

PEARSON EDEXCEL INTERNATIONAL GCSE (9-1)

French

GETTING READY TO TEACH

Event code: 4FR1-19IF1

First teaching in 2017, first assessment in 2019.



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



Session Agenda

- 10.00 Welcome and Introduction
- 10.10 About Pearson Edexcel's International GCSEs
- 10.20 Topics and overview of new specification content
- 10.30 Paper 1 Listening
- 11.30 Paper 2 Reading
- 12.00 Paper 2 Writing
- 13.00 Lunch
- 14.00 Paper 3 Speaking
- 15.00 Support and delivery
- 15.30 Sharing best practice, questions
- 16.00 Plenary and Close



The logo features a large white circle centered on a teal background. The background is decorated with a repeating pattern of dark teal slanted bars and dots. Inside the white circle, the text "Pearson Edexcel" is written in a dark teal, sans-serif font.

Pearson Edexcel

About Pearson Edexcel

Pearson is the world's leading learning company. Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

Edexcel is part of Pearson Education and is the UK's largest awarding body.

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.



International GCSE Features



9-1 grading scale

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 for clear comparison with English standards, unlike old A* to G grading.



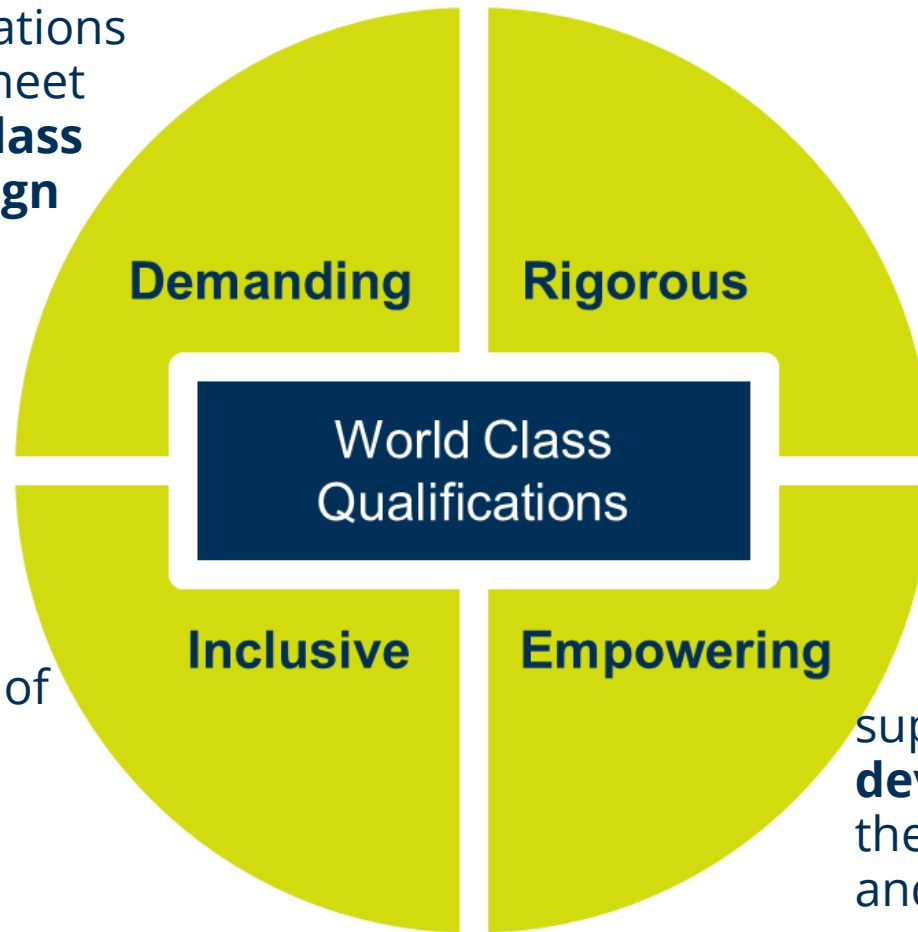
9-1 grading scale

	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new grade 9 represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the grade 7 broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with three new grades 6, 5 and 4 rather than two grades (B and C).</p> <p>The bottom of the grade 4 broadly aligns with the bottom of the grade C.</p>	6	B
	5	
	4	C
	3	
<p>The bottom of the grade 1 broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
		G
	U	U



World-class qualifications

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**



Endorsement of educational **thought-leaders and assessment experts** from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

Supporting transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills **naturally** occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>
- [International GCSE French mapping document](#)



Overview of the Specification



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 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





Listening skills and tasks

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

Skills - 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.

Tasks: 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



Listening format and topics

Recorded extracts:

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

Topics are familiar to students and taken from:

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

Please note:

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





Reading skills and tasks

A03: Understand and respond, in writing, to written language.

Skills - 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



Reading texts

Texts include

- 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



Writing and Grammar



AO2: Communicate in writing

Skills – students should be able to:

- 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.

Tasks

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



Speaking overview



A04: 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.

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

Tasks must be conducted in consecutive order.

Skills: 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 – Task A

Picture-based discussion

Students select a picture from any sub topic area **excluding** sub-topics

A3, C3, C5, D2 and E4.

Time: 2 - 3 minutes

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.



Questions in Picture-based discussion

Picture-based discussion	Question types	Prompts
<p>TE must ask candidate five questions (plus allowed prompts).</p> <p>There are five types of questioning which TE must cover in the order given.</p> <p>TEs must ensure they ask one question from each question type.</p>	<p>Type 1: A description of what is in the picture</p> <p>Type 2: Specific factual information about the picture</p> <p>Type 3: Past or future hypothesis</p> <p>Type 4: Opinions about the picture</p> <p>Type 5: Evaluation</p>	<p>The following three prompts may be used:</p> <ul style="list-style-type: none">• Pourquoi (pas) ?• Autre chose ?• C'est tout ? <p>No other supplementary questions</p> <p>TEs must not deviate from these prompts.</p>



Tasks B and C - Conversations

Conversations on topics	TEs should:	Timings:
<p>TE uses the randomisation grid provided by Pearson to determine which topic is to be examined in</p> <p>1. Task B conversation 1 and 2. Task C conversation 2.</p> <p>TEs do not choose the topics for the two conversations.</p>	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• TEs should respect timings• Tasks B and C should not exceed 7 minutes (3 mins – 3 mins 30 seconds each)• Excess candidate material will not be assessed.



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?



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 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?



Support



Subject Features

**Reviewed and
updated in light
of UK GCSE
changes**

**Clear and
straightforward
question papers**

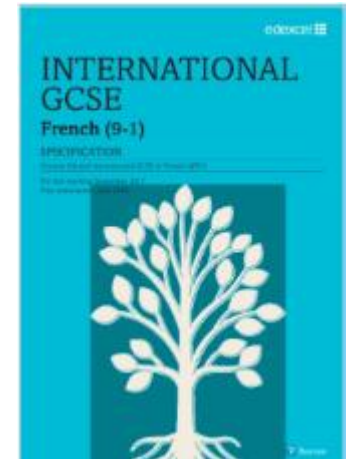
**Rewards
outstanding
academic
achievement**

**Supports
progression to A
Level**

**Transferable Skills
embedded**

**Dedicated
textbooks
available**

**Twitter:
[@PearsonMFLquals](https://twitter.com/PearsonMFLquals)**





Resources

We offer a range of free and paid for resources **for International GCSE in French**. They have been designed to support teachers to improve learner outcomes.

You can access free support for this subject [here](#)

Support overview for International GCSE in French

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	Community Forums



Endorsed Publishing

You can purchase a variety of recommended textbooks for this qualification

Please see the resources available [here](#)



New Publishing for French, German and Spanish



The new resources have been developed specifically for international learners, with appropriate international content, making them engaging and relevant for all learners and allowing for learning in a local context, to a global standard.

- The 9–1 grading scale ensures a consistent international standard of qualification. The increase in levels of grading allows learners to achieve their full potential and make more informed decisions about their options for progression.
- Each Student Book provides 3-years access to an ActiveBook, a digital version of the Student's Book, which can be accessed online, anytime, anywhere supporting learning beyond the classroom.
- These resources are based on the successful Studio, Viva and Stimmt courses, with a structured approach to grammar and vocabulary which supports independent language use.
- Cultural content that motivates and brings languages to life.
- Thorough exam preparation, practice and revision sections for every module include questions in the format of the assessments in the exam.
- Extra focus on the grammar task in the International GCSE exam, and plenty of 'Exam Hints' throughout support students in developing their exam technique.

Student Book: £30.80

Teacher Resource Pack: £77

Audio Pack: £250

These resources will publish in May / June 2020.

Sample chapters of the Student Books will be available online in December / January.

The books will be available online from May to help with planning purposes over the summer.



Pearson
Edexcel

- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:
<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.



Your dedicated Subject Advisor



Subject Advisor details

Your subject advisor is **Alistair Drewery**

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Sign up for monthly newsletters from Alistair to stay on top of qualification updates, training, course materials and industry news.



Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report, which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

3. [Progress to University](#)

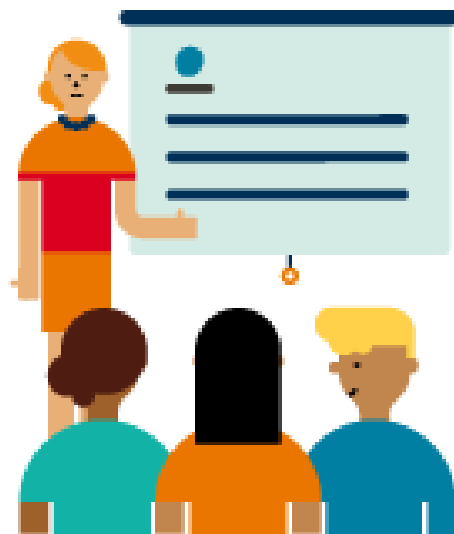
Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

4. [Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.



Best practice – final thoughts and ideas





Any questions?

**Please fill in your
evaluation forms**

**We value your
feedback!**



ALWAYS LEARNING