

Getting Ready to Teach the Pearson Edexcel International GCSE French (9-1) (4FR1)

16IOAL13

Aims and Objectives

During the training you will:

- consider the structure, content and assessment of this qualification through examining each of the papers in detail, and the support available to guide you through these changes
- consider the key changes from 4FR0
- explore possible teaching and delivery strategies for the new qualification
- learn about the new 9-1 grading scale
- discuss the speaking assessment, ensuring centre requirements are fully understood.

Session Agenda

- 16.00 Introduction
- 16.10 Key changes, Timeline
- 16.20 Topics and Overview of new specification content
- 16.30 Paper 1 Listening
- 16.45 Paper 2 Reading
- 17.05 Paper 2 Writing
- 17.20 Paper 3 Speaking
- 17.45 9-1 grading scale, support, delivery and T&L strategies and sharing best practice
- 18.00 Close

The Edexcel International GCSE 9 - 1 in French

This new specification draws on the successful aspects of the legacy specification whilst introducing changes based on trends in modern foreign language testing in the UK

The three papers of the legacy specification are maintained with equal weighting given to all four skills of listening, reading, writing and speaking.

Assessment is linear.

Key changes

Minimal change from current specification

- 9-1 grading scale
- Some changes to the sub-topics.
- Rubrics in the listening, reading and writing papers will be given only in French.
- Multiple-choice questions in the listening and reading papers will have four rather than three options from which to choose the correct answer.
- Grammar task in Paper 2.
- No presentation on the picture in the Paper 3 Speaking assessment
- Topics for conversation (Tasks B and C) in Paper 3 speaking assessment allocated by Pearson Edexcel.

Timeline

	Summer 2017	Summer 2018	Summer 2019
Current specification	Summer series as normal	Final assessment	
New 2017 specification	First teaching of two-year International GCSE French		First assessment of the International GCSE French

Topics

1. Home and abroad
2. Education and employment
3. Personal life and relationships
4. The world around us
5. Social activities, fitness and health.

Overview of the revised specification

Paper 1: Listening	Paper 2: Reading and Writing
<p>30 minutes plus 5 minutes reading time</p> <p>40 marks</p> <p>25% of the total International GCSE</p>	<p>1 hour 45 minutes</p> <p>40 marks for Reading</p> <p>40 marks for Writing</p> <p>50% of the total International GCSE</p>
<p>Paper 3: Speaking</p> <p>8-10 minutes</p> <p>40 marks</p> <p>25% of the total International GCSE</p>	

Paper 1 Listening

AO1: Understand and respond, in writing, to spoken language.

Students must be able 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.

Seven tasks each based on a recorded extract in spoken French.

Students hear each text twice

Incline of difficulty throughout the paper

Task types include

- multiple-choice
- multiple-matching
- note-taking
- table-completion
- gap-fill questions

Paper 1 Listening

Recorded extracts:

- short statements
- monologues
- dialogues between 2 or 3 speakers

Topics of the listening texts familiar to students and taken from

- a range of different situations
- everyday life
- academic contexts

Detailed specialist knowledge of the topics not required.

Grammatical accuracy and correct spelling in French not assessed.

Paper 2 Reading

AO3: Understand and respond, in writing, to written language

Students must be able 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.

Five tasks – drawn from variety of sources which relate to the Topics

Incline of difficulty.

Task types include

- multiple-choice
- multiple-matching
- note-taking
- table-completion
- gap-fill questions
- short answer questions

Paper 2 Reading

Authentic factual and non-factual written material

- varying length
- different registers and contexts
- different sources

Sources may include

- advertisements
- short passages
- letters and emails
- information leaflets
- website pages
- articles
- literary texts

Literary text

A short extract from a text

Appropriate to this level

May have been adapted and abridged from authentic sources

- Letters
- Short stories
- Novels
- Plays

Contemporary and historical

Paper 2 Writing and grammar

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.

This section consists of

1. two writing tasks
 - a) 60–75 words, including four prescribed words or short phrases.
 - b) 130 – 150 words, 4 bullet points, choice of 3 tasks
2. a grammar-based task.

Students change words in brackets to fit the sentences.

Paper 3 Speaking

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.

The speaking assessment is made up of three tasks (A, B and C).

The tasks must be conducted in consecutive order.

Students must be able to:

- describe the contents of a picture
- describe possible past or future events related to people in the picture
- respond to questions about the picture and its related topic
- take part in a spontaneous conversation on two further topics.

In each conversation students must develop their responses, show initiative, express and justify points of view and refer to past, present and future events.

Three distinct topics must be examined across Tasks A, B and C.

Paper 3 Speaking

Picture-based discussion

Task A: 2 to 3 minutes

Picture-based discussion

Students select a picture from any sub topic area **excluding** sub-topics A3, C3, C5, D2 and E4.

The picture **must** contain:

- people
- objects
- interactions.

The picture must **not** contain

- any text that could support students in their responses

Teacher/examiners (TEs) may **not** practise Task A with students using the chosen picture they will be using in the test.

Teacher/examiners may use other pictures on the same topic to practise.

Paper 3 Speaking

Picture-based discussion

Task A: 2 to 3 minutes

Picture-based discussion

TE must ask candidate **five** questions (plus allowed prompts).

There are **five** types of questioning which TE must cover in the order given.

TEs must ensure they ask **ONE** question from each question type.

Question types

Type 1: A description of what is in the picture

Type 2: Specific factual information about the picture

Type 3: Past or future hypothesis

Type 4: Opinions about the picture

Type 5: Evaluation

Prompts

The following three prompts may be used:

- Pourquoi (pas) ?
- Autre chose ?
- C'est tout ?

No other supplementary questions

TEs must not deviate from these prompts.

Paper 3 Speaking

Conversations on topics

Task B 3 - 3 minutes 30 seconds and Task C 3 - 3 minutes 30 seconds

Conversations on topics

TE uses the randomisation grid provided by Pearson to determine which topic is to be examined in

1. Task B conversation 1 and
2. Task C conversation 2.

TEs do not choose the topics for the two conversations

TEs should:

- ask open questions
- ask questions at a level appropriate to candidate's ability
- link questions to the previous response as far as possible
- elicit a range of tenses structures and vocab
- elicit opinions and justifications
- provide candidates with an opportunity to expand

Timings:

- TEs should respect timings.
- Tasks B and C should not exceed 7 minutes.
- Excess candidate material will not be assessed.

Interaction and spontaneity

7 – 8 band:

- Responds spontaneously and with ease to questions, resulting in natural interaction
- Consistently able to initiate and develop the conversation independently
- Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

What is spontaneity in an assessment?

What do we mean by initiate and develop?

What are repair strategies?

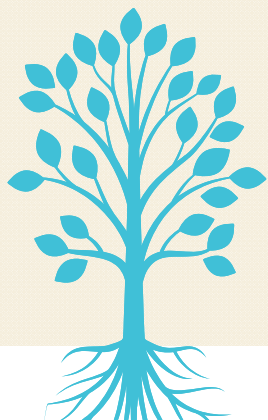
9-1 grading scale (1)

Awarding

- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

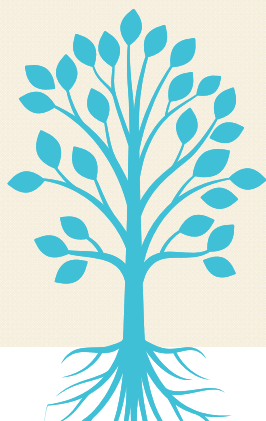
Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is
- Rewards truly outstanding achievement with the grade 9
- Provides more information about student attainment to help progression to A Level
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike old A* to G grading



9-1 grading scale (2)

	NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	9	A*
	8	
The bottom of the grade 7 aligns with the bottom of the grade A.	7	A
	6	B
There's also greater differentiation in the middle range of grades, with grades 4 to 5 being equivalent to the old grade B and grade C.	5	
So grade 5 will be awarded to the top grade C performers and grade 6 to the grade B performers.	4	C
	3	D
The bottom of the grade 4 aligns with the bottom of the grade C.	2	E
	1	F
		G
The bottom of the grade 1 aligns with the bottom of the grade G.	U	U



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



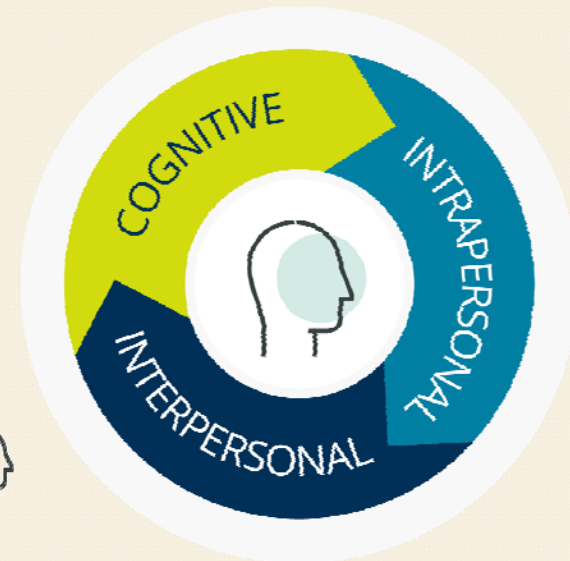
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



Interpersonal Skills

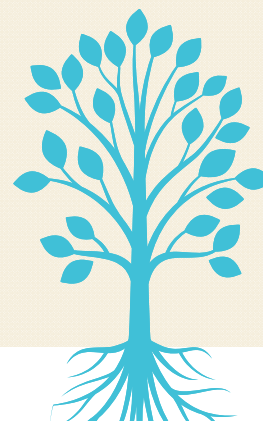
Life skills used every day to communicate and interact with others, individually and in groups.





Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



Support overview

Support for
all subjects

Getting
Started Guide
& Scheme of
Work

Getting Ready
to Teach
Events

Subject
interpretation
of transferable
skills

Subject
Advisor

Results Plus

Regional
Support
Manager

Additional support
for selected
subjects

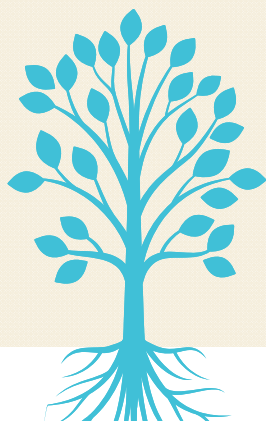
Curriculum
Matched
Publishing

Exemplar
Marked
Responses

Additional
SAMs

Exam
Wizard

MFL oral
guide



Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Exam Wizard *a free exam preparation tool containing a bank of past Edexcel exam questions*

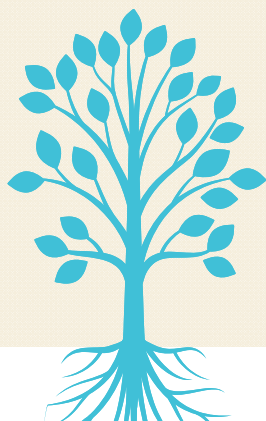
Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*

Exemplar *Marked student responses to SAMs questions*

Additional SAMs *An additional set of Sample Assessment Material available as a secure download*

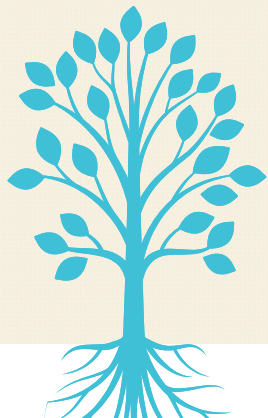


Paid for resources

Hodder Publishing

<https://www.hoddereducation.co.uk>

Available in May 2017



Publishing

Stretch and support your students with a differentiated approach to the Edexcel International GCSE courses, ensuring they have the key skills and knowledge to progress through the GCSE and beyond.

Develop students' four key skills with a variety of topical stimulus material

Ensure students are prepared for the exam with exam style exercises and differentiated exam corners, containing top tips and sample answers throughout.

Teach and practice grammar using a step-by-step approach, with each spread focusing on one grammar point

Stretch more able pupils and encourage the progression required for further study at a level with activities.

Enhance students' cultural and international awareness with magazine sections throughout to provide variety and a different perspective

Support content from the Student's Book with recordings and transcripts on the Teacher's Resource and Audio CDs, as well as answers, teacher notes and editable vocabulary lists. This material can also be purchased as part of the Dynamic Learning platform.



Support

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Sign up for Subject Advisor emails:

<https://qualifications.pearson.com/en/forms/subject-advisor-languages.html>

Other support materials

- French Literary texts extracts
- French Literary texts extracts – answers
- Reading Strategies
- Classroom talk strategies
- Useful speaking and writing structures
- Vocabulary learning strategies

Any questions?

**Thank you for
attending this event.**

How did we do?

*Please fill in the evaluation form that you'll
receive via e-mail in a few minutes.*

There's so much more to learn

Find out more about our range of events at
<http://qualifications.pearson.com/training>