oral topic form (OR1)**

- Students are allowed to refer to their *Oral topic form (OR1)*, but they are not allowed to write additional notes on it. It will be checked by the teacher/examiner in the examination room.
- Scanned forms will not be accepted for submission to Pearson. Electronically completed forms must be sent as per guidance in the Administrative support guide. The sound files must be submitted electronically to Pearson via a Secure file transfer. Sound files sent to the Examiner on a USB or a CD through the post will not be accepted. Please refer to the *Administrative Support Guide: Conducting oral examinations* for further details.

### **Assessment window**

It is usual for teachers to conduct the speaking assessment with their students during one of two timetabled assessment windows in November/December or in April/May. Information will be available on the Pearson qualifications website: [qualifications.pearson.com](http://qualifications.pearson.com)

### **Sample assessment materials**

Sample student and teacher/examiner cards for the tasks and marking criteria (including guidance of how these criteria are applied) can be found in the *Pearson Edexcel International Advanced Level in French Sample Assessment Materials (SAMs)* documents.

### **Marking guidance**

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet and in the specification. Please note that this guidance is for the use of the Pearson-appointed external examiner, who will mark the assessments. They are printed for reference only so as to aid understanding of how the criteria are applied.

## **1.3 Assessment criteria**

### **General guidance on using levels-based mark schemes**

There are five levels-based mark grids to be applied to the discussion. The mark grids are:

- quality of language (Accuracy) (AO3)
- quality of language (Range of lexis) (AO3)
- spontaneity and development (AO1)
- understanding (AO2)
- knowledge and understanding (AO1).

### **Deciding on a marking band**

- First of all, the examiner will consider the performance as a whole and then decide which descriptors most closely match the performance and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's performance for that band.

- When assigning a band, the examiner will look at the overall quality of the performance and not focus disproportionately on small and specific parts where the student has not performed quite as well as the rest. If the performance covers different aspects of different bands of the mark scheme, the examiner will use a 'best fit' approach for defining the band.

### Using grids with a range of marks within bands

- Then, the examiner will use the variability of the response to help decide the mark within the band that they have selected. For example, if the performance is predominantly band 5-8 with a small amount of band 9-12 material, it would be placed in band 5-8 but be awarded a mark near the top of the band because of the band 9–12 content.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.

### Quality of language (Accuracy) (A03)

The following mark grid assesses students' ability to apply grammar and syntax accurately, as well as accuracy of pronunciation.

Mark	Quality of language (Accuracy): A03
0	No rewardable material.
1	<ul style="list-style-type: none"> <li>• Isolated examples of correct language.</li> <li>• Poor pronunciation and intonation.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Many basic errors, often impeding communication.</li> <li>• Pronunciation and intonation not always comprehensible.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Accuracy variable, basic errors sometimes impede communication.</li> <li>• Pronunciation and intonation comprehensible.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Generally accurate but some errors in more complex language, communication rarely impeded.</li> <li>• Pronunciation and intonation generally good.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Highly accurate but not necessarily error-free.</li> <li>• Pronunciation and intonation authentic.</li> </ul>

### Quality of language (Range of lexis) (A03)

The following mark grid assesses students' ability to use a range of lexis and structures.

Mark	Quality of language (Range of lexis): A03
0	No rewardable material.
1	Very basic lexis; minimal command of structure.
2	Lexis restricted; operates generally in simple sentences.
3	Adequate range of lexis; limited range of structures.
4	Good range of lexis with some examples of more complex structures.
5	Wide range of lexis and good variety of complex structures with only occasional limitation.

## Spontaneity and development (AO1)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard.

Mark	Spontaneity and development: AO1
0	No rewardable material.
1–4	<ul style="list-style-type: none"><li>• Minimal spontaneity.</li><li>• Cannot develop responses.</li><li>• Often fails to respond or needs regular prompting.</li><li>• Very reliant on examiner's language.</li></ul>
5–8	<ul style="list-style-type: none"><li>• Some examples of spontaneity.</li><li>• Limited development of responses.</li><li>• Some hesitation in more complex areas.</li><li>• Difficulty with some questions.</li></ul>
9–12	<ul style="list-style-type: none"><li>• Many examples of spontaneity.</li><li>• Some development of responses.</li><li>• Responds usually without undue hesitation.</li><li>• Deals adequately in most situations.</li></ul>
13–16	<ul style="list-style-type: none"><li>• High incidence of spontaneous, fluent discourse.</li><li>• Detailed development of responses.</li><li>• Able to respond readily to all questions.</li><li>• Develops and sustains discourse well.</li></ul>

## Understanding (AO2)

This mark grid assesses students' ability to understand and respond in speech to written language.

Mark	Understanding (stimulus specific): AO2
0	No rewardable material.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus text.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus text.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus text and its wider implications.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus text and its wider implications.

## Knowledge and understanding (AO1)

This grid assesses students' ability to communicate information about and demonstrate knowledge and understanding of a general topic area (GTA). They are also assessed on their ability to present relevant ideas and opinions.

Mark	Knowledge and understanding (General topic area): AO1
0	No rewardable material.
1-2	Hardly any relevant ideas and opinions, demonstrating poor understanding of the general topic area.
3-4	Few relevant ideas and opinions, demonstrating limited knowledge and understanding of the general topic area.
5-6	Some relevant ideas and opinions, demonstrating satisfactory knowledge and understanding of the general topic area.
7-8	Many relevant ideas and opinions, demonstrating good knowledge and understanding of the general topic area.
9-10	Wealth of relevant ideas and opinions, demonstrating excellent knowledge and understanding of the general topic area.

# Unit 2: Understanding and written response

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## IAS compulsory unit

### Externally assessed

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#### 2.1 Unit content

In this unit, students will develop their listening, reading and writing skills in French, in relation to the four general topic areas (GTAs):

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment.

The grammar list provided in *Appendix 6* illustrates the level required for this qualification.

#### What students need to learn

Students will learn to recognise and use the French language in a variety of contexts and in relation to a prescribed range of general topic areas (GTAs):

#### General topic areas (GTAs)

#### Subtopics

##### 1 Youth matters

- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication

##### 2 Lifestyle, health and fitness

- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

##### 3 Environment and travel

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- Energy, pollution and recycling



## General topic areas (GTAs)

## Subtopics

### 4 Education and employment

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

## 2.2 Assessment information

- This unit assesses listening, reading and writing skills.
- First assessment: June 2017.
- The assessment is 2 hours and 30 minutes.
- The assessment is out of 90 marks.
- There are three sections: Section A assesses listening skills; Section B assesses reading and grammar skills and Section C assesses writing skills.
- Sections A and B consist of eight questions. Section C consists of one extended-writing task.
- Each question is set on any of the four general topic areas (GTAs).
- Students must answer all questions.
- The unit will include multiple-choice, short-open and open-response questions and one extended-writing question.
- The use of dictionaries is not permitted.

### Section A: Listening (20 marks)

Students will be required to listen to a range of authentic material recorded in French and to retrieve and convey information given in the recording by responding to a range of questions in French. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in French.

### Section B: Reading and Grammar (30 marks)

Students will be required to read authentic printed materials written in French and to retrieve and convey information by responding to a range of questions in French. The questions will elicit non-verbal responses and short answers in French.

Questions are linked to a range of texts that test reading and comprehension skills.

Students will also need to understand and manipulate grammatical structures and word forms in French by inserting the most appropriate wording to fill the gap, (the text for this exercise will be on the same topic as the previous reading text).

## **Section C: Writing (40 marks)**

Students will write a 240–280 words essay, in French, in response to a short stimulus written in French, that relates to one of the general topic areas (GTAs) featured in Section 2.

Students will have individual control over the pace of this examination, including the listening element.

A CD recording will be provided for each student with the examination paper. Centres must ensure that students have access to equipment that permits individual listening (e.g. a CD player with headphones).

## **2.3 Assessment criteria**

### **General guidance on using levels-based mark schemes**

There are two levels-based mark grids to be applied to the essay. The mark grids are:

- content and communication (AO2)
- quality of language (Accuracy and range of lexis) (AO3).

### **Deciding on a marking band**

- First of all, the examiner will consider the essay as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band, the examiner will look at the overall quality of the essay and not focus disproportionately on small and specific parts where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, the examiner will use a 'best fit' approach for defining the band.

### **Using grids with a range of marks within bands**

- Then, the examiner will use the variability of the response to help decide the mark within the band that they have selected. For example, if the response is predominantly band 5-8 with a small amount of band 9-12 material, it would be placed in band 5-8 but be awarded a mark near the top of the band because of the band 9–12 content.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.

## Content and communication (AO2)

This mark grid assesses students' ability to understand and respond in writing to written language.

Mark	Content and communication (AO2)
0	No rewardable material.
1-4	<ul style="list-style-type: none"><li>The student has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li><li>The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li></ul>
5-8	<ul style="list-style-type: none"><li>The student has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence.</li><li>The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.</li></ul>
9-12	<ul style="list-style-type: none"><li>The student has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence.</li><li>The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.</li></ul>
13-16	<ul style="list-style-type: none"><li>The student has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence.</li><li>The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.</li></ul>
17-20	<ul style="list-style-type: none"><li>The student has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension.</li><li>The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.</li></ul>

### Quality of language (Accuracy and range of lexis) (A03)

The following mark grid assesses students' ability to apply grammar and syntax accurately, and the ability to use a range of lexis and structures.

Mark	Quality of language (A03)
0	No rewardable language.
1–4	<ul style="list-style-type: none"><li>Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task.</li><li>Lexis and grammar may not be accurate, with a high degree of repetition.</li></ul>
5–8	<ul style="list-style-type: none"><li>Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task.</li><li>Lexis and grammar are occasionally accurate.</li></ul>
9–12	<ul style="list-style-type: none"><li>Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task.</li><li>Good control of basic language, but there may be errors particularly with more complex structures/lexis.</li></ul>
13–16	<ul style="list-style-type: none"><li>Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task.</li><li>Only occasional lapses in lexical and grammatical control.</li></ul>
17–20	<ul style="list-style-type: none"><li>Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task.</li><li>Very good control/accuracy with very few errors.</li></ul>

## Unit 3: Understanding and spoken response

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### IA2 compulsory unit

### Externally assessed

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#### 3.1 Unit content

Students will develop their presentation skills in French, by presenting and defending their own views on their chosen issue while sustaining a debate.

Students can choose any issue, and they are not restricted to any of the prescribed general topics areas in the other units.

Students will develop their debating skills by defending their views and sustaining discussions.

The grammar list provided in *Appendix 6* illustrates the level required for this qualification.

#### 3.2 Assessment information

- This unit assesses speaking skills.
- First assessment: January 2018.
- The assessment is 11-13 minutes.
- The assessment is out of 40 marks and marked holistically, though some marks are allocated specifically to the debate.
- The assessment consists of a debate between the teacher/examiner and the student on an issue chosen by the student, followed by a discussion of at least two further issues chosen by the teacher/examiner.
- Pearson will **not** provide any assessment cards for this unit.
- The presentation is on **any** chosen issue by the student.
- The unit will contribute 15% towards the overall weighting for the IAL qualification.
- Assessments will be conducted by teachers/examiners in one of two prescribed assessment windows; either in November/December or in April/May in any single year. Dates for the assessment period will be confirmed at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break, which may change from year to year. Please note that the oral examinations must be undertaken on one day only unless your centre has a large cohort, in which case it is possible to undertake them on consecutive days. A typical maximum would be 15 students per teacher per day.
- Students must complete an *Oral chosen issue form (OR3)* (which can be found in *Appendix 7: Oral assessment forms*) no more than three weeks in advance of the assessment, on which they must write a brief statement in French, indicating their stance on their chosen issue. A copy of this form must be given to the teacher/examiner before the assessment. Students can take a copy of this form into the examination and may refer to this at any point during the assessment. The electronically completed *Oral chosen issue form (OR3)* must be sent with the recording to Pearson. Scanned forms will not be accepted for submission. Electronically completed forms must be sent as per guidance in the Administrative support guide. The sound files must be submitted electronically to

Pearson via a Secure file transfer. Sound files sent to the Examiner on a USB or a CD through the post will not be accepted. Please refer to the *Administrative Support Guide: Conducting oral examinations* for further details.

- Complete, unedited recordings of all assessments must be submitted to Pearson for marking. Please see the *Administrative support guide* for more information.
- All assessments will be marked against assessment criteria that can be found in the *Pearson Edexcel International A Level in French Sample Assessment Materials (SAMs)* documents and in this specification.
- Students are only permitted to complete this assessment once per session.
- Students must sign the Student speaking authentication sheet (CAS) (which can be found in *Appendix 7: Oral assessment forms*) on completion of the assessment.
- Teacher/examiners must complete the CAS form and return it to Pearson along with the examination recordings and completed *OR3 forms*.

### Section A (debate)

For this section:

- students have a free choice of a subject of interest – it does not need to relate to any of the general topic areas (GTAs) studied
- the subject of interest **must not** be based on the topic, literary work or film studied for Unit 4 but can focus on a wider exploration of the author or film-maker of those works studied
- examples of suitable issue statements that make the student's stance on the issue clear could include, 'I think that university education should be free to all students', or 'In my opinion, the ban on smoking in public places is wrong'. Please note that these are given only as a very general indication of the sort of possible issues and stances that students might consider
- students **must** initiate and conduct their own research and develop their research skills when investigating their subject of personal interest (see the subsequent bullet points for examples of suitable sources that students can use as a starting point for their research)
- students will be assessed on the breadth and depth of their research in their presentation. As such, students should mention French-language newspaper and magazine articles, online written sources, journals, literary texts and any other suitable French-language written source that can be referenced
- students may refer to other authentic French-language sources they have used in their research during the debate. These could include films, television, radio, online audio-visual material and interviews
- in the assessment, students have approximately one minute to outline their stance on their chosen issue followed by approximately four minutes debate on the issue.

### Section B (further issues)

For this section:

- assessment continues without pause or interruption into this section
- the teacher/examiner must introduce at least two further issues for discussion. Students must **not** know in advance of the assessment which further issues the teacher/examiner will choose for discussion, **these must be unpredictable elements of the assessment**
- the teacher/examiner should cover a range of issues for discussion across the centre

- students will be rewarded for the ability to respond to the spoken language, so it is important that the teacher/examiner's questions are sufficiently challenging both linguistically and conceptually to allow the student to access the full range of marks
- the teacher/examiner must ensure that the unpredictable issues in this unit are linked to the GTAs described in the specification. All students at IA2 will be expected to have covered the seven GTAs to some degree, and students who are able to demonstrate good knowledge of any of these areas should be rewarded accordingly
- unpredictable issues which relate to the four IAS/IAL general topic areas do not have to refer to French-speaking culture, although they may. However, issues which relate to the three IA2 specific general topic areas **must** refer to French-speaking culture.
- the teacher/examiner must not require the student to produce any very detailed or specialised knowledge in the follow-on unpredictable discussions
- in the assessment, students have approximately 6 to 8 minutes' discussion time.

## **Administration and general information about the conduct of the speaking assessment**

### **Oral chosen issue form (OR3)**

- Students must submit an *Oral chosen issue form (OR3)* to the teacher/examiner in advance of the assessment.
- Students must declare on their form the issue for their debate and include a statement that indicates the stance that they are taking on the particular issue.
- Students are allowed to refer to their *Oral chosen issue form (OR3)*, but they are not allowed to write additional notes on it. It will be checked by the teacher/examiner in the examination room.
- Scanned forms will not be accepted for submission to Pearson. Electronically completed forms must be sent as directed in the *Administrative support guide*.

### **Assessment window**

It is usual for teachers to conduct the speaking assessment with their students during one of two timetabled assessment windows in November/December or in April/May. Information will be available on the Pearson qualifications website: [qualifications.pearson.com](http://qualifications.pearson.com)

### **Sample assessment materials**

Sample marking criteria (including guidance of how these criteria are applied) can be found in the *Pearson Edexcel International Advanced level in French Sample Assessment Materials (SAMs)* documents.

Marking guidance has been written to accompany the SAMs and is included with the SAMs booklet. Please note that this guidance is for the use of the Pearson-appointed external examiner, who will mark the assessments. They are printed for reference only so as to aid understanding of how the criteria are applied.

## 3.3 Assessment criteria

### General guidance on using levels-based mark schemes

There are five levels-based mark grids to be applied to the presentation and debate. The mark grids are:

- spontaneity and development (AO1)
- quality of language (Accuracy) (AO3)
- quality of language (Range of lexis) (AO3)
- reading and research (AO2)
- critical analysis (AO4).

### Deciding on a marking band

- First of all, the examiner will consider the performance as a whole and then decide which descriptors most closely match the performance and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's performance for that band.
- When assigning a band, the examiner will look at the overall quality of the performance and not focus disproportionately on small and specific parts where the student has not performed quite as well as the rest. If the performance covers different aspects of different bands of the mark scheme, the examiner will use a 'best fit' approach for defining the band.

### Using grids with a range of marks within bands

- Then, the examiner will use the variability of the performance to help decide the mark within the band that they have selected. For example, if the performance is predominantly band 6-10 with a small amount of band 11-15 material, it would be placed in band 6-10 but be awarded a mark near the top of the band because of the band 11-15 content.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.



## Spontaneity and development (A01)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard.

Mark	Spontaneity and development: A01
0	No rewardable material.
1–5	<ul style="list-style-type: none"><li>Minimal spontaneity.</li><li>Cannot develop responses.</li><li>Often fails to respond or needs regular prompting.</li><li>Very reliant on examiner's language.</li></ul>
6–10	<ul style="list-style-type: none"><li>Some examples of spontaneity.</li><li>Limited development of responses.</li><li>Some hesitation in more complex areas.</li><li>Difficulty with some questions.</li></ul>
11–15	<ul style="list-style-type: none"><li>Many examples of spontaneity.</li><li>Some development of responses.</li><li>Responds usually without undue hesitation.</li><li>Deals adequately in most situations.</li></ul>
16–20	<ul style="list-style-type: none"><li>High incidence of spontaneous, fluent discourse.</li><li>Detailed development of responses.</li><li>Able to respond readily to all questions.</li><li>Develops and sustains discourse well.</li></ul>

## Quality of language (Accuracy) (A03)

The following mark grid assesses students' ability to apply grammar and syntax accurately, as well as accuracy of pronunciation.

Mark	Quality of language (Accuracy): A03
0	No rewardable material.
1	<ul style="list-style-type: none"><li>Isolated examples of correct language.</li><li>Poor pronunciation and intonation.</li></ul>
2	<ul style="list-style-type: none"><li>Many basic errors, often impeding communication.</li><li>Pronunciation and intonation not always comprehensible.</li></ul>
3	<ul style="list-style-type: none"><li>Accuracy variable, basic errors sometimes impede communication.</li><li>Pronunciation and intonation comprehensible.</li></ul>
4	<ul style="list-style-type: none"><li>Generally accurate but some errors in more complex language, communication rarely impeded.</li><li>Pronunciation and intonation generally good.</li></ul>
5	<ul style="list-style-type: none"><li>Highly accurate but not necessarily error-free.</li><li>Pronunciation and intonation authentic.</li></ul>

### Quality of language (Range of lexis) (A03)

The following mark grid assesses students' ability to use a range of lexis and structures.

Mark	Quality of language (Range of lexis): A03
0	No rewardable material.
1	Very basic lexis; minimal command of structure.
2	Lexis restricted; operates generally in simple sentences.
3	Adequate range of lexis; limited range of structures.
4	Good range of lexis with some examples of more complex structures.
5	Wide range of lexis and good variety of structures with only occasional limitation.

### Reading and research (A02)

This mark grid assesses students' reading and research skills using French-language written source material for their presentation and other French-language source material for the debate.

Mark	Reading and research (Debate only): A02
0	No rewardable material.
1	<ul style="list-style-type: none"><li>• Scant evidence of any reading and research into the chosen issue.</li><li>• Very superficial.</li></ul>
2	<ul style="list-style-type: none"><li>• Little evidence of reading and research into the chosen issue.</li><li>• Obvious gaps and very little detail.</li></ul>
3	<ul style="list-style-type: none"><li>• Adequate evidence of reading and research into the chosen issue, but overall lacks breadth and detail.</li><li>• Somewhat inconsistent.</li></ul>
4	<ul style="list-style-type: none"><li>• Good to very good evidence of wide reading and research into the chosen issue with occasional gaps.</li><li>• Some pertinent detail at times.</li></ul>
5	<ul style="list-style-type: none"><li>• Excellent evidence of in-depth and very wide reading and research into the chosen issue.</li><li>• Excellent detail.</li></ul>

## Critical analysis (A04)

This mark grid assesses students' ability to critically analyse key issues.

Mark	Critical analysis: A04
0	No rewardable material.
1	<ul style="list-style-type: none"><li>• Only superficial engagement with key issues.</li><li>• Limited links between ideas, leading to limited coherence throughout.</li></ul>
2	<ul style="list-style-type: none"><li>• Partial explanations of key issues.</li><li>• Occasional links between ideas and some attempts to justify these.</li></ul>
3	<ul style="list-style-type: none"><li>• Full explanation of key issues.</li><li>• Some justified links between ideas, and coherent arguments are sometimes present.</li></ul>
4	<ul style="list-style-type: none"><li>• A critical analysis of key issues, albeit inconsistent.</li><li>• Justified links between ideas, with coherent arguments mostly present that show a developing individual response.</li></ul>
5	<ul style="list-style-type: none"><li>• A full evaluation of key issues.</li><li>• Consistently justified links between ideas, often well substantiated with insightful observations that form a well-rounded individual response.</li></ul>

# Unit 4: Research, understanding and written response

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## IA2 compulsory unit

### Externally assessed

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#### 4.1 Unit content

In this unit, students will develop their listening, reading and writing skills in French.

They will develop their ability to listen and respond in French, while learning about the seven general topic areas (GTAs):

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- Technology in the French-speaking world
- Society in the French-speaking world
- Ethics in the French-speaking world.

Students will also develop their ability to write in French by studying **one** from a prescribed set of topics, literary texts and films in French:

- Geography topic
- History topic
- Literary texts (literature)
- Films.

The grammar list provided in *Appendix 6* illustrates the level required for this qualification.

## What students need to learn

Students will learn to recognise and use the French language in a variety of contexts and in relation to a prescribed range of general topic areas (GTAs). The unit draws upon seven GTAs and a prescribed set of topics, literary texts and films:

<b>General topic areas (GTAs)</b>	<b>Subtopics</b>
<b>1</b> Youth matters	<ul style="list-style-type: none"><li>• Family relationships and friendships</li><li>• Peer pressure and role models</li><li>• Music and fashion</li><li>• Technology and communication</li></ul>
<b>2</b> Lifestyle, health and fitness	<ul style="list-style-type: none"><li>• Food and diet</li><li>• Sport and exercise</li><li>• Health issues</li><li>• Urban and rural life</li></ul>
<b>3</b> Environment and travel	<ul style="list-style-type: none"><li>• Tourism, travel and transport</li><li>• Natural disasters and weather</li><li>• Climate change and its impact</li><li>• Energy, pollution and recycling</li></ul>
<b>4</b> Education and employment	<ul style="list-style-type: none"><li>• Education systems and types of schooling</li><li>• Pupil/student life</li><li>• Volunteering and internships</li><li>• Jobs and unemployment</li></ul>
<b>5</b> Technology in the French-speaking world	<ul style="list-style-type: none"><li>• Scientific advances</li><li>• Technological innovations</li><li>• Impact on life and environment</li></ul>
<b>6</b> Society in the French-speaking world	<ul style="list-style-type: none"><li>• Migration</li><li>• Equality</li><li>• Politics</li><li>• Customs</li></ul>

## General topic areas (GTAs)

## Subtopics

### 7 Ethics in the French-speaking world

- Beliefs
- Law and order
- Moral issues (e.g. euthanasia, adoption, genetic modification)

## Set topics, literary texts and films

### 1 Geography topic

Students would be expected to undertake wide research, become aware of and demonstrate understanding of the following:

- key people, events and issues (e.g. demographic, environmental, economic, social, political) that have impacted or are having an impact on the area in a French-speaking country, region or community
- customs, traditions, beliefs and religions.

The area chosen **must** be in a French-speaking country, region or community.

### 2 History topic

Students would be expected to undertake wide research, consider and demonstrate understanding of the following:

- a specific period of history of particular relevance to a French-speaking country, key people, events and issues from the above period.

The period of history chosen **must** relate to a French-speaking country, region or community.

### 3 Literary texts (literature)

- Molière: *Le Bourgeois Gentilhomme*
- Anouilh: *L'Alouette*
- Etcherelli: *Élise ou la vraie vie*
- Guène: *Kiffe kiffe demain*
- Condé: *Le coeur à rire et à pleurer*

### 4 Films

- Wargnier: *Indochine*
- Falardeau: *Monsieur Lazhar*
- Truffaut: *Jules et Jim*
- Berri: *Jean de Florette and Manon des Sources*
- Malle: *Lacombe Lucien*

## 4.2 Assessment information

This unit assesses listening, reading and writing skills.

- First assessment: June 2018.
- The assessment is 2 hours and 30 minutes.
- The assessment is out of 90 marks.
- There are three sections: Section A assesses listening skills, Section B assesses reading and grammar skills and Section C assesses writing skills.
- Sections A and B consist of eight questions. Section C consists of one extended-writing task.
- In Section C, a choice of 2 questions will be offered for each topic, literary text or film.
- Students must answer only **one** question in Section C.
- The unit will contribute 35% towards the overall weighting for the IAL qualification.

### Section A: Listening (20 marks)

Students will be required to listen to a range of authentic recorded material in French and to retrieve and convey information given in the recording by responding to a range of questions in French. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in French.

### Section B: Reading and Grammar (30 marks)

Students will be required to read authentic printed materials written in French and to retrieve and convey information by responding to a range of questions in French. The questions will elicit non-verbal responses and short answers in French.

Questions are linked to a range of reading comprehension exercises.

Students will also need to understand and manipulate grammatical structures in French by rewriting phrases using the words or expressions given to them in brackets (the phrases to be rewritten will be taken from the texts used in Section B).

### Section C: Writing (40 marks)

Students must answer one question, in French, that relates to a topic, a literary text or a film chosen from the prescribed list featured in section 4.1 (Set topics, literary texts and films). A choice of two questions will be offered for each of the prescribed topics, literary texts and films. Students should write 300-400 words. The assessment rewards students for communicating relevant information effectively as well as for the quality of the French language produced. See assessment criteria in section 4.3.

Students will have individual control over the pace of this examination, including the listening element.

A CD recording will be provided for each student with the examination paper. Centres must ensure that students have access to equipment that permits individual listening (e.g. a CD player with headphones).

## 4.3 Assessment criteria

### General guidance on using levels-based mark schemes

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works. The mark grids are:

- content and communication (AO2)
- quality of language (Range of lexis) (AO3)
- critical analysis (AO4), organisation and development (AO3).

### Deciding on a marking band

- First of all, the examiner will consider the essay as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band, the examiner will look at the overall quality of the essay and not focus disproportionately on small and specific parts where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, the examiner will use a 'best fit' approach for defining the band.

### Using grids with a range of marks within bands

- Then, the examiner will use the variability of the response to help decide the mark within the band that they have selected. For example, if the response is predominantly band 7-9 with a small amount of band 10-12 material, it would be placed in band 7-9 but be awarded a mark near the top of the band because of the band 10-12 content.
- The examiner will modify the mark based on how securely the trait descriptors are met at that band.



## Content and communication (A02)

This mark grid assesses students' ability to understand and respond in writing to written language.

Mark	Content and communication (A02)
0	No rewardable material.
1–3	<ul style="list-style-type: none"><li>• The student has shown minimal factual knowledge of the topic, literary text or film.</li><li>• There is no relevant supporting evidence from the topic, literary text or film.</li><li>• Only superficial details in the response.</li></ul>
4–6	<ul style="list-style-type: none"><li>• The student has shown some basic, generic factual knowledge of the topic, literary text or film.</li><li>• There is limited relevant supporting evidence from the topic, literary text or film.</li><li>• There is limited depth in the response.</li></ul>
7–9	<ul style="list-style-type: none"><li>• The student has shown acceptable factual knowledge of the topic, literary text or film.</li><li>• There is some variety of relevant supporting evidence from the topic, literary text or film.</li><li>• There is some depth in the response.</li></ul>
10–12	<ul style="list-style-type: none"><li>• The student has shown good factual knowledge of the topic, literary text or film.</li><li>• There is a good range of relevant supporting evidence from the topic, literary text or film.</li><li>• There is a good level of depth in the response.</li></ul>
13–15	<ul style="list-style-type: none"><li>• The student has shown excellent factual knowledge of the topic, literary text or film.</li><li>• There is a wide range of relevant supporting evidence from the topic, literary text or film.</li><li>• There is a high level of depth in the response.</li></ul>

## Quality of language (Range of lexis)(A03)

The following mark grid assesses students' ability to use a range of lexis and structures.

Mark	Quality of language (A03)
0	No rewardable language.
1	<ul style="list-style-type: none"><li>• Communication is only occasionally achieved even at a basic level.</li><li>• Grammatical structures are basic and mostly used incorrectly.</li><li>• Vocabulary is often lacking or incorrect.</li></ul>
2	<ul style="list-style-type: none"><li>• Communication is sometimes achieved at a basic level.</li><li>• Student has used mostly common structures, and these are sometimes used correctly.</li><li>• Vocabulary is limited in range.</li></ul>
3	<ul style="list-style-type: none"><li>• Communication is achieved most of the time.</li><li>• Common grammatical structures are mostly used correctly, and though there is some use of less common structures, they may contain errors.</li><li>• Vocabulary is acceptable in range.</li></ul>
4	<ul style="list-style-type: none"><li>• Communication is achieved almost all of the time.</li><li>• A good range of common grammatical structures are used correctly; some less common structures are used correctly.</li><li>• Vocabulary is good in range and includes specialist terms relevant to the topic, literary text or film.</li></ul>
5	<ul style="list-style-type: none"><li>• Communication is fluent and varied throughout.</li><li>• A wide range of both common and less common grammatical structures are mostly used correctly.</li><li>• Vocabulary is excellent in range and shows knowledge of many specialist terms relevant to the topic, literary text or film.</li></ul>

## Critical analysis (AO4), Organisation and development (AO3)

This mark grid assesses students' ability to critically analyse key issues, as well as give an individual response, forming arguments and linking ideas.

Mark	Critical analysis (AO4), Organisation and development (AO3)
0	No evidence of a critical, analytical understanding of the topic, literary text or film.
1–4	<ul style="list-style-type: none"> <li>(AO4) A superficial description in response to the question that shows minimal engagement with the topic, literary text or film, sufficient only to make a basic response.</li> <li>(AO3) Limited links between ideas, leading to limited coherence throughout.</li> <li>(AO4) Lacks conclusive remarks that are linked to, or substantiated by, the essay content.</li> </ul>
5–8	<ul style="list-style-type: none"> <li>(AO4) A partial explanation in response to the question that shows partial engagement with the topic, literary text or film.</li> <li>(AO3) Occasional links between ideas and some attempts to justify these, and organisation within paragraphs or sections is sometimes present.</li> <li>(AO4) Conclusive remarks that may only be tangentially linked to, and are only occasionally substantiated by, the essay content.</li> </ul>
9–12	<ul style="list-style-type: none"> <li>(AO4) A full explanation in response to the question that shows moderate engagement with the topic, literary text or film.</li> <li>(AO3) Some justified links between ideas, and coherent organisation between paragraphs is occasionally present.</li> <li>(AO4) Conclusive remarks which are linked to the essay and are sometimes substantiated by the essay content.</li> </ul>
13–16	<ul style="list-style-type: none"> <li>(AO4) A critical analysis in response to the question, albeit applied inconsistently, that shows substantial engagement with the topic, literary text or film.</li> <li>(AO3) Justified links between ideas, and coherent organisation between paragraphs is mostly present.</li> <li>(AO4) Conclusive remarks which are linked to the essay, are mostly substantiated by the essay content and show a developing individual response.</li> </ul>
17–20	<ul style="list-style-type: none"> <li>(AO4) A full evaluation in response to the question that shows excellent engagement with the topic, literary text or film.</li> <li>(AO3) Consistently justified links between ideas leading to a well-organised and coherently developed argument throughout.</li> <li>(AO4) Conclusive remarks which are linked to the essay, are always substantiated by the essay content and show insightful observations that form an individual response.</li> </ul>

# Assessment information

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## Assessment requirements

The Pearson Edexcel International Advanced Subsidiary in French consists of two externally-examined units.

The Pearson Edexcel International Advanced Level in French consists of four externally-examined units.

Students must complete all assessments.

Please see the *Assessment availability and first award* section for information on when the assessment for each unit will be available from.

## Unit 1: Spoken expression and response

IAS or IA2	Assessment information	Number of raw marks allocated in the unit
IAS	<p>8-10 minutes' assessment.</p> <p>This unit consists of two sections with a total of 40 marks.</p> <p><b>Section A: Spoken response (20 marks)</b></p> <p>This section requires students to respond to four Pearson-set questions on a stimulus related to <b>one</b> of the student's <b>two</b> chosen general topic areas (GTAs).</p> <p><b>Section B: Discussion (20 marks)</b></p> <p>This section requires the teacher/examiner to engage the student in a discussion that, although still relating to the same GTA and its linked subtopics, moves away from the main focus of the stimulus.</p> <p>The assessment time should be divided equally, where appropriate, between sections A and B.</p>	40 marks

## Unit 2: Understanding and written response

IAS or IA2	Assessment information	Number of raw marks allocated in the unit
IAS	<p>2 hours and 30 minutes' assessment.</p> <p>This unit consists of three sections with a total of 90 marks.</p> <p><b>Section A: Listening (20 marks)</b></p> <p>This section requires students to listen to a range of authentic material recorded in French and to retrieve and convey information given in the recording by responding to a range of questions in French.</p> <p><b>Section B: Reading and Grammar (30 marks)</b></p> <p>This section requires students to read authentic printed materials in French and to retrieve and convey information by responding to a range of questions in French. The questions will elicit non-verbal responses in French.</p> <p>Students will also need to understand and manipulate grammatical structures and word forms in French by inserting the most appropriate wording to fill the gap, (the text for this exercise will be based on the text from a previous question).</p> <p><b>Section C: Writing (40 marks)</b></p> <p>Students will write a 240–280 words essay, in French, in response to a short stimulus written in French and four related bullet points. The assessment rewards students for communicating relevant information effectively as well as for the quality of the French language produced.</p>	90 marks

### Unit 3: Understanding and spoken response

IAS or IA2	Assessment information	Number of raw marks allocated in the unit
IA2	<p>11-13 minutes' assessment.</p> <p>This unit consists of two sections with a total of 40 marks.</p> <p><b>Section A: Presentation and debate</b></p> <p>This section requires students to outline their chosen issue for about one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes.</p> <p><b>Section B: Discussion</b></p> <p>This section requires the teacher/examiner to initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered. These issues may or may not relate to the chosen issue but will not require specialised factual knowledge. Issues related to the IA2 specific general topic areas must be rooted in the French language culture.</p>	40 marks

## Unit 4: Research, understanding and written response

<b>IAS or IA2</b>	<b>Assessment information</b>	<b>Number of raw marks allocated in the unit</b>
IA2	<p>2 hours and 30 minutes' written assessment.</p> <p>This unit consists of three sections with a total of 90 marks.</p> <p><b>Section A: Listening</b></p> <p>This section requires students to listen to a range of authentic material recorded in French and to retrieve and convey information given in the recording by responding to a range of questions in French. Students will need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses in French.</p> <p><b>Section B: Reading and Grammar</b></p> <p>This section requires students to read authentic printed materials in French and to convey information by responding to a range of questions in French. The questions will elicit non-verbal responses in French.</p> <p>Students will also need to understand and manipulate grammatical structures in French by rewriting phrases using the words or expressions given to them in brackets (the phrases to be rewritten will be taken from the texts used in Section B).</p> <p><b>Section C: Writing</b></p> <p>Students must answer one question, in French, that relates to a topic, literary text or a film chosen from the prescribed list featured in section 4.1 (<i>Set topics, literary texts and films</i>). A choice of two questions will be offered for each of the prescribed topics, literary texts and films. Students should write 300-400 words. The assessment rewards students for communicating relevant information effectively as well as for the quality of the French language produced.</p>	90 marks

### Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International Advanced Subsidiary/Advanced Level in French Sample Assessment Materials (SAMs)* document.

## Assessment objectives and weightings

		<b>% in IAS</b>	<b>% in IA2</b>	<b>% in IAL</b>
<b>AO1</b>	Understand and respond, in speech and writing, to spoken language.	35.2	30.6	32.9
<b>AO2</b>	Understand and respond, in speech and writing, to written language.	34	31	32.5
<b>AO3</b>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	30.8	23	26.9
<b>AO4</b>	Respond critically to themes and ideas from selected topics, literary texts or films.	0	15.4	7.7

## Relationship of assessment objectives to units for the International Advanced Subsidiary qualification

<b>Unit number</b>	<b>Assessment objective</b>			
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
Unit 1	19.6%	3.0%	7.4%	0.0%
Unit 2	15.6%	31.0%	23.4%	0.0%
<b>Total for International Advanced Subsidiary</b>	35.2%	34.0%	30.8%	0.0%

## Relationship of assessment objectives to units for the International Advanced Level qualification

<b>Unit number</b>	<b>Assessment objective</b>			
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
Unit 1	9.8%	1.5%	3.7%	0.0%
Unit 2	7.8%	15.5%	11.7%	0.0%
Unit 3	7.5%	1.9%	3.7%	1.9%
Unit 4	7.8%	13.6%	7.8%	5.8%
<b>Total for International Advanced Level</b>	32.9%	32.5%	26.9%	7.7%

NB Totals have been rounded either up or down.



## Assessment availability and first award

Unit	June 2017	January 2018	June 2018
1	✓	✓	✓
2	✓	✓	✓
3	x	✓	✓
4	x	x	✓
IAS award	✓	✓	✓
IAL award	x	x	✓

From January 2018, **units 1, 2 and 3 will be assessed** in January and June for the lifetime of the qualifications.

From June 2018, **unit 4 will be assessed** in January and June for the lifetime of the qualifications.

From June 2018 **IAS** and **IAL will be awarded** in January and June for the lifetime of the qualifications.

# Administration and general information

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## Entries, resitting of units

### Entries

Details of how to enter students for the examinations for these qualifications can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

### Resitting of units

Students can resit any unit irrespective of whether the qualification is to be cashed in. If a student resits a unit more than once, only the better of the two most recent attempts of that unit will be available for aggregation to a qualification grade. Please refer to the *Entry, Aggregation and Certification* document on our website: [qualifications.pearson.com/IAL-entry-certification-procedures](http://qualifications.pearson.com/IAL-entry-certification-procedures).

## Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

## Language of assessment

Assessment of these qualifications will be available in French only. All student work must be in French.

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

## Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a student's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## Student malpractice

Student malpractice refers to any act by a student that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Student malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with student malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

The Pearson Edexcel International Advanced Subsidiary in French will be graded on a five-grade scale from A to E. The Pearson Edexcel International Advanced Level in French will be graded on a six-point scale A\* to E. Individual unit results will be reported. Only Units 1 and 2 will contribute to the International Advanced Subsidiary grade. All four units will contribute to the International Advanced Level grade.

The first certification opportunity for the Pearson Edexcel International Advanced Subsidiary in French will be in June 2017. The first certification opportunity for the Pearson Edexcel International Advanced Level in French will be in June 2018. A pass in an International Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E, of which grade A is the highest and grade E the lowest. A pass in an International Advanced Level subject is indicated by one of the six grades A\*, A, B, C, D, E, of which grade A\* is the

highest and grade E the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Unit results

Students will receive a uniform mark between 0 and the maximum uniform mark for each unit.

The uniform marks at each grade threshold for each unit are:

### Unit 1

Unit grade	Maximum uniform mark	A	B	C	D	E
	<b>60</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>24</b>

### Unit 2

Unit grade	Maximum uniform mark	A	B	C	D	E
	<b>140</b>	<b>112</b>	<b>98</b>	<b>84</b>	<b>70</b>	<b>56</b>

### Unit 3

Unit grade	Maximum uniform mark	A	B	C	D	E
	<b>60</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>24</b>

### Unit 4

Unit grade	Maximum uniform mark	A	B	C	D	E
	<b>140</b>	<b>112</b>	<b>98</b>	<b>84</b>	<b>70</b>	<b>56</b>

## Qualification results

The minimum uniform marks required for each grade:

### International Advanced Subsidiary (cash-in code: XFR01)

Qualification grade	Maximum uniform mark	A	B	C	D	E
	<b>200</b>	<b>160</b>	<b>140</b>	<b>120</b>	<b>100</b>	<b>80</b>

Students with a uniform mark in the range 0–79 will be Unclassified (U).

### International Advanced Level (cash-in code: YFR01)

Qualification grade	Maximum uniform mark	A	B	C	D	E
	<b>400</b>	<b>320</b>	<b>280</b>	<b>240</b>	<b>200</b>	<b>160</b>

Students with a uniform mark in the range 0–159 will be Unclassified (U).

To be awarded an A\*, students will need to achieve an A for the International Advanced Level qualification (at least 320 uniform marks) **and** at least 90% of the total uniform mark available across the IA2 units combined (at least 180 uniform marks).

## Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in 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.

## Prior learning and other requirements

There are no prior learning or other requirements for these qualifications.

Students who would benefit most from studying these qualifications are likely to have a Level 2 qualification such as a GCSE in French.

## Progression

Students can progress from these qualifications to further study at university level. In addition, the study of one language at AS Level and A Level can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile, particularly for companies based globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

# Appendices

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## Appendix 1: Codes

Type of code	Use of code	Code
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1: WFR01/01 Unit 2: WFR02/01 Unit 3: WFR03/01 Unit 4: WFR04/01
Cash in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	International Advanced Subsidiary – XFR01  International Advanced Level – YFR01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> <li>• enter a student for the assessment of a unit</li> <li>• aggregate the student's unit scores to obtain the overall grade for the qualification.</li> </ul>	Please refer to the Pearson Information Manual, available on our website.



## Appendix 2: Pearson World Class Qualification design principles

Pearson’s World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

*“I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.”* Sir Michael Barber.

## Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International Advanced Subsidiary (IAS)/International Advanced Level (IAL) development process

**December 2015**

“We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel IAS and IAL qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

**Sir Michael Barber** (Chair)  
Chief Education Advisor, Pearson plc

**Dr Peter Hill**  
Former Chief Executive ACARA

**Professor Jonathan Osborne**  
Stanford University

**Professor Dr Ursula Renold**  
Federal Institute of Technology, Switzerland

**Professor Janice Kay**  
Provost, University of Exeter

**Jason Holt**  
CEO, Holts Group

**Professor Lee Sing Kong**  
Dean and Managing Director, National Institute of Education International, Singapore

**Bahram Bekhradnia**  
President, Higher Education Policy Institute

**Dame Sally Coates**  
Director of Academies (South), United Learning Trust

**Professor Bob Schwartz**  
Harvard Graduate School of Education

**Jane Beine**  
Head of Partner Development, John Lewis Partnership

All titles correct as at December 2015.

## Appendix 3: Transferable skills

### The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework<sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in French and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>2</sup> Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop*, (National Academies Press, 2011)

<b>Cognitive skills</b>	Cognitive processes and strategies	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning/argumentation</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>
	Creativity	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>
<b>Intrapersonal skills</b>	Intellectual openness	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>
	Work ethic/conscientiousness	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direction</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>
	Positive core self-evaluation	<ul style="list-style-type: none"> <li>• Self-monitoring/self-evaluation/self-reinforcement</li> </ul>
<b>Interpersonal skills</b>	Teamwork and collaboration	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Cooperation</li> <li>• Empathy/perspective taking</li> <li>• Negotiation</li> </ul>
	Leadership	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>

The definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.

Ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Enable active listening, oral communication, written communication, assertive communication and non-verbal communication.

## Appendix 4: Level 3 Extended Project qualification

### What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside International Advanced Level (IAL) qualifications. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education for the skills it develops
- is worth half of an International Advanced Level (IAL) qualification at grades A\*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice for in-depth study (which may or may not be related to an IAL subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominately secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is non-examination assessment based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

### How to link the Extended Project with French

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace through the exploration of either an area of personal interest or a topic of interest from within the French qualification content.

Through the Extended Project, students will develop skills that support their study of French, including:

- conducting, organising and using research
- independent reading in the subject area
- defining a hypothesis to be researched using French-language sources
- presenting research in writing
- evaluating arguments
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. This supports the development of evaluative skills, through evaluating arguments, and using qualitative and quantitative evidence to support informed judgements and put forward strong arguments in French.

### Types of Extended Project related to French

Students may produce a dissertation on any topic that can be researched and argued, for example a controversial issue such as euthanasia, the impact of terrorism, or adoption.

A dissertation might involve an investigation such as:

- the impact of French film on the Western world
- an investigation into the ease of emigration for citizens of French-speaking countries.

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

- a study of the impact of unemployment in a French-speaking community
- a statistical survey of changing social attitudes towards stem cell research.

### Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in French. Students can demonstrate extension in one or more dimensions:

- **deepening understanding** – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of a subtopic within a topic
- **broadening skills** – where a student learns a new skill. This might be learning a new statistical technique that can be used in the analysis of either primary or secondary data collected by the student
- **widening perspectives** – where the student's project spans different subjects. A student studying French with Geography may wish to research the impact of tourism on a particular French-speaking region or locality. A student studying French with medicine may wish to investigate new advances in therapies conducted by French research facilities.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

## Appendix 5: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
International Advanced Subsidiary	Abbreviated to IAS.
International Advanced Level	Abbreviated to IAL.
International A2 (IA2)	The additional content required for an IAL.
Linear	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Modular qualifications contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
Non-examination Assessment (NEA)	This is any assessment that is not sat in examination conditions at a fixed time and place. It includes coursework, oral examinations and practical examinations.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
Uniform Mark Scale (UMS)	Student actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the uniform mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

# Appendix 6: Grammar list

## Division of structures

The grammar list has been divided into 'straightforward' and 'complex' structures. Straightforward grammar is that which the student is likely to have been exposed to extensively and is often more common. Complex grammar is that which the student is less likely to have much experience of and may be irregular or less common.

## Straightforward structures

### Nouns

- Gender of nouns
- Singular and plural of nouns

### Articles

- Definite, indefinite and partitive

### Adjectives

- Agreement, gender and number
- position
- comparative and superlative
- Colours and their agreement and position
- Invariable adjectives derived from nouns e.g. *orange, marron*
- Adjectives used as nouns (e.g. *le vieux, les Anglais*)
- Demonstrative adjectives (*ce, cet, cette, ces*)
- Indefinite adjectives (including *autre, chaque, même, quelque*)
- Possessive adjectives (*mon, ma, mes, etc.*)
- Interrogative and exclamatory adjectives (*quel, quelle, quels, quelles*)

### Adverbs

- Formation of adverbs in *-ment*
- comparative and superlative
- interrogative adverbs (including *combien (de), comment, où, pourquoi, quand*)

### Quantifiers/ Intensifiers

- Simple quantifiers (e.g. *assez, beaucoup, moins, plus, très, trop*)

### Number

- Cardinal numerals (e.g. *un, deux*)
- Ordinal numerals (e.g. *premier, deuxième*)
- Numerals in expressions of time and date



## Pronouns

- Personal subject pronouns, including *on*
- Direct object pronouns
- Indirect object pronouns (e.g. *lui, y, en*)
- Disjunctive or emphatic pronouns as subject or object (e.g. *moi, moi-même*, etc)
- Reflexive pronouns
- Position of object pronouns
- Simple relative pronouns (e.g. *qui, que, dont, ce qui, ce que*)
- Demonstrative pronouns (e.g. *celui, celle, ceux, celles; and celui-ci/celui-là* etc.)
- Interrogative pronouns (e.g. *qui, que, quoi*)

## Verbs

- Conjugation of regular -er, -ir, -re verbs, modal verbs, principal irregular verbs, including reflexive verbs
- Conjugation of modal verbs (e.g. *devoir, pouvoir*)
- Conjugation of principal irregular verbs (e.g. *être, avoir, aller, prendre*)
- Conjugation of principal irregular groups of verbs (e.g. *acheter, appeler, dire, ouvrir*)
- Use of *il y a* (ago)
- Present and Imperfect tense use with *depuis*
- Use of *venir de*
- Modes of address (i.e. *tu, vous*)
- Impersonal verbs
- Verbs followed by an infinitive (with or without a preposition)
- Perfect infinitive
- Interrogative forms
- Use of tenses: Present tense, Perfect tense (including past participle agreement with *être* verbs), Future tense, Near future i.e. *aller* + infinitive, Conditional tense, Pluperfect tense
- Use of the infinitive, present participle (e.g. *en arrivant*) and past participle
- Verb forms used as adjectives (e.g. *fatigué, intéressant*)
- Passive voice in the present tense
- Subjunctive mood in the present tense
- Common uses of the subjunctive mood (e.g. after expressions of possibility, necessity, obligation, and fear); and after conjunctions (e.g. *bien que*)
- Subjunctive mood in the perfect tense

- Prepositions**
- Simple prepositions (e.g. *sous, sur*)
- Conjunctions**
- Co-ordinating conjunctions (e.g. *et, ou, mais*)
  - Subordinating conjunctions (e.g. *puisque, parce que, comme, jusqu'à ce que*)
- Particles and markers**
- Use of negative particles (e.g. *ne...pas, ne...personne, ne...que*)
  - Imperative mood, including *nous* form
  - Discourse markers (e.g. *au contraire, en fait*)
  - Fillers (e.g. *par exemple, alors, bon, allez, quand même*)

## Complex structures

- Nouns**
- Acronyms as nouns e.g. *la SNCF, la SNCB, l'ONU*
- Adjectives**
- Change of meaning of certain adjectives using position
  - *de* replacing *des* before a plural preceding adjective
  - Qualified adjectives without agreement (e.g. *une voiture bleu foncé*)
- Quantifiers**
- *tant, plusieurs, la plupart, presque*
- Pronouns**
- Preceding direct object agreement
  - Order of object pronouns
  - Order and formation of object pronouns in positive commands
  - More advanced relative pronouns (e.g. *lequel etc., auquel etc, ce dont*)
  - Indefinite pronouns (e.g. *quelqu'un, quelque chose*)
  - Possessive pronouns (e.g. *le mien*)
- Verbs**
- Conjugation of less common irregular verbs (e.g. *convaincre, lire, s'asseoir*)
  - Tense use with *depuis* in the negative)
  - Dependent infinitives (e.g. *faire faire*)
  - Inversion of verbs in interrogation, including with nouns
  - Future perfect tense
  - Conditional perfect tense
  - Past historic tense

- Other tenses of the passive voice
- Imperfect tense

### **Prepositions**

- More advanced prepositions (e.g. *au-delà de*, *au-dessous de*)
- Use of *ne* with negative subjects (e.g. *Personne n'est venu*)

### **Particles and markers**

- Indirect speech and related tense uses
- Inversion after adverbs (e.g. *peut-être*)
- Inversion after direct speech

## Appendix 7: Oral assessment forms

This appendix contains the following forms:

- Candidate speaking authentication sheet (CAS) – for use with *Unit 1: Spoken expression and response* and *Unit 3: Understanding and spoken response*
- Oral topic form (OR1) – for use with *Unit 1: Spoken expression and response*
- Oral chosen issue form (OR3) – for use with *Unit 3: Understanding and spoken response*

The following forms must be sent with the recordings to Pearson. Scanned forms will not be accepted for submission to Pearson. Electronically completed forms must be sent as per guidance in the *Administrative Support Guide*.

All forms and the *Administrative Support Guide* are available to download from the subject page on our website.

# Candidate speaking authentication sheet (CAS)



Centres must complete this document **hardcopy**, scan and submit a copy with their oral assessments as per guidance in the IAL Oral Administrative Support Guide.

<b>Pearson Edexcel International Advanced Subsidiary/Advanced Level</b>		<b>French</b> <input type="checkbox"/> WFR01/01 <input type="checkbox"/> WFR03/01	<b>German</b> <input type="checkbox"/> WGN01/01 <input type="checkbox"/> WGN03/01	<b>Spanish</b> <input type="checkbox"/> WSP01/01 <input type="checkbox"/> WSP03/01
<b>Centre name</b>			<b>Centre number</b>	
<b>Candidate name</b>	<b>Candidate number</b>	<b>Declaration and permissions signature*</b>		<b>Date</b>
<b>Teacher name</b>		<b>Declaration and permissions signature **</b>		<b>Date</b>

## Candidate declaration

*\*I certify that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. I agree to my work being used to support Professional Development, Online Support and Training of both teacher/examiners.*

## Teacher declaration

*\*\*I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

**Please photocopy and continue on a separate sheet as necessary**

**If you need any advice on completing the CAS form, please email:** [languagesassessment@pearson.com](mailto:languagesassessment@pearson.com)

## Oral topic form (OR1)

Centres must complete this document **electronically** and submit a copy with each candidate's oral assessment as per guidance in the IAL Oral Administrative Support Guide.

**A copy of this form must be given to the examiner in advance of the examination**

<b>Pearson Edexcel International Advanced Subsidiary/Advanced Level</b>	<b>French</b> <input type="checkbox"/> WFR01/01	<b>German</b> <input type="checkbox"/> WGN01/01	<b>Spanish</b> <input type="checkbox"/> WSP01/01
<b>Centre name</b>			<b>Centre number</b>
<b>Candidate name</b>			<b>Candidate number</b>
<b>General Topic Area 1 (as chosen by candidate)</b>		<b>General Topic Area 2 (as chosen by candidate)</b>	
<b>Stimulus Card used:</b>			

### For Edexcel examiner's use only

#### Administration (please select from dropdown)

OR1 Form correctly completed?

Recording sufficiently clear?

#### Conduct of Test (please tick relevant boxes)

Test conducted correctly

Test conducted incorrectly

#### Additional information (please tick relevant boxes)

Timing too long

Timing too short

Incorrect stimulus used

Too much time spent on Section A

Questions have been rephrased in Section A

Section B not a discussion

Discussion did not move away from stimulus

Further questions not appropriate

Please refer to the specification and marking principles

General comments, if any

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Quality of language		Spontaneity and development	Understanding		Total
Accuracy	Range of lexis		Stimulus specific	General topic area	
/5	/5	/16	/4	/10	/40
<b>Edexcel examiner name</b>				<b>Date</b>	

### Team Leader's use only

Quality of language		Spontaneity and development	Understanding		Total
Accuracy	Range of lexis		Stimulus specific	General topic area	
/5	/5	/16	/4	/10	/40

**Please refer to the Pearson Edexcel website for additional information and training opportunities.**

## Oral chosen issue form (OR3)

Centres must complete this document **electronically** and submit a copy with each candidate's oral assessment as per guidance in the IAL Oral Administrative Support Guide.

**A copy of this form must be given to the examiner in advance of the examination**

<b>Pearson Edexcel International Advanced Level</b>	<b>French</b> <input type="checkbox"/> WFR03/01	<b>German</b> <input type="checkbox"/> WGN03/01	<b>Spanish</b> <input type="checkbox"/> WSP03/01
<b>Centre name</b>			<b>Centre number</b>
<b>Candidate name</b>			<b>Candidate number</b>
<b>Stance/Standpoint on the issue (i.e. I am in support of..., I disagree with...)</b>			

### For Edexcel examiner's use only

#### Administration (please select from dropdown)

OR3 Form correctly completed?

Recording sufficiently clear?

#### Conduct of Test (please tick relevant boxes)

Test conducted correctly

Test conducted incorrectly

#### Additional information (please tick relevant boxes)

Timing too long

Timing too short

Chosen issue not outlined

Definite stance/standpoint not adopted

Opinions were not defended or justified

Spontaneous discussion was not initiated

Unpredictable areas of discussion not explored

Please refer to the specification and marking principles

General comments, if any

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Spontaneity and development	Quality of language		Reading and Research	Critical Analysis	Total
	Accuracy	Range of lexis			
/20	/5	/5	/5	/5	/40
<b>Edexcel examiner name</b>				<b>Date</b>	

### Team Leader's use only

Spontaneity and development	Quality of language		Reading and Research	Critical Analysis	Total
	Accuracy	Range of lexis			
/20	/5	/5	/5	/5	/40

**Please refer to the Pearson Edexcel website for additional information and training opportunities**

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