

# EDEXCEL INTERNATIONAL GCSE (9-1) French

## GETTING READY TO TEACH

Event code: 17IBAL07

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First teaching in 2017, first assessment in 2019.

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# Aims and Objectives

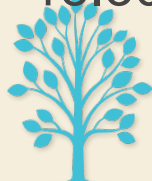
During the training you will:

- 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
- learn about the new 9-1 grading scale
- discuss the speaking assessment, ensuring centre requirements are fully understood
- explore possible teaching and delivery strategies for the new qualification



# Agenda

10.00	Welcome and Introduction
10.10	Key changes, Timeline, 9-1 grading scale
10.20	Topics and Overview of new specification content
10.30	Paper 1 Listening
11.30	Paper 2 Reading
12.15	Paper 2 Writing
13.00	Lunch
14.00	Paper 3 Speaking
15.00	Support, delivery and T&L strategies and sharing best practice
15.30	Plenary and 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



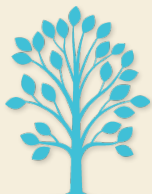
# 9-1 grading scale (1)

## 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 <b>grade 7</b> aligns with the bottom of the grade A.	.....	7	A
		6	B
There's also greater differentiation in the middle range of grades, with <b>grades 4 to 5</b> being equivalent to the old grade B and grade C.			
So <b>grade 5</b> will be awarded to the top grade C performers and <b>grade 6</b> to the grade B performers.	.....➔	5	
		4	C
The bottom of the <b>grade 4</b> aligns with the bottom of the grade C.	.....	3	D
		2	E
		1	F
The bottom of the <b>grade 1</b> aligns with the bottom of the grade G.	.....		G
		U	U





# 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 data-bbox="276 332 747 475"><b>30 minutes plus 5 minutes reading time</b></p> <p data-bbox="417 515 604 554"><b>40 marks</b></p> <p data-bbox="150 596 873 635"><b>25% of the total International GCSE</b></p>	<p data-bbox="1224 332 1591 371"><b>1 hour 45 minutes</b></p> <p data-bbox="1190 412 1624 451"><b>40 marks for Reading</b></p> <p data-bbox="1199 515 1615 554"><b>40 marks for Writing</b></p> <p data-bbox="1047 596 1769 635"><b>50% of the total International GCSE</b></p>
<p data-bbox="751 821 1168 868"><b>Paper 3: Speaking</b></p> <p data-bbox="828 928 1091 966"><b>8-10 minutes</b></p> <p data-bbox="867 1031 1052 1069"><b>40 marks</b></p> <p data-bbox="598 1130 1321 1169"><b>25% of the total International GCSE</b></p>	



# Paper 1 Listening



# 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.

# Activity 1

Apply the mark scheme to a  
Paper 1 Listening exemplar



# Paper 2 Reading



# 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

# Activity 2

Apply the mark scheme to  
Question 5 exemplars



# Paper 2 Writing and grammar



# 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.

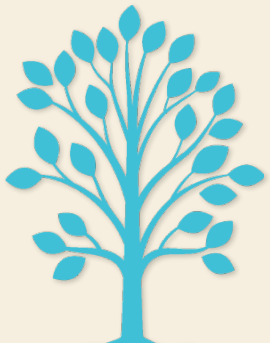
Students change words in brackets to fit the sentences.



# Activity 3

Apply the assessment criteria to  
Question 6 and Question 7 exemplars

Apply the mark scheme to Question 8 exemplars



# Paper 3 Speaking



# 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?**



# Activity 4:

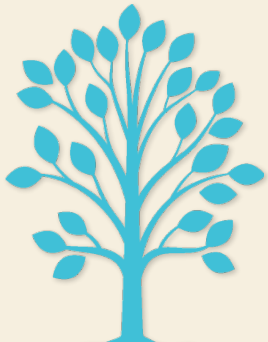
## Listen to an exemplar speaking test

### a) Task A Picture based discussion

- Is the picture appropriate?
- Does the Teacher-Examiner ask the 5 types of question?
- Does the Teacher-Examiner use only the allowed prompts?

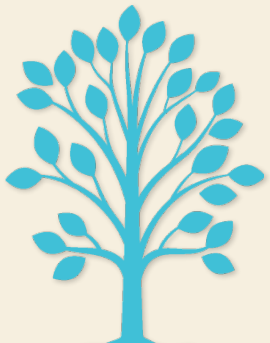
### b) Task B Conversations on topics

- Does the Teacher-Examiner ask a range of question types to allow the candidate to fulfil the assessment criteria?
- Does the Teacher-Examiner respect the timings?



# Activity 5:

Apply the Assessment criteria to  
Speaking exemplars



# Activity 6

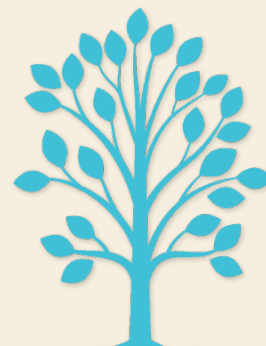
What teaching and learning strategies do you use successfully with your students for

- Paper 1 Listening?
- Paper 2 Reading, Writing and grammar?
- Paper 3 Speaking?



# 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

Curriculum  
Matched  
Publishing

Exemplar  
Marked  
Responses

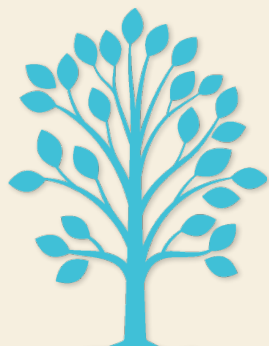
Additional SAMs

Exam Wizard

Lesson Plans

Topic booklets

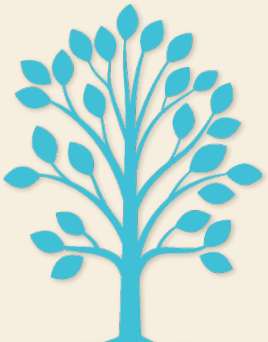
Additional support  
for selected  
subjects





# 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.



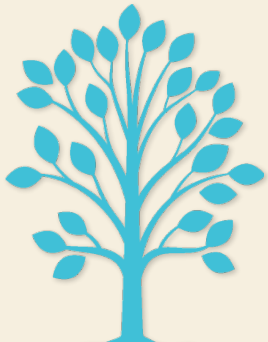
## Intrapersonal Skills

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.



# 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*

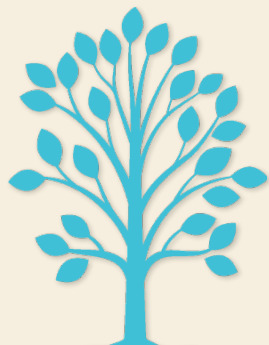
**Results Plus** *free online service giving instant and detailed analysis of your students' exam and mock performance*

**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*



**For your subject specific enquiries**

**Subject advisor:**

**[teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com)**

**Alistair Drewery**



# Hodder Education: Edexcel International GCSE French (second edition)

[Student Book](#)

[Student eTextbook](#)

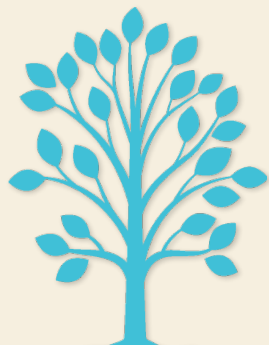
[Whiteboard eTextbook](#)

[Teaching and Learning Resources](#)

[Dynamic Learning Package](#)

[Teacher's CD-ROM](#)

[Grammar Workbook](#)



ALWAYS LEARNING