

IGCSE

French, Spanish

Specification

Edexcel IGCSE in French (4FR0)

Edexcel IGCSE in Spanish (4SP0)

First examination 2011

Issue 2

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Acknowledgements

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Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in French and the Edexcel International General Certificate of Secondary Education (IGCSE) in Spanish are designed for use in schools and colleges. They are part of a suite of IGCSE qualifications offered by Edexcel.

Key subject aims

The Edexcel IGCSE in French and the IGCSE in Spanish qualifications enable students to:

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

About this specification

Key features and benefits of the specification

The IGCSE in French and the IGCSE in Spanish have been developed:

- to enable students to show what they know, understand and can do
- to provide a single tier of entry which tests the whole ability range
- to provide written assessment in listening, reading and writing skills
- to provide a separately endorsed examination of spoken language
- with rubrics in English and the target language
- with clearly defined lists of topic areas
- to provide progression to GCE AS and Advanced GCE level, and other equivalent qualifications.

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Specification at a glance

The IGCSE in French and the IGCSE in Spanish qualifications comprise two external assessments, Paper 1 and Paper 2.

Each paper is targeted at grades A* to G.

Students who fail to achieve grade G will be awarded ‘Ungraded’.

Separately endorsed assessment of spoken language

Students can also be entered for the **optional**, separately assessed and separately endorsed speaking examination.

This speaking examination, Paper 3, will be awarded separately from Paper 1 and Paper 2 on a grading scale from A* to G.

The grade awarded for this optional assessment will be reported separately on the student’s final certificate.

There will be an additional fee for each student entering for this optional paper.

Scheme of assessment

<p>Paper 1: Listening</p>	<p>Paper code: 4FR0/01 (French) 4SP0/01 (Spanish)</p>
<ul style="list-style-type: none"> • Externally assessed • Availability: June series • First assessment: June 2011 	<p>33 $\frac{1}{3}$ % of the total IGCSE marks</p>
<p>Overview of content:</p> <ul style="list-style-type: none"> • home and abroad • education and employment • house, home and daily routines • the modern world and the environment • social activities, fitness and health. 	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> • The paper is assessed through an examination paper set and marked by Edexcel, lasting 30 minutes, plus 5 minutes’ reading time. • The total number of marks for the paper is 30. 	

Paper 2: Reading and Writing	Paper code: 4FR0/02 (French) 4SP0/02 (Spanish)
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2011 	66 $\frac{2}{3}$ % of the total IGCSE marks
<p>Overview of content:</p> <ul style="list-style-type: none"> home and abroad education and employment house, home and daily routines the modern world and the environment social activities, fitness and health. 	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> The paper is assessed through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel. The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing. 	

Separately endorsed assessment of spoken language

Paper 3: Speaking	Paper code: 4FR0/03 (French) 4SP0/03 (Spanish)
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2011 	
<p>Overview of content:</p> <ul style="list-style-type: none"> home and abroad education and employment house, home and daily routines the modern world and the environment social activities, fitness and health. 	
<p>Overview of assessment:</p> <ul style="list-style-type: none"> Maximum 10 minutes The total number of marks for the paper is 60. 	

Qualification content

Knowledge and understanding

The Edexcel IGCSE in French and the IGCSE in Spanish require students to develop their knowledge of vocabulary and structures in a range of settings which:

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

Skills

The Edexcel IGCSE in French and the IGCSE in Spanish require students to:

- develop the ability to listen to and understand the spoken target language in a range of contexts and a variety of styles
- read and respond to different types of written language
- communicate in writing
- understand and apply a range of vocabulary and structures
- develop effective language learning and communication skills
- for students taking the optional paper, Paper 3: Speaking – communicate in speech for different purposes.

Assessment

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

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

Paper 1: Listening

- The paper is assessed through an examination paper lasting 30 minutes, plus 5 minutes' reading time paper, set and marked by Edexcel.
- The total number of marks for the paper is 30.

The examination will cover a range of topic areas selected from those listed on page 11. The examination will consist of several short recordings played by the invigilator. Students will have five minutes' reading time before the recordings are played to read through the paper and familiarise themselves with it. The recordings, each of which will be heard twice, will last no longer than 30 minutes including pauses. All texts will be spoken by native speakers.

Detailed instructions for the conduct of this paper are available in *Appendix 3: Instructions for the conduct of examinations (Papers 1 and 2)*.

There will be **two** sections, as follows.

Section A (15 marks)

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

The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal. Questions targeted at grades D to G will require mainly non-verbal answers.

Section B (15 marks)

There will be two longer extracts in Section B. Comprehension will be tested through a range of question types, both verbal and non-verbal.

Assessment

Students' responses will be assessed for communication only, according to a mark scheme. The grammatical accuracy of the students' language will **not** be assessed in this paper. Answers written in English will score no marks.

Question types

Question types include:

- grid, form or plan completion
- multiple choice
- box-ticking
- note taking
- gap-filling
- true or false
- true or false, with textual support
- matching, for example:
 - ideas or sequences with pictures
 - a named person with a statement
- summary
- questions in the target language.

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- understand reference to past, present and future events
- recognise attitudes, emotions and opinions
- draw inferences and conclusions.

Paper 2: Reading and Writing

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

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

The questions will require a combination of non-verbal responses and answers in the target language. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details.

Detailed instructions for the conduct of this paper are available in *Appendix 3: Instructions for the conduct of examinations (Papers 1 and 2)*.

The paper will consist of **three** sections, detailed below. Students are advised to spend about **30 minutes** on each section.

Section A

Part 1 (15 marks for Reading)

The aim of Section A, Part 1, is to assess the students' abilities in understanding and using information from a range of texts. The texts will be related to the topic areas on page 11.

Answers required in Section A, Part 1, will be mainly non-verbal. Answers will be assessed for communication only, according to a mark scheme. Grammatical accuracy will not be assessed in this part of the paper.

Part 2 (10 marks for Writing)

Students will be required to write about 50 words in the target language, on a topic related to the final reading passage in Section A, Part 1. The response will be assessed for communication and language according to the assessment criteria on page 13.

Section B

Part 1 (5 marks for Reading)

Students will be required to answer questions on **one** reading passage.

Answers required in Section B, Part 1, will be mainly non-verbal.

Part 2 (10 marks for Reading, 5 marks for Writing)

Students will be required to read a longer passage and to respond to a series of questions.

10 marks will be available for Reading, according to the mark scheme. Writing will be assessed according to the assessment criteria on page 14. Students will be required to show the ability to manipulate the language of the original text, and/or to use their own words and phrases to express ideas contained in the text.

Section C

(15 marks for Writing)

Students will select **one** writing task from a choice of three. Students will be expected to write a continuous response, of between 140 and 150 words, in the target language. Students aiming at grade C and above will be expected to express opinions and to use past, present and future tenses and more complex language.

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

The 15 marks available for this section will be sub-divided into 5 marks for content and communication; 5 marks for knowledge and application of language and 5 marks for accuracy.

This section is marked according to the assessment criteria on pages 14 and 15.

Assessment of the Reading sections

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- understand and respond to references to past, present and future events
- recognise attitudes, emotions and opinions
- draw inferences and conclusions
- understand grammatical structures and functions, in context.

Question types

A range of question types will be used which may include:

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

Paper 3: Speaking test (optional, separately endorsed)

- Maximum 10 minutes.
- The total number of marks for the paper is 60.

Students can take a speaking test in addition to Papers 1 and 2. The speaking test will recognise the achievement of the student in speaking the target language.

The test will be divided into **two** sections. Each student chooses the topic area for Section A; the interviewer chooses **two** additional topic areas for the two conversations in Section B. Overall, each student will have covered three of the five topic areas listed on page 11.

Section A: Presentation and discussion based on a single picture

- Maximum 4 minutes.
- Total of 20 marks.

Each student will give a presentation for up to **one minute** about their chosen picture. A conversation with the interviewer about the picture will then follow, for up to **three** minutes.

The student will be assessed according to the criteria on pages 16 and 17.

Up to 5 marks will be awarded for each of these areas:

- communication, content, intonation and pronunciation
- spontaneity and fluency
- knowledge and application of language
- accuracy.

Prior to the speaking test, each student must choose a single picture based on a topic area from page 11. The student must write the relevant topic area on the back of the picture. The student must also provide a copy of the picture for the centre-appointed interviewer at the start of the test. The picture may be a photograph or a drawing. If it is in colour, a clear black and white copy for the interviewer is acceptable.

The same picture must not be used by more than three students from the centre, in any examination session.

Edexcel will provide examples of suitable pictures for this section of the test. These are for illustrative purposes only and must not be used for the examination. They can be found in the *Edexcel IGCSE in French – Sample Assessment Materials* document and the *Edexcel IGCSE in Spanish – Sample Assessment Materials* document.

The pictures chosen should reflect the students' interests. They may, for example, be family photographs, or pictures of sporting or school events. They may be chosen from newspapers or magazines. The pictures should include objects, people and interaction, and should allow students to demonstrate their speaking proficiency appropriately. Pictures containing writing, which may give students assistance in the discussion is not allowed.

A copy of the picture must also be attached to each student's cover sheet (see *Appendix 5: Candidate cover sheet (Paper 3)*) before being sent to the Edexcel examiner with the audiotapes.

There will be no preparation time for the test on the day of the examination. Students **cannot** take notes into the test.

During the test, all students will be required to:

- describe the picture
- take part in a conversation based on the picture.

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

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

Section B: Two conversations

- Maximum 6 minutes.
- Total of 40 marks (20 marks for each conversation).

Students will take part in conversations with the interviewer on **two** separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of **6** minutes, with approximately three minutes for each conversation.

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

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

The conversations must not be rehearsed before the test.

Conversation 1

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

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

In order to achieve grade C and above, students will be expected to express opinions and use past, present and future tenses.

Conversation 2

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

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

As in the first conversation, in order to achieve grade C and above students will be expected to express opinions and use past, present and future tenses.

Assessment arrangements

All speaking tests will be recorded on a date chosen by the centre within a period specified annually by Edexcel. The speaking tests may be completed at any time from mid-March up to and including the date of the written examinations.

The tests will be externally marked by Edexcel. All the tapes must be sent directly to the Edexcel examiner.

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

Centres are responsible for providing their own audiotapes or CDs to record the speaking tests. **Tapes or CDs must be clearly labelled.**

Audio-recording cover sheets (which give the students' details and the topics covered in each speaking test) must be despatched directly to the Edexcel examiner on the day on which the tests are conducted.

More detailed instructions for the conduct of the speaking test are available in *Appendix 4: Instructions for the conduct of examinations (Paper 3)*.

Reporting of Paper 3

Paper 3 will be graded A* to G, and will be reported separately on the certificate.

Centres should note that:

- the speaking test **cannot** be taken as a separate qualification. It can be taken only with the IGCSE in French or the IGCSE Spanish
- achievement in the speaking test will not affect the grade awarded on Paper 1 and Paper 2
- a student must achieve at least grade G on Paper 1 and Paper 2 in order to be awarded a grade for the speaking test
- a student who achieves at least grade G on Paper 1 and Paper 2 but who is awarded 'Ungraded' on Paper 3 will not have the Paper 3 grade reported
- there will be an additional fee for each student entered for the speaking test.

Topic areas

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

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

Linguistic structures

Students are expected to have acquired knowledge and understanding of French or Spanish grammar during their course. In the examination, students will be required to apply their knowledge and understanding to various tasks, drawing from the list given in *Appendix 1: Linguistic structures for French* or *Appendix 2: Linguistic structures for Spanish* as appropriate.

Assessment criteria

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

Major errors

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

Minor errors

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

Paper 2: Reading and Writing – Section A, Part 2 (Writing)

Communication and content	Mark
No effective communication.	0
The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible.	1
The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times.	2
The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.	3
The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.	4
The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.	5

Knowledge and application of language	Mark
No language worthy of credit.	0
Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.	1
Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.	2
Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. Genders, spellings, verb forms are inconsistent.	3
Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication.	4
Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.	5

Paper 2: Reading and Writing – Section B, Part 2 (Writing)

Knowledge and application of language	Mark
No language worthy of credit.	0
Basic vocabulary and structures frequently inappropriate. Little or no evidence of language awareness. Frequent basic errors and inaccuracies impede communication. Nearly all material directly lifted from the original text.	1
Limited vocabulary and structures. Frequent lapses. Some evidence of accurate language, which is mostly lifted straight from the original text. Main points are, however, communicated, despite inaccuracies.	2
Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas.	3
Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which rarely interfere with communication.	4
Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication.	5

Paper 2: Reading and Writing – Section C (Writing)

Communication and content	Mark
No relevant communication.	0
Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker.	1
Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall. Sentences written in isolation. Not easy to read.	2
Suitable relevant information conveyed, although there may be some omissions and/or irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places.	3
Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.	4
Very detailed and fully relevant response to the stimulus. Clearly able to narrate, describe, express opinions and expand, as appropriate to the task. Excellent communication; no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.	5

Paper 2: Reading and Writing – Section C (Writing) *continued*

Knowledge and application of language	Mark
No language worthy of credit.	0
Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses. Occasional almost correct phrase or short sentence, but this will be pre-learned.	1
Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.	2
Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.	3
Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.	4
Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.	5

Paper 2: Reading and Writing – Section C (Writing) *continued*

Accuracy	Mark
No language worthy of credit.	0
Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation.	1
Frequent basic errors, but main points communicated. Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings.	2
Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted.	3
Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted.	4
High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless.	5

Paper 3: Speaking

Communication, content, intonation and pronunciation	Mark
No content worth rewarding.	0
Offers little relevant information. Very limited response. No opinions. Pronunciation very poor; often impedes basic communication.	1
Relevant information is limited. Opinions limited to basic likes and dislikes. Pronunciation and intonation tend to be inconsistent and occasionally impede communication.	2
Communicates and conveys some relevant information. Conveys simple opinions and offers some personal response. Pronunciation and intonation are generally accurate and seldom interfere with communication.	3
Conveys a significant amount of information. Conveys opinions without undue difficulty. Develops some responses well. Pronunciation and intonation are generally good.	4
Conveys a lot of information. Confident expression of opinions, attitudes. Frequently justifies and expands replies. Pronunciation and intonation are consistently authentic.	5

Spontaneity and fluency	Mark
No content worth rewarding.	0
Only responds to very basic questions. Produces minimal responses. Totally dependent on teacher-interviewer. Very hesitant and disjointed.	1
Responds only to straightforward questions. Shows little or no initiative. Answers are short. Very dependent on teacher-interviewer's language and prompts. Hesitant. Little flow of language.	2
Responds quite well but has difficulties with more complex questions. Copes with open-ended questions but rarely expands. Dependent on the teacher-interviewer to a large extent. Some flow of language but also some hesitation.	3
Responds well to a wide range of question types; occasional prompting required. Takes initiative occasionally. Responds without undue hesitation.	4
Responds very well to a wide range of question types. Very responsive, expands, takes the initiative. No hesitation. Able to sustain a conversation with ease.	5

Paper 3: Speaking *continued*

Knowledge and application of language	Mark
No language worth rewarding.	0
Only uses the most basic structures. Mostly offers uncompleted sentences. Frequent use of non-target-language words.	1
Limited/repetitive range of structure and vocabulary. Mainly uses short main clause structures. Little or no awareness of tense concept other than the present.	2
Adequate range of structures and vocabulary. Some attempts to use complex language, albeit with inconsistencies. Generally uses tenses without ambiguity.	3
Uses an appropriately wide range of structures and vocabulary. Generally at ease with subordination and other complex structures. Unambiguous use of a range of tenses.	4
Uses a very wide range of structures and vocabulary. Uses complex structures and vocabulary appropriately. Full range of tenses used very competently.	5

Accuracy	Mark
No language worth rewarding.	0
Consistently inaccurate. Offers only isolated examples of accurate language.	1
High incidence of errors but communication rarely impeded. Some 'pre-learned' phrases correct but frequent and basic inaccuracy in manipulated language.	2
Generally accurate in simple basic language despite a fair number of often quite significant errors. Less accurate in more unfamiliar language situations; some inconsistency.	3
Generally accurate in straightforward language. Some errors evident, particularly when using more complex language, but could also be in basic language.	4
Very accurate, even when using complex language. There may be occasional minor errors.	5

Assessment

Assessment summary

Paper 1 is externally assessed through an examination paper lasting 30 minutes plus 5 minutes' reading time.

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

Paper 3 (optional) is assessed through a speaking test lasting no more than 10 minutes.

Summary of table of assessment

Paper 1: Listening	Paper code: 4FR0/01 (French) 4SP0/01 (Spanish)
<ul style="list-style-type: none">• The paper is assessed through an examination paper lasting 30 minutes, plus 5 minutes' reading time, set and marked by Edexcel.• The total number of marks for the paper is 30.	
Paper 2: Reading and Writing	Paper code: 4FR0/02 (French) 4SP0/02 (Spanish)
<ul style="list-style-type: none">• The paper is assessed through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.• The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.	

Speaking test (optional, separately endorsed)

Paper 3: Speaking	Paper code: 4FR0/03 (French) 4SP0/03 (Spanish)
<ul style="list-style-type: none">• Maximum 10 minutes.• The total number of marks for the paper is 60.	

Assessment Objectives and weightings

Papers 1 and 2

		% in IGCSE
AO1:	understand and respond to spoken language	33 $\frac{1}{3}$ %
AO2:	communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	33 $\frac{1}{3}$ %
AO3:	understand and respond to written language	33 $\frac{1}{3}$ %
TOTAL		100%

Optional Paper 3

		% in spoken language
AO4:	communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification and using them accurately	100%
TOTAL		100%

Relationship of Assessment Objectives to Papers for IGCSE

Papers 1 and 2

Paper number	Assessment objective			Total for AO1, AO2 and AO3
	AO1	AO2	AO3	
Paper 1	33 $\frac{1}{3}$ %	0%	0%	33 $\frac{1}{3}$ %
Paper 2	0%	33 $\frac{1}{3}$ %	33 $\frac{1}{3}$ %	66 $\frac{2}{3}$ %
Total for IGCSE	33 $\frac{1}{3}$ %	33 $\frac{1}{3}$ %	33 $\frac{1}{3}$ %	100%

Entering your students for assessment

Student entry

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

www.edexcel.com/iwantto/pages/int-manual.aspx

Combinations of entry

There are no forbidden combinations.

Access arrangements and special requirements

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

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

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

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

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Assessing your students

The first assessment opportunity for Papers 1, 2 and 3 of this qualification will take place in the June 2011 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2011	June 2012	June 2013	June 2014
Paper 1: Listening	✓	✓	✓	✓
Paper 2: Reading and Writing	✓	✓	✓	✓
Paper 3: Speaking	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The IGCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

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

The first certification opportunity for the Edexcel IGCSE in French and IGCSE in Spanish will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

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

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk.

Student recruitment

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

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

Progression

The IGCSE in French and the IGCSE in Spanish offer suitable progression routes to GCE AS and GCE Advanced level as well as other Level 3 qualifications (for example NVQ French, NVQ Spanish).

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

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

Grade descriptions

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

Grade descriptions in italics apply only to the optional speaking test, Paper 3.

Grade A

Candidates can:

- identify, note and communicate effectively at a more complex level
- understand without difficulty and use a wide range of more complex language, both familiar and unfamiliar
- express, with detail and originality, thoughts, feelings and opinions, on a variety of topics and deal effectively with unpredictable elements
- *communicate with ease and fluency with authentic pronunciation and intonation.*

Grade C

Candidates can:

- identify, note and communicate effectively at a basic level
- use and understand a range of more complex language, both familiar and unfamiliar
- express thoughts, feelings and opinions about a variety of topics and dealing with unpredictable elements
- *convey a clear message with pronunciation at times influenced by the mother tongue.*

Grade F

Candidates can:

- identify, note and communicate main points at basic level
- use and understand a very limited range of basic language
- *convey a simple message with pronunciation strongly influenced by the mother tongue.*

Support and training

Edexcel support services

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

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

Ask the Expert – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert.

Ask Edexcel – Ask Edexcel is Edexcel’s online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don’t find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They’ll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

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

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Appendix 1: Linguistic structures for French

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

The examples in brackets are indicative, not exclusive.

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

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

Verbs:	<p>regular and irregular forms of verbs, including reflexive verbs</p> <p>all persons of verbs, singular and plural</p> <p>negative forms</p> <p>interrogative forms</p> <p>modes of address: <i>tu, vous</i></p> <p>impersonal verbs (example <i>il faut</i>)</p> <p>verbs followed by an infinitive, with or without a preposition</p> <p>dependent infinitives (<i>faire réparer</i>) (R)</p> <p>tenses – present</p> <p>perfect</p> <p>imperfect</p> <p>immediate future</p> <p>future</p> <p>conditional</p> <p>pluperfect</p> <p>use of <i>depuis</i> with present and imperfect tenses</p> <p>passive voice (R)</p> <p>imperative</p> <p>perfect infinitive</p> <p>present participle, including use after <i>en</i></p> <p>subjunctive mood: present, in commonly used expressions (R)</p>
Prepositions:	<i>du, de la, des</i>
Conjunctions:	coordinating and subordinating
Numbers, quantity, dates and time:	including use of <i>depuis</i> with present and imperfect tenses

Appendix 2: Linguistic structures for Spanish

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

The examples in brackets are indicative, not exclusive.

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

Nouns:	gender singular and plural forms
Articles:	definite and indefinite <i>lo</i> plus adjective
Adjectives:	agreement position comparative and superlative: regular and <i>mayor, menor, mejor, peor</i> demonstrative (<i>este, ese, aquel</i>) indefinite (<i>cada, otro, todo, mismo, alguno</i>) possessive, short and long forms (<i>mi, mío</i>) interrogative (<i>cuánto, qué</i>) relative (<i>cuyo</i>)
Adverbs:	formation comparative and superlative interrogative (<i>cómo, cuándo, dónde</i>) adverbs of time and place (<i>aquí, allí, ahora, ya</i>) common adverbial phrases
Quantifiers/ intensifiers:	(<i>muy, bastante, demasiado, poco, mucho</i>)
Pronouns:	subject object position and order of object pronouns reflexive relative: <i>que, quien, lo que, el que, el cual</i> disjunctive (<i>conmigo, para mí</i>) demonstrative (<i>éste, ése, aquél, esto, eso</i>) indefinite (<i>algo, alguien</i>) interrogative (<i>cuál, qué, quién</i>) possessive (<i>el mío, la mía</i>)

Verbs:	<p>regular and irregular forms of verbs, including reflexive verbs</p> <p>all persons of the verb, singular and plural</p> <p>modes of address: <i>tú</i> and <i>usted</i></p> <p>radical-changing verbs</p> <p>negative forms</p> <p>interrogative forms</p> <p>reflexive constructions (<i>se puede, se necesita, se habla</i>)</p> <p>uses of <i>ser</i> and <i>estar</i></p> <p>tenses: present indicative</p> <p>present continuous</p> <p>preterite</p> <p>imperfect</p> <p>imperfect continuous</p> <p>immediate future</p> <p>future</p> <p>perfect</p> <p>pluperfect</p> <p>conditional</p> <p>gerund</p> <p>passive voice (R)</p> <p>imperative: common forms</p> <p>present subjunctive in exclamatory phrases (<i>¡Viva! ¡Dígame!</i>), for formal positive and negative commands and for familiar negative commands</p> <p>present subjunctive after verbs of wishing, command, request, emotion, to express purpose (<i>para que</i>), future with <i>cuando</i></p> <p>imperfect subjunctive (R)</p>
Prepositions:	common including personal <i>a</i>
Conjunctions:	coordinating and subordinating, including <i>y (e), o (u), pero, sino, porque</i>
Number, quantity, dates and time:	including the use of <i>desde hace</i> with the present and imperfect tense

Appendix 3: Instructions for the conduct of examinations (Papers 1 and 2)

General

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

There is one attendance register for each paper.

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

Paper 1: Listening

Checking of CDs/MP3 files

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

Equipment and conditions for listening tests

- As the listening tests are based on CD/MP3 file recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.
- The organisation of examining rooms is a matter for individual centres. It is, however, recommended that candidates are examined in groups no larger than the size of their normal language class. The use of large rooms (particularly where only modest equipment is available) is to be avoided wherever possible.
- The volume should be set at a level which is comfortably within the capabilities of the equipment, and the tone controls (where available) adjusted to give clear undistorted sound.
- Invigilators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

Reading time before the start of the examination

- Candidates will have 5 minutes to read through the examination paper for the Listening examination, prior to the playing of the CD/MP3 file. This is **included** in the published time of 50 minutes on the timetable. **No dictionaries are allowed in the Listening examination.**

Playing the CD/MP3 file

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

Late arrival – Listening

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

Paper details and materials required for Paper 1

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

Paper 2: Reading and Writing

Paper details and materials required

One combined Question and Answer booklet per candidate.

No dictionaries are allowed in the Reading and Writing examination.

Additional answer sheets must be made available as required.

Appendix 4: Instructions for the conduct of examinations (Paper 3)

General

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

Timetabling

Centres must conduct the tests during the period specified. For the May examination session, this period is from mid-March up to and including the day of the examination.

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

Method of assessment

- The Speaking tests will be conducted by a centre-appointed interviewer. In most cases this will be a teacher within the centre, but centres who do not have a suitably qualified teacher may arrange for someone from outside the centre to conduct the Speaking tests. It is solely the responsibility of the centre to find this person, and the centre is responsible for ensuring the person is suitably qualified to carry out the examination and is familiar with its demands and format.
- All tests must be either cassette or CD-recorded and all the recordings forwarded for marking to the designated examiner. A detachable label with the examiner's name and address is supplied with the attendance register.

Structure and timing of tests

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

The format and structure of the Speaking test is described in detail in the main body of this specification on pages 8–10.

Accommodation

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

Materials required for speaking tests

Edexcel will supply the following:

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

The following are supplied in this document:

1	Candidate cover sheet (see <i>Appendix 5: Candidate cover sheet (Paper 3)</i>).	One candidate cover sheet completed with centre and candidate details
2	Cassette/CD insert-labels (see <i>Appendix 6: Cassette/CD insert-label (Paper 3)</i>).	One cassette/CD insert-label to be put in each box with centre and candidate details completed.

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

1	Cassette/CD player and microphone.	Test equipment before use.
2	C60/C90 cassettes or CDs.	All cassettes/CDs and boxes to be numbered and labelled with centre/candidate names and numbers.

Conduct of the speaking examination

Summary of procedures

- Complete the top part of the Candidate Cover Sheet, see *Appendix 5: Candidate cover sheet (Paper 3)*. The candidate provides the interviewer with a copy of the picture. The interviewer writes the topic area on the Candidate Cover Sheet in the appropriate space.
- The CD player/cassette recorder is switched on, the candidate name and number and the topic area of the first conversation are announced.
- Conversation 1 now begins. The candidate gives a presentation for up to **one minute**. After the one-minute presentation, the interviewer should ask the candidate questions relating to the picture. If the candidate's presentation lasts for longer than one minute the interviewer should interrupt with questions. These questions should last for a **maximum of three minutes**, after which time Conversation 1 should naturally be brought to a close. In total, Conversation 1 should not last longer than **four minutes**.
- The interviewer announces (in English) the topic area that they have chosen for Conversation 2, and begins a discussion with the candidate on the chosen topic. The candidate will not know the topic for Conversation 2 until this announcement. This discussion should last for a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- The interviewer announces (in English) the topic area that they have chosen for Conversation 3, and begins a discussion with the candidate on the chosen topic. The candidate will not know the topic for Conversation 3 until this announcement. This discussion should last for a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- **The interviewer must not enter any marks or comments in the lower part of the Candidate Cover Sheet. This part is reserved for use by Edexcel.**
- At the end of the third conversation the recording should be stopped and the teacher should check that the test has been recorded. Where necessary, the cassette/CD should be turned over or changed, ready for the next candidate.
- The interviewer must attach (staple for example) the picture which the candidate has used for Conversation 1 securely to the Candidate Cover Sheet.

Recording of candidates

- All candidates must be recorded.
- Where recordings fail or are unsatisfactory, re-examining is required as soon as possible.
- It is essential to check that:
 - the microphone and recorder are connected correctly and that recording is taking place
 - the cassette recorder or CD player is placed out of sight of the candidate and, if possible, should be well away from the microphone
 - the position of the microphone should favour the candidate
 - extraneous noise is kept to a minimum
 - the recorder is switched on at the start of the test and off at the end
 - the language, cassette number or CD number, centre name and number, and teacher's name are announced at the start of every cassette

- the candidate's name and number are announced at the start of each test
- the topic area is announced at the beginning of each conversation
- recordings of previous candidates are not accidentally erased
- the tape remaining on the side of the cassette in use is sufficient to complete the next test without turning over
- the cassette or CD is returned to the correct box after use
- all cassettes are rewound to the beginning before despatch to the examiner.

Important

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

Checklist for conduct

When conducting speaking examinations:		
At this point	Record this	Do this
At the start of each new cassette or CD	'IGCSE examination in _____' [<i>state language and examination session</i>], 'Paper 3, Interviewer _____' [<i>give name</i>] 'Centre name _____', 'Centre number _____'	On the cassette/CD label, write your centre name and number, the language, specification number and interviewer's name.
At the start of each candidate's test	'Candidate number _____, _____' [<i>state name of candidate</i>].	On the photocopiable cassette or CD insert, write the candidate's name and number. Make sure the Candidate Cover Sheet is complete with relevant details. Start the test. Do not stop or pause the cassette or CD during the recording.
At the start of each of the three conversations	'Conversation (1, 2, 3), Topic _____' [<i>in English</i>]	Do not stop or pause the cassette or CD during the recording.
At the end of each candidate's test	'End of test'.	Check that the test has been recorded clearly and audibly.
After the last candidate on side A	'End of side A'.	Reset the controls ready to record the next candidate.
After the last candidate on side B of each cassette/CD	'End of side B. The tests continue on cassette/CD number _____'. [<i>state number of next cassette or CD</i>]	Wind to the start of side A. Check that all the details on the cassette/CD label are completed. Place the cassette/CD back in the cassette/CD box before you take the next cassette/CD out of its box.

Advice for interviewers on conversations

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

Preparation of materials to despatch to the examiner

- Centres should send **all** cassettes/CDs to the appropriate examiner.
- Candidate Cover Sheets must contain all the appropriate centre and candidate details – correct candidate numbers are essential.
- Candidate Cover Sheets must include the details of the topic areas chosen.
- Each Candidate Cover Sheet must have the picture which the candidate chose for Conversation 1 securely attached to it.
- All the Candidate Cover Sheets (with each candidate’s picture attached) must be arranged **in candidate number order.**
- Each cassette/CD must be numbered and the number indicated in the appropriate box on the Candidate Cover Sheet.
- Every cassette/CD and box must be numbered and clearly labelled with centre name and number and the language being examined. Photocopiable cassette/CD inserts are provided (see *Appendix 6: Cassette/CD insert-label (Paper 3)*).
- Each side of each cassette must indicate the candidate numbers of the candidates recorded on it.

Despatch of materials to the examiner

- Printed address labels are included on the attendance registers, showing the name of the examiner. As soon as all materials are ready, and within 48 hours of the completion of examining within the language concerned, material should be despatched to the examiner in two separate consignments as follows:
- **Parcel 1:** The **top two copies** of the attendance register (bottom copy to be retained by the centre). Please remember that attendance registers **must not be folded or creased**.
- **Parcel 2:** All cassettes/CDs and **a copy** of the Candidate cover sheet (see *Appendix 5: Candidate cover sheet (Paper 3)*) for **each** candidate.
- Where the size of the candidature makes it necessary to split parcels (whether documentation or cassettes/CDs), the parcels should be numbered clearly on the outside (for example package 1 of 2).

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

Appendix 5: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

Centre name		Centre number		Language	
Candidate name		Candidate number		Specification number	
Date of speaking test / / 20.....	Name of teacher conducting test (Block capitals)		Cassette/ CD number	Side (A/B)
Section A (Topic of the presentation and discussion based on a picture)					
Section B (Topic for Conversation 1)Section B (Topic for Conversation 2)					

To be completed by the Edexcel Examiner:

CONVERSATION 1 (Presentation and discussion)									
Communication, content, intonation and pronunciation (maximum 5 marks)		Spontaneity and fluency (maximum 5 marks)		Knowledge and application of language (maximum 5 marks)		Accuracy (maximum 5 marks)		TOTAL (maximum 20 marks)	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

CONVERSATION 2									
Communication, content, intonation and pronunciation (maximum 5 marks)		Spontaneity and fluency (maximum 5 marks)		Knowledge and application of language (maximum 5 marks)		Accuracy (maximum 5 marks)		TOTAL (maximum 20 marks)	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

CONVERSATION 3									
Communication, content, intonation and pronunciation (maximum 5 marks)		Spontaneity and fluency (maximum 5 marks)		Knowledge and application of language (maximum 5 marks)		Accuracy (maximum 5 marks)		TOTAL (maximum 20 marks)	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

TOTAL NUMBER OF MARKS OUT OF 60:	Edexcel Examiner	Senior Examiner

Appendix 6: Cassette/CD insert-label (Paper 3)

Complete the required details.

June 200..... speaking examination		
Language/specification number:		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interviewer:		

June 200..... speaking examination		
Language/specification number:		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interviewer:		

June 200..... speaking examination		
Language/specification number:		
Centre number:		
	Candidate name:	Candidate number:
1		
2		
3		
4		
Name of interviewer:		

Appendix 7: Suggested resources

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

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

Most of the resources listed below are 4-stage series. Stage 4 is suitable for this specification.

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

Textbooks

French

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

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

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

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

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

Spanish

Calvert M and Gonzalez Florido H – *¡Así!* (Nelson Thornes, 2005)
ISBN 9780748791729 – a three-part course including student's textbooks and workbooks, teacher's book, resource and assessment file, CDs to accompany each volume and a CD ROM

De Sudea I and Knill C – *Español de Primero Segunda edición* (OUP, 2004)
ISBN 9780199123933 – a two-part course including student's textbook, teacher's resource and assessment file and CDs to accompany each volume

Ellis M and Martin R – *Aventura Nueva* (Hodder & Stoughton, 2004/5)
ISBN 9780340868874 – a three-part course including student textbooks and workbooks, teacher's book, resource and assessment file, CDs to accompany each volume and a CD ROM

O'Connor N and Rainger A – *Caminos Segunda edición* (Nelson Thornes, 2003) – a three-part course including a student's textbook, teacher's resource and assessment file and CDs to accompany each volume

Useful websites

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

General websites

www.cilt.org.uk	CILT website containing current information on language teaching materials
www.linguanet-europa.org	Contains details of teaching materials and learning resources online
www.linguanet.org.uk	Provides access to authentic resources in its 'Websites for Languages' section

French

www.lesclesjunior.com	Reading material for students
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Interesting grammatical websites

www.tv5.org	Website with details of the TV5 programmes, teaching materials and online learning resources
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Spanish

http://es.guide.yahoo.com	Much information about Spain nowadays, access to TV programmes, cinema, books, fashion etc
http://londres.cervantes.es	Cervantes Institute website
www.DocuWeb.ca/SiSpain	Spanish Ministry for Culture
www.el-mundo.es	Online edition of the newspaper
www.learnplus.com/spanish/index.html	Learnplus Spanish course
www.mec.es/sgci/uk/en/home/index.shtml	The London Consejería de Educación
www.quia.com	A collection of games/puzzles worksheets Instructor zone allows teachers to prepare their own area for individual students and groups with access to their work and results
www.studyspanish.com	Free Spanish pronunciation, vocabulary and grammar tutorials, verb drills and other activities. Teacher log-on facility to monitor students' work and progress 'The Simpsons' in Spanish
www.renfe.es	Rail tickets and timetables
www.studyspanish.com/index.htm	Learn Spanish online course
www.terra.es	Spanish search engine

General contact details

Useful contacts in the United Kingdom and francophone countries

<p>Alliance Française 101 Boulevard Raspail Cedex 06 75270 Paris France www.alliancefr.org</p>	<p>Alliance Française 1 Dorset Square London NW1 6PU United Kingdom www.alliancefrancaise.org.uk</p>
<p>Institut Français 17 Queensbury Place London SW7 2DT United Kingdom Telephone: 020 7073 1350 www.institut-francais.org.uk</p>	

French embassies often have cultural attachés. Further details are available from the French embassy website, www.ambafrance-uk.org, which gives details of the French Institute and other cultural organisations such as:

<p>France @ la Carte www.francealacarte.org.uk</p>	<p>Zip Zap France www.asapfrance.info/en/france</p>
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Alternatively, contact the Belgian embassy or Canadian High Commission.

<p>The Belgian Embassy 103 Eaton Square London SW1W 9AB United Kingdom www.belgium.embassyhomepage.com</p>	<p>The Canadian High Commission 1 Grosvenor Square London W1K 4AB United Kingdom www.dfait-maeci.gc.ca/canadaeuropa/united_kingdom</p>
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Useful contacts in the United Kingdom and Spain

<p>The Spanish Embassy 39 Chesham Place London SW1X 8SB United Kingdom http://spain.embassyhomepage.com</p>	<p>Consejería de Educación 20 Peel Street, London W8 7PD United Kingdom www.educa.rcanaria.es</p>
<p>Instituto Cervantes 102 Eaton Square London SW1W 9AN United Kingdom www.cervantes.es</p>	<p>Real Academia Española de la Lengua Felipe IV 4 Madrid España www.rae.es</p>

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