

INTERNATIONAL GCSE

French

Specification and Sample Assessment Material

Edexcel International GCSE in French (4FR0)

First examination June 2014

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International GCSE

French (4FR0)

Specification

First examination June 2014

Issue 4

This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Introduction

The Edexcel International GCSE in French is designed for use in schools and colleges. It is part of a suite of qualifications offered by Edexcel.

Key subject aims

This qualification enables students to:

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

Key features and benefits of the qualification

This qualification has been developed:

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

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Specification at a glance

Edexcel International GCSE in French qualification

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

Each paper is targeted at grades A* to G.

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

Paper 1: Listening		Paper code: 4FR0/01
- Externally assessed - Availability: June series - First assessment: June 2014		25% of the International GCSE qualification
Overview of content: - home and abroad - education and employment - house, home and daily routines - the modern world and the environment - social activities, fitness and health.		
Overview of assessment: - Assessment is a 40-minute examination paper set and marked by Edexcel, plus five minutes' reading time. - The total number of marks for the paper is 50.		

Paper 2: Reading and Writing		Paper code: 4FR0/02
- Externally assessed - Availability: June series - First assessment: June 2014		50 % of the International GCSE qualification
Overview of content: - home and abroad - education and employment - house, home and daily routines - the modern world and the environment - social activities, fitness and health.		
Overview of assessment: - Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel. - The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.		

Paper 3: Speaking		Paper code: 4FR0/03
- Externally assessed - Availability: June series - First assessment: June 2014		25 % of the International GCSE qualification
Overview of content: - home and abroad - education and employment - house, home and daily routines - the modern world and the environment - social activities, fitness and health.		
Overview of assessment: - maximum 10 minutes - the total number of marks for the paper is 40.		

Qualification content

Knowledge and understanding

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

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

Skills

This qualification gives students the opportunity to:

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

Assessment

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

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

Paper 1: Listening

Assessment overview

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

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

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

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

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

Students will be assessed on their ability to:

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

The question types

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

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

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

Paper 2: Reading and Writing

Assessment overview

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

Reading

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

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

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

Assessment of the reading section

Students will be assessed on their ability to:

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

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

Question types in the reading section

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

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

Writing

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

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

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

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

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

Paper 3: Speaking

Assessment overview

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

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

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

Section A: Presentation and discussion based on a single picture

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

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

Stage 1 – Teaching and Learning

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

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

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

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

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

Stage 2 – Preparation

During the preparation phase, the teacher can:

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

However, teachers (and language assistants) cannot:

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

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

Stage 3 – Assessment

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

The objectives of this assessment are to:

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

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

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

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

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

Section B: Two conversations

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

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

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

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

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

The conversations must not be rehearsed before the test.

Conversation 1

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

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

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

Conversation 2

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

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

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

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

Assessment arrangements

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

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

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

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

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

All speaking tests will be externally marked by Edexcel.

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

Topic areas

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

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

Linguistic structures

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

Assessment criteria

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

Major errors

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

Minor errors

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

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

Communication and content	Mark
No rewardable material.	0
- Little meaningful communication; only occasionally comprehensible. - Most of the response may have been copied from the supporting passage without any attempt to adapt it.	1–2
- Limited communication; frequently lacking clarity. - Some of the response may have been copied from the supporting passage but with some attempt to adapt it.	3–4
- Mostly clear communication with some ambiguity. - The candidate's response is mostly independent; minimal reliance on the supporting passage.	5

Knowledge and application of language	Mark
No rewardable material.	0
- Narrow range of basic vocabulary and structures. - Minimal accuracy in spelling and grammar.	1–2
- Adequate range of vocabulary and structures, with some repetition. - Some accuracy in spelling and grammar with errors.	3–4
- Good range of vocabulary and structures. - General accuracy in spelling and grammar, although there may be errors.	5

Paper 2: Reading and Writing – Question 6

Communication and content	Mark
No rewardable material.	0
- Little meaningful communication; only occasionally comprehensible. - The response is barely relevant to the task.	1–2
- Limited communication; frequently lacking clarity. - The response is partially relevant to the task but there may be major omissions.	3–4
- Mostly clear communication with some ambiguity. - The response is mostly relevant and addresses some aspects of the task.	5–6
- Clear communication with occasional ambiguity. - The response is relevant and addresses most aspects of the task.	7–8
- Clear communication with no ambiguity. - The response is relevant and fully addresses all aspects of the task.	9–10

Knowledge and application of language	Mark
No rewardable material.	0
- Narrow range of basic vocabulary and structures. - Very little use of tenses to vary sentences.	1–2
- Adequate range of vocabulary and structures, with some repetition. - Some use of tenses to vary sentences.	3–4
- Uses wide range of vocabulary and structures, including some complex lexical items. - Use of a range of tenses to vary sentences.	5

Accuracy	Mark
No rewardable material.	0
- Very little evidence of correct verb formation, gender and agreement. - Correct spelling is limited.	1–2
- Some evidence of correct verb formation, gender and agreement. - Spelling is accurate for some of the response.	3–4
- Strong evidence of correct verb formation, gender and agreement. - Spelling is generally accurate although there may be occasional lapses.	5

Paper 3: Speaking

Section A: Presentation and discussion

Presentation, communication and fluency	Mark
• No rewardable material.	0
• Minimal description of visual stimulus. • Totally reliant on teacher-examiner prompting. • Minimal expression of ideas and opinions. • Minimal responses (mainly one-word replies).	1-2
• Limited communication related to chosen visual stimulus. • Very hesitant and reliant on teacher-examiner prompting. • Expresses some simple ideas or opinions, but these will lack clarity. • Replies are limited and short.	3-4
• Communicates adequate information related to the chosen visual stimulus. • Able to sustain a conversation but requires some prompting. • Expresses simple ideas and opinions. • Replies are simple and rarely expanded upon.	5-6
• Communicates in some detail information related to chosen visual stimulus. • Speaks confidently, with minimal prompting necessary. • Has little difficulty expressing and explaining ideas and opinions. • Sometimes justifies and expands replies.	7-8
• Communicates a wide range of information related to chosen visual/stimulus. • Speaks very confidently, with very little or no hesitation and with spontaneity. • No difficulty in expressing and explaining a range of ideas and opinions. • Interacts well in post-presentation discussion. Frequently justifies and expands replies.	9-10

Paper 3: Section A *continued*

Knowledge and application of language	Mark
• No rewardable material.	0
• Narrow range of basic vocabulary and structures. • Simple and often incomplete sentences.	1-2
• Adequate range of vocabulary and structures, with some repetition • Some use of tenses to vary sentences.	3-4
• Uses wide range of vocabulary and structures, including some complex lexical items. • Use of a range of tenses to vary sentences.	5

Accuracy	Mark
• No rewardable material.	0
• Very little evidence of correct verb formation, gender and agreement. • Pronunciation and intonation often interfere with comprehensibility.	1-2
• Some evidence of correct verb formation, gender and agreement. • Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
• Strong evidence of correct verb formation, gender and agreement. • Pronunciation and intonation seldom interfere with comprehensibility.	5

Paper 3, Section B: Two conversations

Communication, interaction and fluency	Mark
No rewardable material.	0
- Responds only to very basic questions - Very limited expression of opinions - Produces minimal responses (mainly one-word answers). - Totally reliant on teacher-examiner prompting.	1-2
- Responds only to straightforward questions. - Opinions limited to basic likes and dislikes. - Replies are limited and short. - Conversation very hesitant throughout and reliant on teacher-examiner prompting.	3-4
- Responds to more complex questions. - Conveys simple opinions and offers some personal response. - Copes with open-ended questions but rarely expands. - Able to sustain a conversation although frequently hesitant and requires some prompting.	5-6
- Responds to a range of question types. - Expresses opinions, attitudes and ideas. - Takes initiative occasionally; sometimes justifies and expands replies. - Able to sustain a relevant conversation with some hesitation and minimal prompting.	7-8
- Responds to a wide range of question types. - Confident expression of opinions, attitudes, and a range of ideas. - Takes the initiative; frequently justifies and expands replies. - Able to sustain a relevant conversation with ease and with very little or no hesitation.	9-10

Paper 3: Section B *continued*

Knowledge and application of language	Mark
No rewardable material.	0
- Narrow range of basic vocabulary and structures. - Simple and often incomplete sentences.	1-2
- Adequate range of vocabulary and structures, with some repetition - Some use of tenses to vary sentences.	3-4
- Uses wide range of vocabulary and structures, including some complex lexical items. - Use of a range of tenses to vary sentences.	5

Accuracy	Mark
No rewardable material.	0
- Very little evidence of correct verb formation, gender and agreement. - Pronunciation and intonation often interfere with comprehensibility.	1-2
- Some evidence of correct verb formation, gender and agreement. - Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
- Strong evidence of correct verb formation, gender and agreement. - Pronunciation and intonation seldom interfere with comprehensibility.	5

Assessment

Assessment summary

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

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

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

Summary of table of assessment

Paper 1: Listening	Paper code: 4FR0/01
• The paper is assessed through an examination paper lasting 40 minutes, plus five minutes' reading time, set and marked by Edexcel. • The total number of marks for the paper is 50.	
Paper 2: Reading and Writing	Paper code: 4FR0/02
• The paper is assessed through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel. • The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.	
Paper 3: Speaking	Paper code: 4FR0/03
• Maximum 10 minutes. The total number of marks for the paper is 40.	

Assessment Objectives and weightings

Papers 1, 2 and 3

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

Relationship of Assessment Objectives to Papers 1, 2 and 3 for International GCSE

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

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *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 website: www.edexcel.com.

Forbidden combinations

It is forbidden for students to take this qualification at the same time as the Edexcel Level 1/Level 2 Certificate in French qualification.

Access arrangements and special requirements

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

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

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

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

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

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

Assessing your students

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

Your student assessment opportunities

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

Awarding and reporting

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

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

The first certification opportunity for this qualification will be 2014.

Language of assessment

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

Malpractice and plagiarism

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

Student recruitment

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

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

Progression

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

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

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

Grade descriptions

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

Grade A

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

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

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

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

Grade C

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

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

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

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

Grade F

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

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

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

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

Support and training

Edexcel support services

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

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

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

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

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

Support for Students and Learners

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

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

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

Training

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

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Appendix 1: Linguistic structures for French

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

The examples in brackets are indicative, not exclusive.

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

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

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

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

General

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

There is one attendance register for each paper.

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

Paper 1: Listening

Checking of CDs/MP3 files

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

Equipment and conditions for listening tests

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

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

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

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

Reading time before the start of the examination

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

Playing the CD/MP3 file

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

Late arrival – Listening

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

Paper details and materials required for Paper 1

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

Paper 2: Reading and Writing

Paper details and materials required for Paper 2

- One combined Question and Answer booklet per candidate.

No dictionaries are allowed in the Reading and Writing examination.

- Additional answer sheets must be made available as required.

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

General

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

Timetabling

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

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

Method of assessment

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

Structure and timing of tests

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

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

Accommodation

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

Materials required for speaking tests

Edexcel will supply the following:

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

The following are supplied in this document:

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

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

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

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

Conduct of the speaking test

Recording of candidates' speaking test

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

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

It is essential to check that:

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

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

Important

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

Summary of procedures

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

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

Checklist for conduct

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

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

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

Preparation of materials to despatch to the examiner

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

Despatch of materials to the examiner

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

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

Appendix 4: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

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

Topic area		Sub-topic
Section A	☐ A ☐ B ☐ C ☐ D ☐ E	
Section B, Conversation 1	☐ A ☐ B ☐ C ☐ D ☐ E	
Section B, Conversation 2	☐ A ☐ B ☐ C ☐ D ☐ E	

Declaration of authentication

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

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

To be completed by the Edexcel Examiner:

Section A

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

Section B

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

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

Complete the required details.

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

Appendix 6: Suggested resources

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

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

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

Textbooks

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

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

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

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

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

Useful websites

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

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

International GCSE

French (4FR0)

Sample Assessment Material

First examination June 2014

Issue 2

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Introduction

These sample assessment materials have been prepared to support the qualification.

The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

Sample transcript for Paper 1: Listening

(M1) Q1-3 À l'école

(M1) Exemple : (F1) Le mardi matin j'ai un cours de musique.

Pause and repeat.

Q1 (F2) J'adore la science. C'est très intéressant.

Pause and repeat.

Q2 (M2) La géographie est assez difficile pour moi.

Pause and repeat.

Q3 (M1) Mon professeur de maths s'appelle Monsieur Martin. Il est sympa.

Pause and repeat.

(M1) Q4-6 Interview avec une championne

(M1) Exemple : Bonjour Véronique. Est-ce que vous aimez la viande ?
(F1) Oui, j'adore la viande.

Pause and repeat.

(M1) Q4 Et le poisson ?

(F1) Oui, je mange beaucoup le poisson. Je préfère ça.

Pause and repeat.

(M1) Q5 Et avec le poisson ?

(F1) Toujours les légumes.

Pause and repeat.

(M1) Q6 Et comme dessert ?

(F1) J'adore les glaces.

Pause and repeat.

(M1) Q 7-12 Quel temps fait-il ?

(M1) Exemple : Dans les rues de Paris, il y a beaucoup de brouillard.

Pause and repeat.

(M1) Q7

(F1) Aujourd'hui, il fait du soleil à Lomé.

Pause and repeat.

(M1) Q8

(F1) À Montréal, il neige très fort.

Pause and repeat.

(M1) Q9

(F1) À Bruxelles, il y a du vent.

Pause and repeat.

(M1) Q10

(F1) Aujourd'hui à Toulon il y a des éclaircis.

Pause and repeat.

(M1) Q11

(F1) À Tunis, il fait très chaud aujourd'hui.

Pause and repeat.

(M1) Q12

(F1) À Nice, il pleut depuis deux heures.

Pause and repeat.

(M1) Question 13 Jamal parle de lui-même

(M2) Je m'appelle Jamal et j'ai 15 ans. Chez moi c'est assez petit, mais j'ai ma propre chambre. Le matin je me lève à 6h30 parce que je dois prendre le car pour aller à l'école. Je rentre vers 5h. Le soir je regarde la télé et je fais mes devoirs. Je suis français mais ma mère est d'origine espagnole et souvent elle prépare de la nourriture espagnole, c'est délicieux !

Pause and repeat.

(M1) Q14 Projets d'avenir

(M1) Exemple : Clarisse ! Ah, Clarisse. Elle veut absolument devenir médecin.

Pause and repeat.

(M1) Q14 (i)

(F1) Prudence ? Eh bien, Prudence sait déjà qu'elle veut devenir professeur.

Pause and repeat.

(M1) Q14 (ii)

(F2) Jessica ? Jessica aimerait aller à l'université en France ou en Belgique.

Pause and repeat.

(M1) Q14 (iii)

(M2) Théo ? Alors Théo va chercher un emploi dans l'informatique.

Pause and repeat.

(M1) Q14 (iv)

(M2) Amadou ? Mais Amadou adore vivre ici. Il ne veut pas quitter le Sénégal.

Pause and repeat.

(M1) Q14 (v)

(F1) Magalie ? Eh bien, Magalie va certainement devenir guide touristique.

Pause and repeat.

(M1) Q14 (vi)

(F2) Et Rodolphe ? Alors Rodolphe rêve d'être père un jour.

Pause and repeat.

(M1) Q15 Olivier parle de ses passe-temps

(M2) Le lundi, je joue au foot et je vais souvent à la piscine. Avant je jouais au basket, mais maintenant je n'ai pas le temps. Mercredi, après le collège, je vais à la pêche, j'adore ça. Dans ma ville il n'y a pas de boîtes de nuit ni de cinémas, mais le samedi je vais au bowling avec mes amis. Le dimanche mes amis aiment faire des randonnées, mais ça ne m'intéresse pas. Moi, je fais du canoë sur la rivière. C'est très fatigant mais c'est bien pour la santé.

(M1) Q16 La télévision

(F1) Alors Jérôme, il y a combien de postes de télévision chez toi ?

(M1) On n'a qu'une seule télé qui est installée dans le salon.

(F1) Quand est-ce que tu la regardes ?

(M1) Je regarde régulièrement les émissions de 7h à 9h du matin pour me réveiller et le soir quand il y a de bons films ou du sport. Je regarde aussi, au moins une fois par jour, un journal télévisé.

(Pause)

(F1) Tu as une chaîne préférée ?

(M1) Ma chaîne préférée c'est M6 pour la diversité de ses émissions de musique et France 2 pour les documentaires et les Infos. Je zappe énormément lorsqu'il y a des spots publicitaires et ça énerve fortement mes parents et puis quand je n'aime pas les émissions, je mets une de mes cassettes.

Pause and repeat.

(M1) Q17 Chez moi

(M1) Écoutons d'abord Valérie

(F1) Moi, j'aime bien ma maison, elle est très confortable. J'ai une grande chambre à moi toute seule. J'ai une grande télé et un ordinateur et le soir je suis toujours là. Il y a un très grand jardin, où jouent mes frères.

(M1) Et Jean-François ?

(M2) Avant j'habitais une très grande maison. Ici dans notre nouvelle maison nous avons trois chambres, mais il n'y a pas assez de place et notre jardin est minuscule. Par contre, la maison a été construite récemment et tout est neuf.

(M1) Et finalement, Caroline ?

(F2) Nous habitons maintenant un appartement en ville. Ma sœur et moi sommes dans la même chambre, heureusement la chambre est très grande. Seulement il n'y a pas d'espace vert et le parc est loin.

Pause and repeat.

(M1) Q18 Les voyages scolaires

(M1) Écoutons d'abord Subira. :

(F1) Les voyages scolaires sont bien. On peut beaucoup apprendre, on fait souvent des choses qu'on ne fait pas normalement, comme le rafting. Mais il faut payer tout ça. Pour mes parents, le prix est quelquefois un problème, donc je fais peu de voyages.

(M1) Et Didier :

(M2) J'aime assez les voyages scolaires, j'en ai fait beaucoup. Mais quand on visite un château ou une ville, c'est quelquefois barbant. Si je pars plus de deux ou trois jours, mes parents me manquent. Je n'aime pas être loin d'eux.

(M1) Et Emmanuelle :

(F2) Je n'ai jamais fait de longs voyages scolaires. Ce n'est pas une question d'argent. Je n'ai pas beaucoup de liberté et mes parents ne me laissent pas partir, c'est dommage. J'ai visité quelques musées et j'ai bien aimé. Ce que j'aime surtout, c'est m'amuser avec mes copains.

Pause and repeat.

(M1) Q19 Protégeons notre environnement !

(M1) Exemple :

(M2) Moi, je m'appelle Alain. J'habite à quatre kilomètres de Bruxelles. Les résidents de notre village ont des difficultés pour dormir, car les avions sont si bruyants. A mon avis, on devrait interdire les vols de nuit car il n'y en a pas besoin.

Pause and repeat.

(M1) Q19(a)

(F1) Bonjour, je suis Élodie. Je suis marseillaise. Moi, j'en ai marre des embouteillages en ville ! Alors ma famille et moi, nous allons commencer à utiliser les transports en commun pendant la semaine et nous habituer à voyager à deux si nous devons vraiment prendre la voiture pour aller en ville. On pourrait également introduire des taxes sur ceux qui circulent en voiture dans des zones urbaines. Ce genre de système est déjà utilisé dans d'autres villes.

Pause and repeat.

(M1) Q19(b)

(F2) Moi, je m'appelle Marianne et j'habite en région parisienne. En ce moment, il semblerait qu'on ne recycle qu'un pourcentage faible des ordures ménagères. Il faut avoir un peu plus d'enthousiasme. Moi, je mets toujours chaque article dans la bonne poubelle. Malheureusement, ça me demande pas mal de temps, mais ça en vaut la peine.

Pause and repeat.

(M1) Q19(c)

(M2) Moi, je suis Éric. Où sont les espaces verts ? Il n'y en a plus ! Arrêtons donc de donner si facilement ces permis de construire aux promoteurs ! Non, il ne faut surtout pas permettre la construction d'un trop grand nombre d'immeubles.

Pause and repeat.

This is the end of the recording.

You may continue to write and check your answers until the end of the test.

Sample question papers

Paper 1: Listening	13
Paper 2: Reading and Writing	25
Paper 3: Speaking	41

Write your name here

Surname

Other names

**Edexcel
International GCSE**

Centre Number

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Candidate Number

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French

Paper 1: Listening

Sample Assessment Material
40 minutes (plus 5 minutes reading time)

Paper Reference
4FR0/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Answer all questions** in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Dictionaries may **not** be used in this examination.
- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear each extract twice. You may write at any time during the recording.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.
- Try to answer every question.

Turn over ►

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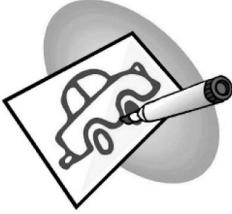
PEARSON

Answer ALL questions

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

À l'école

On parle de quelle matière ? Écrivez la bonne lettre.
Which subject is being discussed? Write the correct letter.

A 	B 	C 
D 	E $a^2 + b^2 = c^2$ $72 + 37 = ?$	F 

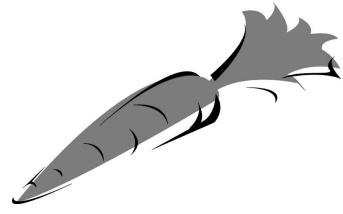
Exemple :	A
1	
2	
3	

(Total for Questions 1–3 = 3 marks)

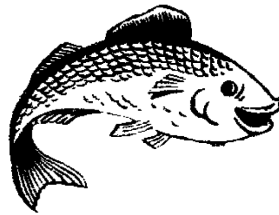
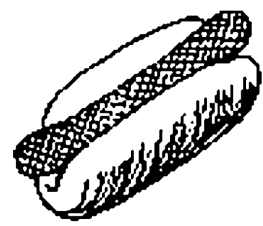
Interview avec une championne

Véronique Bobet parle de la nourriture. Cochez ☒ la bonne case.
Véronique Bobet is talking about food. Put a cross ☒ in the correct box.

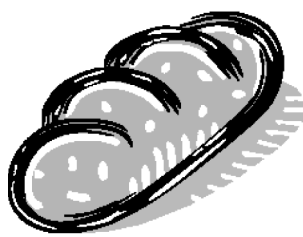
Exemple : Véronique aime...

A 	B 	C 
☒	☒	☐

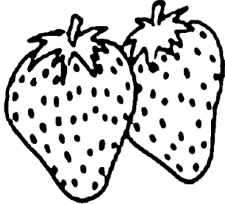
4 Mais Véronique préfère manger...

A 	B 	C 
☐	☒	☐

5 Avec cela elle mange...

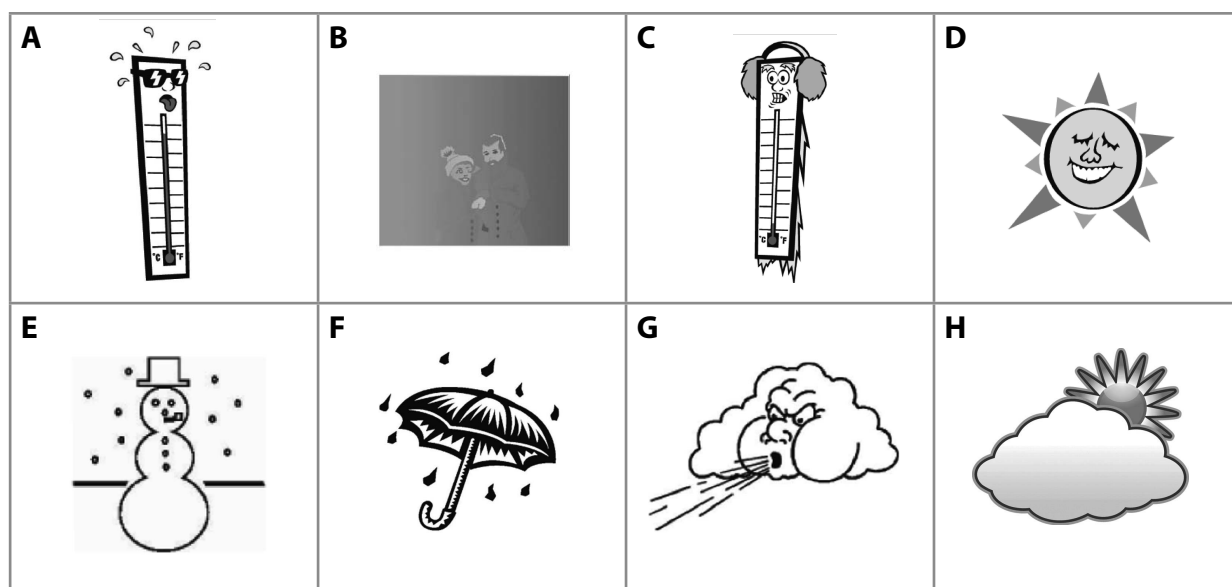
A 	B 	C 
☒	☐	☐

6 Après son repas Véronique mange...

A 	B 	C 
☐	☐	☐

(Total for Questions 4–6 = 3 marks)

Quel temps fait-il ?



Cochez ☒ la bonne case.

Put a cross ☒ in the correct box.

	A	B	C	D	E	F	G	H
Exemple : Paris	☐	☒	☐	☐	☐	☐	☐	☐
7 Lomé	☐	☐	☐	☐	☐	☐	☐	☐
8 Montréal	☐	☐	☐	☐	☐	☐	☐	☐
9 Bruxelles	☐	☐	☐	☐	☐	☐	☐	☐
10 Toulon	☐	☐	☐	☐	☐	☐	☐	☐
11 Tunis	☐	☐	☐	☐	☐	☐	☐	☐
12 Nice	☐	☐	☐	☐	☐	☐	☐	☐

(Total for Questions 7–12 = 6 marks)

Jamal parle de lui-même

- 13** Qu'est-ce qu'il mentionne ? Cochez ☒ **6** bonnes cases.
What does he mention? Cross ☒ the **6** correct boxes.

☒	Exemple : sa chambre
☐	A le sport
☐	B son voyage au collège
☐	C sa nationalité
☐	D sa routine
☐	E les vacances
☐	F son âge
☐	G les repas
☐	H ses frères et ses sœurs
☐	I ses matières préférées
☐	J ses animaux
☐	K sa maison
☐	L son acteur favori

(Total for Question 13 = 6 marks)

Projets d'avenir

14 Un professeur au Sénégal parle des projets d'avenir de ses élèves. Qu'est-ce qu'ils veulent faire ?

A teacher in Senegal is talking about the future plans of his pupils. What do they want to do?

- Lisez les phrases A – H. Écrivez la bonne lettre dans la case. Attention !
- Read the statements A – H. Write the correct letter in each box. Be careful!

Exemple :	Clarisse veut...	F
(i)	Prudence veut...	
(ii)	Jessica veut...	
(iii)	Théo veut...	
(iv)	Amadou veut...	
(v)	Magalie veut...	
(vi)	Rodolphe veut...	

A	rester dans son pays.
B	travailler avec des ordinateurs.
C	étudier en Europe.
D	apprendre l'anglais.
E	aider les visiteurs.
F	devenir docteur.
G	travailler dans une école.
H	avoir des enfants.

(Total for Question 14 = 6 marks)

Olivier parle de ses passe-temps

- 15** Quels sont ses passe-temps pendant la semaine ? Complétez la grille **en français**.
What are his pastimes during the week? Complete the grid **in French**.

Exemple : Lundi foot

Mercredi

Samedi

Dimanche

(Total for Question 15 = 3 marks)

La télévision

16 Jérôme parle de la télévision. Complétez les phrases en cochant ☒ la bonne case.
Jérôme is talking about television. Complete the sentences by putting a cross ☒ in the correct box.

Exemple : Chez Jérôme il y a...

☐	A une salle de télévision
☒	B une seule télévision
☐	C deux postes de télévision

(i) Chez Jérôme, le poste de télévision se trouve dans...

☐	A la chambre
☐	B la salle de séjour
☐	C la cuisine

(ii) Chaque matin il passe devant la télé.

☐	A une heure
☐	B deux heures
☐	C sept heures

(iii) Jérôme regarde M6 parce qu'il aime toutes sortes de...

☐	A chaînes
☐	B documentaires
☐	C musique

(iv) Jérôme zappe quand il y a...

☐	A de la publicité
☐	B du sport
☐	C des infos

(Total for Question 16 = 4 marks)

Chez moi

- 17** Qui exprime les opinions suivantes ? Mettez la bonne lettre dans chaque case.
Who expresses the following opinions? Put the correct letter in each box.

V = Valérie	J = Jean-François	C = Caroline
--------------------	--------------------------	---------------------

Exemple :	Qui dit que sa maison est confortable ?	V
(i)	Qui trouve sa maison trop petite ?	
(ii)	Qui partage sa chambre ?	
(iii)	Qui n'a pas de jardin ?	
(iv)	Qui peut jouer aux jeux électroniques dans sa chambre ?	
(v)	Qui habite dans une maison moderne ?	
(vi)	Qui passe beaucoup de temps dans sa chambre ?	

(Total for Question 17 = 6 marks)

Les voyages scolaires

18 Subira, Didier et Emmanuelle discutent les voyages scolaires.

Subira, Didier and Emmanuelle are discussing school trips.

Pour chaque phrase cochez ☒ la case de la personne qui exprime cette opinion.

For each sentence put a cross ☒ in the box of the person who expresses this opinion.

	A Subira	B Didier	C Emmanuelle
Exemple : Les voyages scolaires sont éducatifs.	☒	☐	☐
(i) Je n'aime pas quitter mes parents.	☐	☐	☐
(ii) Pour moi être avec mes amis est le plus important.	☐	☐	☐
(iii) Les voyages scolaires sont chers pour ma famille.	☐	☐	☐
(iv) Je n'ai pas le droit de partir avec le collège.	☐	☐	☐
(v) On peut faire des activités un peu différentes.	☐	☐	☐
(vi) Parfois les monuments m'ennuient.	☐	☐	☐

(Total for Question 18 = 6 marks)

Protégeons notre environnement !

- 19** Écoutez ces jeunes. Donnez les détails en français.
Listen to these young people. Give the details in French.

Exemple : Alain

Problème :	Bruit causé par les avions.
Solution :	Pas de vols pendant la nuit.

(a) **Élodie :**

Problème :	
Solutions :	(i)
	(ii)

(3)

(b) **Marianne :**

Problème :	
Solution :	

(2)

(c) **Éric :**

Problème :	
Solution :	

(2)

(Total for Question 19 = 7 marks)

TOTAL FOR PAPER = 50 MARKS

Write your name here

Surname

Other names

**Edexcel
International GCSE**

Centre Number

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Candidate Number

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French

Paper 2: Reading and Writing

Sample Assessment Material

Time: 1 hour 30 minutes

Paper Reference

4FR0/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Dictionaries may **not** be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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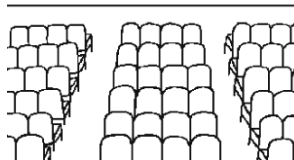
PEARSON

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Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1

Au cinéma



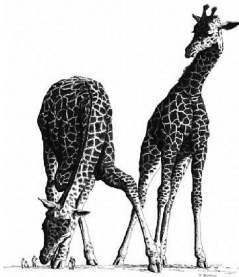
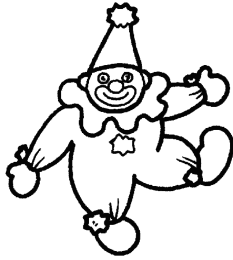
Votre ami(e) adore le cinéma. Il/elle a vu quels films ? Cochez ☒ la bonne case.

Your friend loves the cinema. Which films has he/she seen?

Put a cross ☒ in the correct box.

Les films que votre ami(e) a vus :

The films your friend has seen:

A 	B 	C 	D 
E 	F 	G 	

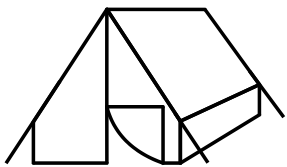
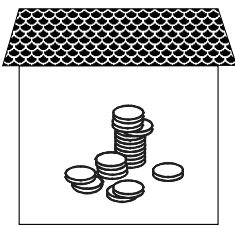
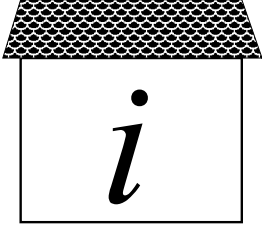
	A	B	C	D	E	F	G
Exemple : un film américain avec des cow-boys	☒	☒	☒	☒	☒	☒	☒
(i) une aventure de science-fiction	☒	☒	☒	☒	☒	☒	☒
(ii) un film pour enfants	☒	☒	☒	☒	☒	☒	☒
(iii) un documentaire fascinant sur les animaux	☒	☒	☒	☒	☒	☒	☒
(iv) une aventure policière	☒	☒	☒	☒	☒	☒	☒
(v) un film d'horreur – j'adore avoir peur	☒	☒	☒	☒	☒	☒	☒

(Total for Question 1 = 5 marks)

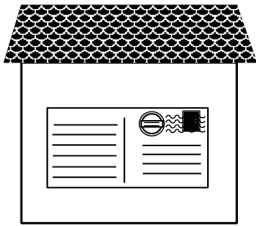
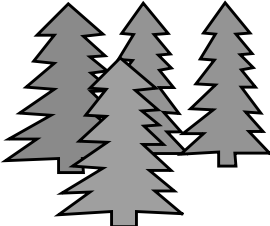
Une visite en ville

- 2 On va où ? Cochez ☒ la bonne case.
Where are these people going? Put a cross ☒ in the correct box.

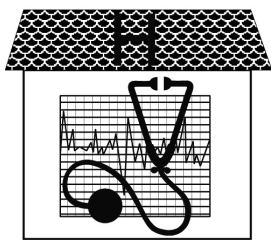
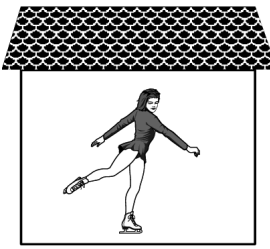
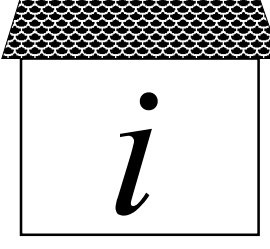
Exemple : Je voudrais changer de l'argent.

A 	B 	C 
☐	☒	☐

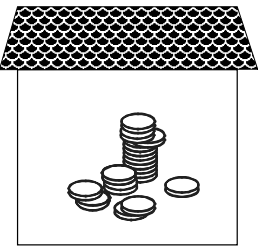
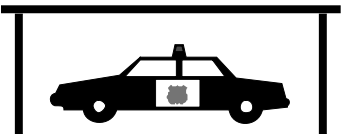
- (i) Je veux acheter des timbres.

A 	B 	C 
☐	☒	☐

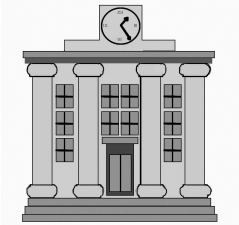
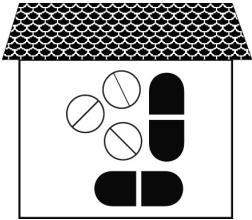
- (ii) Je vais visiter la ville. Je voudrais un plan.

A 	B 	C 
☐	☐	☒

(iii) Quel beau temps ! Nous allons faire un pique-nique.

A 	B 	C 
☐	☐	☐

(iv) Mon frère a mal à la tête. Il voudrait de l'aspirine.

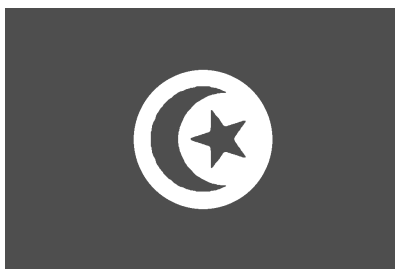
A 	B 	C 
☐	☐	☐

(v) Ma mère désire réserver un billet de train.

A Guichet	B Buffet	C Accès aux quais
☐	☐	☐

(Total for Question 2 = 5 marks)

Une famille tunisienne



Lisez cette lettre de votre amie tunisienne et complétez les phrases.
Read this letter from your Tunisian friend and complete the sentences.

Bonjour !

Merci de ta jolie carte postale du Mexique ! Moi, je fais partie d'une assez grande famille. Il y a cinq personnes en tout; mes parents, mes deux petits frères et moi. Normalement, je m'entends bien avec ma mère parce qu'elle est drôle. De temps en temps, elle se fâche un peu quand je ne fais pas mes devoirs ! Samedi prochain, ma mère et moi, nous allons faire des courses ensemble car mon père va bientôt fêter ses quarante ans. On va lui acheter des affaires de golf car il a commencé à pratiquer ce sport l'année dernière. Par contre, mes frères sont plus intéressés par les sports d'équipe, comme le foot.

Écris-moi bientôt !
Nadia

- (a) Choisissez les mots dans la case.
Choose the words from the box.

(5)

Exemple : Nadia **a** deux frères.

- (i) Nadia est âgée que ses deux frères.
- (ii) En général, elle a de relations avec sa mère.
- (iii) La mère de Nadia pense que scolaire est important.
- (iv) Nadia et sa mère vont faire le week-end prochain.
- (v) En ce moment, le père de Nadia a ans.

l'uniforme	trente-neuf	du shopping	mauvaises
moins	-a-	bonnes	du golf
	le travail	plus	quarante

(b) Écrivez environ 50 mots **en français** sur votre famille.
Write about 50 words **in French** about your family.

(10)

Voici quelques idées :
Here are some ideas:

nom(s)
name(s)

personnalité
personality

âges
age(s)

passe-temps
hobbies

.....

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(Total for Question 3 = 15 marks)



Lisez ces opinions sur l'Internet.
Read these views about the Internet.

- Comme professeur en Belgique, je n'ai jamais besoin d'apprendre à mes élèves comment utiliser l'Internet. Mais au collège où je travaille, le système informatique est souvent en panne.
Carla, Belgique
- Les jeunes passent trop de temps devant les ordinateurs. Ils font donc moins de sport.
Sabrina, Luxembourg
- Je suis pour l'Internet à l'école et je viens d'acheter un nouvel ordinateur. Le problème, c'est que l'accès à l'Internet revient cher.
Laure, France
- On peut faire de nouveaux amis puisqu'on communiquera avec le monde entier.
Stauroula, Grèce
- C'est pratique pour faire les devoirs et pour obtenir rapidement des informations. Mais, on perd le contact avec la réalité et on ne lit plus.
Eliza, Grèce

Quelles sont les autres phrases qui expriment le sens du texte ? Cochez ☒ les 5 bonnes cases.

Which other sentences express the meaning of the text? Put a cross ☒ in the 5 correct boxes.

☒	Exemple : Carla est professeur en Belgique.
☒	A Aujourd'hui les gens ne lisent pas à cause de l'Internet.
☒	B L'Internet n'est jamais utile pour les études.
☒	C L'accès à l'Internet est toujours gratuit en France.
☒	D On trouve des renseignements sur Internet.
☒	E Les élèves ne savent pas utiliser l'Internet avant de commencer à l'école.
☒	F Avec l'Internet, les adolescents sont devenus plus sportifs.
☒	G L'Internet peut encourager le contact avec les gens du monde entier.
☒	H Il n'y a jamais de problèmes avec les systèmes informatiques.
☒	I Laure possède maintenant un autre ordinateur.
☒	J Le réseau de l'ordinateur ne fonctionne pas toujours bien.

(Total for Question 4 = 5 marks)

Lisez cet article.
Read this article.



Plus tard, je serai pompier

« Au feu, les pompiers ! La maison qui brûle... »

Quand on pense aux pompiers, on pense d'abord aux incendies.

À l'origine, les pompiers étaient en effet ceux qui manœuvraient les pompes à incendie et qu'on appelait seulement pour éteindre un incendie. Aujourd'hui leur mission s'est beaucoup diversifiée, car de nouveaux dangers sont apparus. Ils interviennent en cas d'accident de la route et de catastrophe naturelle... La semaine dernière, dans le sud-est de la France, un millier de pompiers ont ainsi été mobilisés pour évacuer les victimes des inondations, par hélicoptère ou par bateau. Parfois, ils sont simplement appelés pour faire descendre un chat du haut d'un arbre ou pour libérer un oiseau pris entre deux fils électriques en haut d'un immeuble.

Professionnel ou volontaire

En France, il y a 235 000 pompiers, mais la très grande majorité d'entre eux sont des pompiers volontaires (207 000). Être pompier n'est pas leur vrai métier : ils ont un autre travail à côté.

Si tu veux devenir pompier professionnel, tu devras te présenter à un concours, mais seulement à partir de 18 ans. En attendant, tu peux t'inscrire comme jeune pompier. Près de chez toi, il y a sans doute un centre de secours qui organise des séances d'initiation au métier de pompier pour les enfants et les adolescents.

Répondez aux questions **en français** en vous basant sur le texte. Les phrases complètes, ne sont pas nécessaires.

Answer the questions **in French** based on the text. Full sentences are not necessary.

(a) Quand faisait-on appel aux pompiers autrefois ?

(1)

(b) Donnez **deux** exemples de la diversification du travail d'un pompier.

(2)

(i)

(ii)

(c) Comment est-ce que les pompiers ont aidé les victimes des inondations ?

(1)

(d) Dans quelles situations se trouvaient les animaux aidés par les pompiers ?

(2)

(i)

(ii)

(e) Quelles sont les **deux** conditions à remplir pour devenir pompier professionnel ?

(2)

(i)

(ii)

(f) Si un jeune qui n'est pas majeur est intéressé par le métier de pompier, qu'est-ce qu'il peut faire ? Donnez **deux** exemples.

(2)

(i)

(ii)

(Total for Question 5 = 10 marks)

6 Choisissez **UN** des sujets suivants. Écrivez environ 150 mots **en français**.
Choose **ONE** of the following tasks. Write about 150 words **in French**.

(a) Écrivez un article pour un journal scolaire français sur votre fête préférée dans votre pays. Vous devez mentionner :

- le nom et la signification de la fête
- ce que vous faites traditionnellement (en famille ou en public)
- vos préparatifs pour la prochaine fête
- vos opinions sur cette fête

(20)

(b) Vous avez passé une journée à travailler dans un magasin ou un bureau. Décrivez votre journée. Vous devez mentionner :

- le travail que vous avez fait
- un(e) collègue ou un(e) client(e) que vous avez rencontré(e)
- vos opinions sur ce travail
- si vous voulez faire ce travail à l'avenir et pourquoi (pas)

(20)

(c) Vous recevez cet e-mail de votre correspondant(e). Écrivez une réponse. Il faut répondre à toutes les questions.

On nous dit toujours à l'école qu'il faut « manger sain ». Est-ce que tu as déjà essayé de manger sain et de rester en forme ? Avec succès ?

Est-ce que tu trouves ça important ? Moi, j'aime trop regarder la télé et je mange de tout. Aide-moi ! Qu'est-ce que je devrais faire ? Merci à l'avance.

(20)

Vous avez choisi quel sujet ?
Which task have you chosen?

6(b) ☒

6(c) 

[illegible]

(Total for Question 6 = 20 marks)

TOTAL FOR PAPER = 60 MARKS

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Edexcel International GCSE

French

Paper 3: Speaking

Sample Assessment Material

Paper Reference

4FR0/03

You do not need any other materials.

Turn over ►

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PEARSON

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The following pages provide exemplar assessment material for the speaking component (Paper 3). Centres and candidates should refer to the Specification for full details of the requirements of this paper.

The pictures provided in this sample assessment material are for illustrative purposes only and must **not** be used for examination.

Throughout this sample speaking test, questions are given in the informal 'tu' form. This is not a compulsory requirement, and the centre-appointed interviewer should ask questions in either the formal 'vous' form or informal 'tu' form at their discretion.

Section A: Presentation and discussion based on a single picture

Maximum 4 minutes

1 TOPIC AREA A – HOME AND ABROAD



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- Les gens, qu'est-ce qu'ils font dans cette image ?
- Qu'est-ce qu'ils portent ?
- Quel temps fait-il ?
- Les gens dans cette image, comment sont-ils ?
- Quelle personne trouves-tu la plus intéressante ?

Questions indirectly related to the picture

- À ton avis, les touristes qu'est-ce qu'ils ont fait avant de venir là ?
- Que feront-ils peut-être plus tard ?
- Qui utiliserait le bus que tu vois ?
- Alors, comment les touristes voyagent-ils dans cette ville ? Pourquoi ?
- Selon toi, elles viennent d'où, toutes ces personnes ?

Questions relating to the wider topic area

- Dans ta ville/région, qu'est-ce qu'il y a à faire/voir pour les touristes ?
- En vacances, le temps c'est important ?
- Tu aimes faire du tourisme/les visites pendant les vacances? Pourquoi (pas) ?
- Pourquoi est-ce que les vacances sont importantes ?

2 TOPIC AREA C – HOUSE, HOME AND DAILY ROUTINES



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- Décris les gens dans cette image.
- Qu'est-ce que tu vois d'autre dans l'image ?
- À ton avis, qui sont ces gens ?
- Quelle personne préfères-tu dans cette image ? Pourquoi ?
- Pourquoi est-ce que les gens sourient ?

Questions indirectly related to the picture

- Selon toi, pourquoi font-ils la fête ?
- Que feront-ils d'autre pour faire la fête ?
- Pourquoi cette photo familiale aurait-elle été différente dix ans avant ?
- À ton avis, ces gens se voient-ils souvent ?
- D'après toi, qu'est-ce qui s'est passé juste avant ?

Questions relating to the wider topic area

- Comment est-ce que tu t'entends avec ta famille ?
- Qu'est-ce que tu fêtes en famille ?
- Les autres membres de ta famille, qu'est-ce qu'ils font en ce moment ?
- Pourquoi les familles sont-elles importantes ?
- Fais une description de ton dernier anniversaire.

3 TOPIC AREA E – SOCIAL ACTIVITIES, FITNESS AND HEALTH



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- Cette scène se passe où ?
- La jeune femme, qu'est-ce qu'elle fait ?
- Pourquoi est-ce qu'elle fait cela ?
- Décris les personnes dans cette image.
- Les jeunes hommes au fond, qu'est-ce qu'ils font ?

Questions indirectly related to the picture

- Les deux personnes au premier plan, qu'est-ce qu'elles disent, à ton avis ?
- Selon toi, à quoi pense-t-elle, la jeune femme ?
- La jeune femme, qu'est-ce qu'elle a fait avant de venir là ?
- Qu'est-ce qu'elle va faire plus tard ?
- Comment sera le théâtre plus tard dans la journée ?

Questions relating to the wider topic area

- Tu as déjà joué sur scène/en concert ?
- Décris tes expériences à un concert.
- Quels genres de musique aimes-tu ?
- Quelles sont tes autres activités de loisir ?
- Quel est le rôle joué par les distractions dans ta vie ?

Section B: Two Conversations

Maximum 6 minutes

TOPIC AREA A – HOME AND ABROAD

Straightforward questions

- Fais une description de ta région.
- Décris le temps qu'il fait dans ta région.
- Qu'est-ce qu'il y a à faire et à voir ?
- Que penses-tu de ta ville/région ?
- Où aimes-tu passer les vacances ?
- Fais une description de tes dernières vacances.
- Quels sont tes projets de vacances ?
- Quelle serait ta destination de vacances idéale ? Pourquoi ?

Extension questions

- Ta ville, c'est un bon endroit pour les jeunes ? Pourquoi (pas) ?
- Quels sont les avantages et les inconvénients de vivre en ville/à la campagne ?
- Que penses-tu du climat chez toi ?
- Quels pays francophones as-tu visités ?
- C'était comment ?
- Préfères-tu les vacances entre amis ou en famille ? Pourquoi ?
- Pourquoi les voyages à l'étranger sont-ils importants ?
- Quels jours fériés y a-t-il dans ton pays ? Lequel préfères-tu ? Pourquoi ?

TOPIC AREA B – EDUCATION AND EMPLOYMENT

Straightforward questions

- Fais une description de ton école/de ta routine scolaire.
- Quelles sont les matières que tu aimes/n'aimes pas ? Pourquoi ?
- Qu'est-ce que tu portes à l'école ?
- Qu'est-ce que tu as fait à l'école hier ?
- Quels sont tes projets pour l'année prochaine/plus tard dans la vie ?
- Fais une description de ton stage en entreprise.
- Quel est l'emploi de tes rêves ?
- As-tu été élève dans une autre école ?

Extension questions

- Qu'est-ce que tu aimes/n'aimes pas à ton école ?
- Quelles sont les matières les plus importantes à l'école ? Pourquoi ?
- Tu es pour ou contre l'uniforme scolaire ? Pourquoi ?
- Que penses-tu de la réglementation à ton école ?
- Les devoirs sont-ils importants ? Pourquoi (pas) ?
- Les stages en entreprise, sont-ils importants ?
- Que faut-il faire pour trouver un bon emploi ?
- Vaut-il mieux aller à l'université ou commencer le travail plus tôt ? Pourquoi ?

TOPIC AREA C – HOUSE, HOME AND DAILY ROUTINES

Straightforward questions

- Décris ta famille.
- Où habites-tu ? C'est comment ?
- Où aimerais-tu habiter plus tard dans la vie ?
- Que fais-tu entre amis ?
- Comment fais-tu pour aider à la maison ?
- Qu'as-tu fait le week-end dernier ?
- Que manges-tu et que bois-tu en famille ?
- Décris ta dernière visite au restaurant.

Extension questions

- Comment est-ce que tu t'entends avec les autres membres de ta famille ?
- Il existe la famille idéale ?
- Comment changerais-tu ta chambre si tu avais beaucoup d'argent ?
- Qui sont les plus importants, les amis ou la famille ?
- Quelles sont les qualités d'un(e) bon(ne) ami(e) ?
- Qu'est-ce que tu aimerais changer dans ta routine journalière ?
- Les jeunes, devraient-ils aider à la maison ?
- Tu manges sainement en famille ? Pourquoi (pas) ?

TOPIC AREA D – THE MODERN WORLD AND THE ENVIRONMENT

Straightforward questions

- À la maison, que fais-tu pour protéger l'environnement ?
- À l'école, que fais-tu pour protéger l'environnement ?
- Pourquoi l'environnement est-il important ?
- Quel est le rôle des médias dans ta vie ?
- Décris ton émission de télévision favorite ou ton film/livre favori.
- As-tu un téléphone portable ? Quand est-ce que tu l'utilises ?
- Qu'est-ce que tu fais sur ordinateur à la maison/à l'école ?
- Décris un personnage célèbre que tu admires.

Extension questions

- Selon toi, quel est le problème le plus grave face à l'environnement ?
- Penses-tu que les jeunes regardent trop souvent la télévision ?
- Préfères-tu regarder les films à la télévision ou au cinéma ? Pourquoi ?
- Quels sont les avantages et inconvénients des téléphones portables/de l'internet ?
- Quelle est l'importance de l'internet dans ta vie ?
- Quels sont les plus grands problèmes sociaux de ton pays ?
- Pourquoi les jeunes (ne) sont-ils (pas) intéressés par les actualités ?
- Dans le monde actuel, quels sont les sujets les plus importants pour les jeunes ?

TOPIC AREA E – SOCIAL ACTIVITIES, FITNESS AND HEALTH

Straightforward questions

- Décris ton dernier anniversaire.
- Qu'est-ce que tu aimes faire pendant ton temps libre ?
- Quels genres de musique aimes-tu ? Pourquoi ?
- Que fais-tu normalement le soir/le week-end ?
- Fais-tu souvent du shopping ? Où ? Qu'est-ce que tu achètes ?
- Que fais-tu pour avoir de l'argent de poche ? Qu'est-ce que tu en fais ?
- Que fais-tu pour rester en forme ?
- Décris un week-end idéal. Que ferais-tu ?

Extension questions

- Pour toi, quelles sont les fêtes les plus importantes de l'année ?
- Quel est le rôle joué par le sport/la musique dans ta vie ?
- Pourquoi le temps libre est-il important ?
- L'argent de poche, c'est quelque chose d'important ? Pourquoi (pas) ?
- Comment pourrait-on améliorer la vie des jeunes dans ta ville/région ?
- As-tu un mode de vie sain ?
- Que penses-tu du tabac/de l'alcool/de la drogue ?
- Pourquoi certaines personnes sont-elles végétariennes ?

Sample mark schemes

General marking guidance	55
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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1: Listening

Question Number	Answer	Mark
1	C	1

Question Number	Answer	Mark
2	F	1

Question Number	Answer	Mark
3	E	1

Question Number	Answer	Mark
4	B	1

Question Number	Answer	Mark
5	A	1

Question Number	Answer	Mark
6	A	1

Question Number	Answer	Mark
7	D	1

Question Number	Answer	Mark
8	E	1

Question Number	Answer	Mark
9	G	1

Question Number	Answer	Mark
10	H	1

Question Number	Answer	Mark
11	A	1

Question Number	Answer	Mark
12	F	1

Question Number	Answer	Mark
13	B, C, D, F, G, K	6

Question Number	Answer	Mark
14(i)	G	1

Question Number	Answer	Mark
14(ii)	C	1

Question Number	Answer	Mark
14(iii)	B	1

Question Number	Answer	Mark
14(iv)	A	1

Question Number	Answer	Mark
14(v)	E	1

Question Number	Answer	Mark
14(vi)	H	1

Question Number	Answer	Mark
15 (a)	(la) pêche	1

Question Number	Answer	Mark
15 (b)	(le) bowling	1

Question Number	Answer	Mark
15 (c)	(le) canoë	1

Question Number	Answer	Mark
16(i)	B	1

Question Number	Answer	Mark
16(ii)	B	1

Question Number	Acceptable Answers	Mark
16(iii)	C	1

Question Number	Acceptable Answers	Mark
16(iv)	A	1

Question Number	Acceptable Answers	Mark
17(i)	J	1

Question Number	Acceptable Answers	Mark
17(ii)	C	1

Question Number	Acceptable Answers	Mark
17(iii)	C	1

Question Number	Acceptable Answers	Mark
17(iv)	V	1

Question Number	Acceptable Answers	Mark
17(v)	J	1

Question Number	Acceptable Answers	Mark
17(vi)	V	1

Question Number	Acceptable Answers	Mark
18(i)	B	1

Question Number	Acceptable Answers	Mark
18(ii)	C	1

Question Number	Acceptable Answers	Mark
18(iii)	A	1

Question Number	Acceptable Answers	Mark
18(iv)	C	1

Question Number	Acceptable Answers	Mark
18(v)	A	1

Question Number	Acceptable Answers	Mark
18(vi)	B	1

Question Number	Acceptable Answers	Reject	Mark
19(a)	Problème - embouteillage(s) - trop de circulation - trop de voitures - problème de circuler en ville	- circulation / trafic / trafique - les voitures - beaucoup de voitures - beaucoup de circulation	1
	Solution - transports en commun pendant la semaine (1) - être deux dans une voiture (1) must specify idea of a car - taxe(s) sur la circulation en ville (1) Accept first two answers	- taxe sur la circulation (en ville omitted) - prendre la voiture - taxe (with no other reference) - voyager à deux pour aller en ville - taxi	2

Question Number	Acceptable Answers	Reject	Mark
19(b)	Problème - pas assez de recyclage - le pourcentage de recyclage est faible - manque d'enthousiasme pour le recyclage - Le recyclage, ça prend du temps	- le recyclage - les ordures (ménagères) - le recyclage est faible - pas de recyclisme/ recyclage	1
	Solution - utiliser les bonnes poubelles - trier les ordures - prendre plus de temps	- mettre les ordures à la poubelle - ça demande beaucoup de temps - ça demande la poubelle correcte	1

Question Number	Acceptable Answers	Reject	Mark
19(c)	Problème - manque d'espaces verts - pas d'espace vert	- les espaces verts - les espaces en ville - la construction - place verte	1
	Solution - limiter les permis de construire - limiter le nombre de nouveaux immeubles [idea of limit essential]	- limiter les espaces verts - plus d'immeubles - il ne faut pas mettre la construction [idea of ban on all construction]	1

Paper 2: Reading and Writing

Question Number	Answer	Mark
1(i)	E	1

Question Number	Answer	Mark
1(ii)	D	1

Question Number	Answer	Mark
1(iii)	B	1

Question Number	Answer	Mark
1(iv)	G	1

Question Number	Answer	Mark
1(v)	C	1

Question Number	Answer	Mark
2(i)	B	1

Question Number	Answer	Mark
2(ii)	C	1

Question Number	Answer	Mark
2(iii)	B	1

Question Number	Answer	Mark
2(iv)	B	1

Question Number	Answer	Mark
2(v)	A	1

Question Number	Answer	Mark
3(a)(i)	plus	1

Question Number	Answer	Mark
3(a)(ii)	bonnes	1

Question Number	Answer	Mark
3(a)(iii)	le travail	1

Question Number	Answer	Mark
3(a)(iv)	du shopping	1

Question Number	Answer	Mark
3(a)(v)	trente-neuf	1

Question Number	Answer	Mark
3(b)	This question will be assessed according to the standard assessment criteria below.	5 + 5 = 10

Communication and content	Mark
No rewardable material.	0
- Little meaningful communication; only occasionally comprehensible. - Most of the response may have been copied from the supporting passage without any attempt to adapt it.	1-2
- Limited communication; frequently lacking clarity. - Some of the response may have been copied from the supporting passage but with some attempt to adapt it.	3-4
- Mostly clear communication with some ambiguity. - The candidate's response is mostly independent; minimal reliance on the supporting passage.	5

Knowledge and application of language	Mark
No rewardable material.	0
- Narrow range of basic vocabulary and structures. - Minimal accuracy in spelling and grammar.	1-2
- Adequate range of vocabulary and structures, with some repetition. - Some accuracy in spelling and grammar with errors.	3-4
- Good range of vocabulary and structures. - General accuracy in spelling and grammar, although there may be errors.	5

Question Number	Answer	Mark
4	A, D, G, I, J	5

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(a)	pour éteindre un incendie			1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(b)	(il va à) des accidents de la route - catastrophes naturelles			2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(c)	ils ont évacué les victimes			1

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(d)	(chats) dans un arbre (oiseaux) pris dans un fil électrique (en haut d'un immeuble)			2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(e)	- avoir 18 ans - se présenter à un concours			2

Question Number	Correct Answer	Acceptable Answers	Reject	Mark
5(f)	- s'inscrire comme jeune pompier - aller à une séance d'initiation			2

Question Number		Mark
6	This question will be assessed according to the standard assessment criteria below.	10 + 5 + 5 = 20
Communication and content		Mark
No rewardable material.		0
- Little meaningful communication; only occasionally comprehensible. - The response is barely relevant to the task.		1-2
- Limited communication; frequently lacking clarity. - The response is partially relevant to the task but there may be major omissions.		3-4
- Mostly clear communication with some ambiguity. - The response is mostly relevant and addresses some aspects of the task.		5-6
- Clear communication with occasional ambiguity. - The response is relevant and addresses most aspects of the task.		7-8
- Clear communication with no ambiguity. - The response is relevant and fully addresses all aspects of the task.		9-10

Knowledge and application of language		Mark
No rewardable material.		0
- Narrow range of basic vocabulary and structures. - Very little use of tenses to vary sentences.		1-2
- Adequate range of vocabulary and structures, with some repetition. - Some use of tenses to vary sentences.		3-4
- Uses wide range of vocabulary and structures, including some complex lexical items. - Use of a range of tenses to vary sentences.		5

Accuracy	Mark
No rewardable material.	0
- Very little evidence of correct verb formation, gender and agreement. - Correct spelling is limited.	1-2
- Some evidence of correct verb formation, gender and agreement. - Spelling is accurate for some of the response.	3-4
- Strong evidence of correct verb formation, gender and agreement. - Spelling is generally accurate although there may be occasional lapses.	5

Paper 3: Speaking

SECTION A

Presentation, communication and fluency	Mark
No rewardable material.	0
- Minimal description of visual stimulus. - Totally reliant on teacher-examiner prompting. - Minimal expression of ideas and opinions. - Minimal responses (mainly one-word replies).	1-2
- Limited communication related to chosen visual stimulus. - Very hesitant and reliant on teacher-examiner prompting. - Expresses some simple ideas or opinions, but these will lack clarity. - Replies are limited and short.	3-4
- Communicates adequate information related to the chosen visual stimulus. - Able to sustain a conversation but requires some prompting. - Expresses simple ideas and opinions. - Replies are simple and rarely expanded upon.	5-6
- Communicates in some detail information related to chosen visual stimulus. - Speaks confidently, with minimal prompting necessary. - Has little difficulty expressing and explaining ideas and opinions. - Sometimes justifies and expands replies.	7-8
- Communicates a wide range of information related to chosen visual/stimulus. - Speaks very confidently, with very little or no hesitation and with spontaneity. - No difficulty in expressing and explaining a range of ideas and opinions. - Interacts well in post-presentation discussion. Frequently justifies and expands replies.	9-10

Knowledge and application of language	Mark
No rewardable material.	0
- Narrow range of basic vocabulary and structures. - Simple and often incomplete sentences.	1-2
- Adequate range of vocabulary and structures, with some repetition - Some use of tenses to vary sentences.	3-4
- Uses wide range of vocabulary and structures, including some complex lexical items. - Use of a range of tenses to vary sentences.	5

Accuracy	Mark
No rewardable material.	0
- Very little evidence of correct verb formation, gender and agreement. - Pronunciation and intonation often interfere with comprehensibility.	1-2
- Some evidence of correct verb formation, gender and agreement. - Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
- Strong evidence of correct verb formation, gender and agreement. - Pronunciation and intonation seldom interfere with comprehensibility.	5

SECTION B

Communication, interaction and fluency	Mark
No rewardable material.	0
- Responds only to very basic questions. - Very limited expression of opinions. - Produces minimal responses (mainly one-word answers). - Totally reliant on teacher-examiner prompting.	1-2
- Responds only to straightforward questions. - Opinions limited to basic likes and dislikes. - Replies are limited and short. - Conversation very hesitant throughout and reliant on teacher-examiner prompting.	3-4
- Responds to more complex questions. - Conveys simple opinions and offers some personal response. - Copes with open-ended questions but rarely expands. - Able to sustain a conversation although frequently hesitant and requires some prompting.	5-6
- Responds to a range of question types. - Expresses opinions, attitudes and ideas. - Takes initiative occasionally; sometimes justifies and expands replies. - Able to sustain a relevant conversation with some hesitation and minimal prompting.	7-8
- Responds to a wide range of question types. - Confident expression of opinions, attitudes, and a range of ideas. - Takes the initiative; frequently justifies and expands replies. - Able to sustain a relevant conversation with ease and with very little or no hesitation.	9-10

Knowledge and application of language	Mark
No rewardable material.	0
- Narrow range of basic vocabulary and structures. - Simple and often incomplete sentences.	1-2
- Adequate range of vocabulary and structures, with some repetition - Some use of tenses to vary sentences.	3-4
- Uses wide range of vocabulary and structures, including some complex lexical items. - Use of a range of tenses to vary sentences.	5

Accuracy	Mark
No rewardable material.	0
- Very little evidence of correct verb formation, gender and agreement. - Pronunciation and intonation often interfere with comprehensibility.	1-2
- Some evidence of correct verb formation, gender and agreement. - Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
- Strong evidence of correct verb formation, gender and agreement. - Pronunciation and intonation seldom interfere with comprehensibility.	5

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