

# Pearson Edexcel

International GCSE French, German  
and Spanish:

Approaches to Speaking and Listening

4FR1-20106

First teaching 2017

First assessment 2019



# Session agenda

- Session 1: Assessment Overview
- Session 2: Paper 3 – Speaking
- Session 3: Paper 1 – Listening
- Session 4: Support and discussion

# Aims and objectives

- Acquire practical strategies and activities on how to approach the speaking and listening exams
- Explore the role of the teacher/examiner in conducting the speaking assessment
- Discuss ways to encourage spontaneous speaking within the oral exam
- Share good practice

# Questions for you

- What do your students enjoy about listening and speaking activities?
- What do they find the most challenging?

# Session 1

## Assessment overview



# Overview of the specification

The International GCSE in French, German and Spanish qualification comprises two written assessments and one oral assessment .

Paper 1: Listening	Paper 2: Reading & Writing
30 minutes + 5 minutes reading time 40 marks 7 tasks based on a single recorded text	1 hour 45 minutes 40 marks for Reading 40 marks for Writing
25% of the total International GCSE	50% of the total International GCSE

Paper 3: Speaking
8-10 minutes 40 marks
25% of the total International GCSE

# Assessment objectives and weightings

**AO1:** Understand and respond, in writing, to spoken Language

**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

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

**AO4:** Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately

# Relationship of the assessment objectives to the examination papers

	AO1	AO2	AO3	AO4
Paper 1	25%	0%	0%	0%
Paper 2	0%	25%	25%	0%
Paper 3	0%	0%	0%	25%
Total %	25%	25%	25%	25%



# Session 2

## Paper 3 - Speaking



# Requirements and assessment

Paper 3: Speaking	Duration	Summary of assessment
Speaking – 40 marks	8 -10 minutes	<ul style="list-style-type: none"><li>• <b>Task A:</b> candidates respond to questions on a picture of their choice</li><li>• <b>Tasks B and C:</b> Candidates take part in a spontaneous discussion.</li><li>• <b>Timings are:</b> <b>A</b> – 2-3 minutes <b>B</b> – 3-3 ½ minutes <b>C</b> – 3-3 ½ minutes</li></ul>

# Task A - outline

Picture based discussion	Picture	TEs
<p>Students select a picture for discussion</p> <p><b>Time:</b> 2-3 minutes</p>	<p>The picture <b>must</b> contain:</p> <ul style="list-style-type: none"><li>• People</li><li>• Objects</li><li>• Interactions</li></ul> <p>The picture must <b>not</b> contain:</p> <ul style="list-style-type: none"><li>• Any text that could support students in their responses</li></ul>	<p>Teacher/examiners (TEs) may <b>not</b> practise Task A with students using the chosen picture they will be using in the test.</p> <p>Teacher/examiners may use other pictures on the same topic to practise.</p>

# Questions in Task A: Picture based discussion

Picture based discussion	Question types	Prompts
<p>TE must ask candidates <b>5</b> questions (plus allowed prompts)</p> <p>There are <b>5</b> types of questioning which the TE must cover in the order given</p> <p>TEs must ensure they ask <b>1</b> question from each question type</p>	<p>A description of what is in the picture</p> <p>Specific factual information about the picture</p> <p>Past or future hypothesis</p> <p>Opinions about the picture</p> <p>Evaluation</p>	<p>The following 3 prompts may be used in the target language:</p> <ul style="list-style-type: none"> <li>• Why/why not?</li> <li>• Anything else?</li> <li>• Is that all?</li> </ul> <p>No other supplementary questions</p> <p>TEs must not deviate from these prompts.</p>

# Selecting a picture

Students should take care selecting a suitable picture which will allow for a variety of different approaches to be taken in the test and which relates directly to the chosen Topic Area.

## They should:

- ensure there is more than one person
- ensure they can describe the people in the picture and what they are doing
- select a picture in which the people are interacting (e.g. eating together, opening presents, playing in a team)
- think about what has happened beforehand and what might happen later
- make links with the picture and the wider Topic Area

# Questions in picture-based discussion

It is essential that the teacher/examiner asks the five types of questions and that the questions are asked in the correct order.

**Question 1:** A description of what you can see in the picture.

**Question 2:** Specific factual information about the picture (*For example, select a person or persons in the picture and state what they are doing*).

**Question 3:** Past or future hypothesis (*This question must ask the candidate to imagine a possible past or potential future event relating to the picture*).

**Question 4:** Opinions about the picture (*This question elicits the candidate's opinions on the picture and the topic*).

**Question 5:** Evaluation. The teacher/examiner should elicit an evaluation from the candidate. (*This question will move away from the content of the picture and exploit the wider topic area*).

# Modelling



# Discussion 1: Modelling

## Describe the picture

In the photo there are [several people]. They [are playing volleyball] [on the beach]. [The men] [on the right] are wearing [blue t-shirts and white shorts].

The [ball] [is on the left].

I [played volleyball] when I [was on holiday] with [my friends]. I don't like [volleyball] because it is [too difficult].

I think that [it is important] [to play sports] because [you keep fit and healthy].



# Advice for teacher examiners

- Prepare the five questions you will ask about the picture in advance
- Encourage the candidate, when necessary, to develop his or her answers
- Observe the timing, use a stopwatch or a timer
- Do not let the candidate speak for too long in answer to question 1 if this means that the answers to questions 2–5 will be rushed
- Make sure that the candidate knows how to ask, in the target language, for a question to be repeated
- Do not correct a candidate's language during the test

# Questions for Tasks B and C

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>Task B conversation 1 Task C conversation 2</p> <p>TEs do <b>NOT</b> choose the topics of the two conversations.</p>	<ul style="list-style-type: none"> <li>• Ask open questions</li> <li>• Ask questions at a level appropriate to candidate's ability</li> <li>• Link questions to the previous response where possible</li> <li>• Elicit a range of tenses, structures and vocabulary</li> <li>• Elicit opinions and justifications</li> <li>• Provide candidates with an opportunity to expand.</li> </ul>	<ul style="list-style-type: none"> <li>• TEs should respect timings</li> <li>• Task B and C should not exceed 7 minutes (3-3 ½ minutes each)</li> <li>• Excess candidate material will not be assessed.</li> </ul>

# Advice for teacher examiners

- Ask open questions
- Ask questions at an appropriate level for the candidates' ability
- Elicit a range of structures and vocabulary
- Elicit opinion and justifications
- Provide candidates with an opportunity to expand

## **Make sure that candidates:**

- know the questions words, so that their answer is relevant to the question
- listen out for the time frame of the question, so that they answer appropriately
- are confident using past, present and future time frames.

Topic	Subtopics
A. Home and abroad	<ol style="list-style-type: none"> <li>1. Life in the town and rural life</li> <li>2. Holidays, tourist information and directions</li> <li>3. Services (e.g. bank, post office)*</li> <li>4. Customs</li> <li>5. Everyday life, traditions and communities</li> </ol>
B. Education and employment	<ol style="list-style-type: none"> <li>1. School life and routine</li> <li>2. School rules and pressures</li> <li>3. School trips, events and exchanges</li> <li>4. Work, careers and volunteering</li> <li>5. Future plans</li> </ol>
C. Personal life and relationships	<ol style="list-style-type: none"> <li>1. House and home</li> <li>2. Daily routines and helping at home</li> <li>3. Role models*</li> <li>4. Relationships with family and friends</li> <li>5. Childhood*</li> </ol>
D. The world around us	<ol style="list-style-type: none"> <li>1. Environmental issues</li> <li>2. Weather and climate*</li> <li>3. Travel and transport</li> <li>4. The media</li> <li>5. Information and communication technology</li> </ol>
E. Social activities, fitness and health	<ol style="list-style-type: none"> <li>1. Special occasions</li> <li>2. Hobbies, interests, sports and exercise</li> <li>3. Shopping and money matters</li> <li>4. Accidents, injuries, common ailments and health issues*</li> <li>5. Food and drink</li> </ol>

## Discussion 2: Interaction and Spontaneity

- What is spontaneity in an assessment?
- What do we mean by *initiate* and *develop*?
- What are *repair strategies*?

# Interaction and Spontaneity

## What is spontaneous speaking?

Spontaneous talk is unscripted speech, in which teachers do not know exactly what language students will produce, and vice versa. The speaker, student or teacher, has something to say only as a result of having heard and understood what has been said to him/her.

Spontaneous talk is therefore **both** listening and speaking; it is communicative language use, as distinct from language rehearsal.

Teachers should prepare their students to interact naturally in *Spanish* rather than to answer a set of pre-prepared questions. The latter will lead to disappointing marks even for the best students.

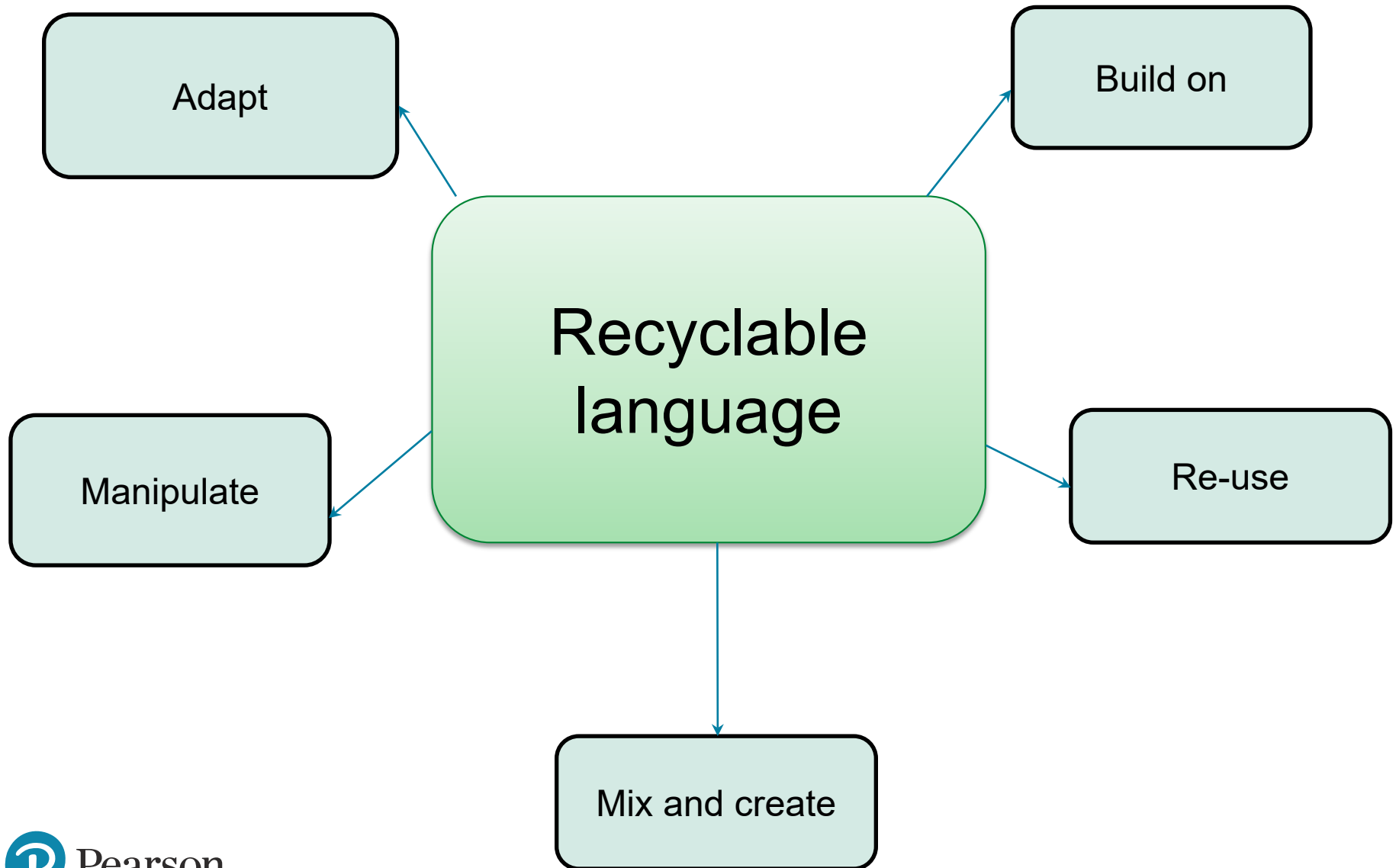
# Speaking activities and strategies

The speaking activities used in lessons need to enable students to develop their:

- Confidence
- Spontaneity
- Complexity

Students need to use the language as building blocks and to extend their sentences from simple, to connected, to complex

# Speaking activity





# How many different ways?

Do you wear a uniform?

Opinion-leisure centre

Haben Sie einen Tisch für zwei  
Personen, bitte?

# Discussion 3: Strategies for Paper 3

What strategies do you use with your students for Paper 3 Speaking?

# Session 3

## Paper 1 - Listening

# Requirements and assessment

Paper 1: Listening	Duration	Summary of assessment
Marks: 40	30 mins + 5 minutes reading time	<ul style="list-style-type: none"><li>• Seven recorded extracts in spoken target language with an incline of difficulty throughout the paper</li><li>• Task types include multiple-choice, multiple matching, note taking, table completion and gap-fill questions.</li></ul>

# How to approach the listening exam

There are seven questions in this exam. Candidates have five minutes to read through the paper to prepare for what they will hear.

**This is a good opportunity for the candidates to:**

- read the titles and rubrics of each question carefully to get a clear idea of what the passage is about.
- ensure that the requirements of each task are clearly understood
- think in advance about the sort of vocabulary which might be included in the listening passages.

# How to approach the different types of questions in the listening exam

- Non-verbal question
- Multiple-choice questions
- Gap filling questions
- Note taking questions





# Non-verbal questions

- The non-verbal questions require candidates to differentiate between the content of various speakers' words.
- Some inference is required to work out whether the statements of the six speakers are in past, present or future time-frames or if the opinions given are negative, positive or both.
- The time frames could be indicated other than by tenses, such as by the use of adverbs.

# Listen to the recording

## Le sport au Sénégal

- 4 L'opinion est positive, négative ou positive **et** négative ?  
Mets une seule croix ☒ par personne.

	Opinion positive 	Opinion négative 	Opinion positive et négative  / 
<b>Exemple : Massar</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) Bocar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Soukenya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Fadel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Léna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Youssou	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Coura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 6 marks)



# Suggested additional activity: Inference

Inference will be required at some point within the listening and reading examination. This is quite a complex skill in itself which will have been developed in mother tongue language lessons at an earlier stage.

For those students needing to review this skill, the following activity may be helpful:

- Ask students to define inference, as they may not know. It is helpful to be ready with a student-friendly definition, plus lots of exemplification.
- Once students know/recall the meaning of inference, the actual task may be considered away from the context of the examination by asking students to match up definitions and terms in their mother tongue, e.g.
  - Fruit – *pears and apples*
  - Determined – *Nothing ever stood in his way*
- Then proceed with some target language versions.

# Discussion 4: Inference

1. How do you approach this skill?
2. Do you have particular activities you would like to share with us?

# Multiple choice questions

Train your students to:

- listen to the recording in detail
- be aware that the questions follow the order of the text
- not jump to the wrong answer, just because they hear a word in the text. There will most likely be reference to all four of the distractors in the recording
- narrow down their choice of answers by discounting options that are clearly wrong.

# Gap-Filling questions

In the example on the next slide:

The first sentence of the text to be completed reads:

*(a) Now the situation is: ...*

Candidates can narrow down the options to “aumentando” (*increasing*) and “mejorando” (*improving*) from their knowledge of the language. However, they will have to listen carefully to the recording to choose the correct answer.

The recording says:

*What is the situation with public transport after the changes?*

*Before making these changes, it was worse.*

Some deduction is required to work out that the correct answer is *improving*.

# Gap-Filling - Question 6

## El transporte público

6 Escucha esta entrevista con la señora Muñoz. Escoge la letra correcta.

- |          |           |          |            |          |          |          |             |
|----------|-----------|----------|------------|----------|----------|----------|-------------|
| <b>A</b> | atascos   | <b>B</b> | aumentado  | <b>C</b> | trenes   | <b>D</b> | autobuses   |
| <b>E</b> | seguridad | <b>F</b> | empeorando | <b>G</b> | bajos    | <b>H</b> | puntualidad |
| <b>I</b> | mejorando | <b>J</b> | ciudad     | <b>K</b> | peatones | <b>L</b> | altos       |
| <b>M</b> | reducido  |          |            |          |          |          |             |

<b>Ejemplo:</b> Habla sobre el transporte en la ...	<b>J</b>
(a) Ahora, la situación está ...	<del>B</del> <b>I</b>
(b) En algunos lugares vemos muchos ...	<b>C</b>
(c) Debe haber áreas sólo para ...	<del>B</del> <b>A</b>
(d) Hemos ... el número de autobuses.	<del>B</del> <b>A</b>
(e) Los trenes garantizan mayor ...	<del>H</del> <b>G</b>
(f) Los precios para viajar en tren son ...	<b>L</b> <del>A</del>

(Total for Question 6 = 6 marks)

Q06a 1 1

Q06b 0 0

Q06c 0 0

Q06d 0 0

Q06e 0 0

Q06f 1 1

Q06\_Total 2 2

# Note-taking questions

Candidates need to:

- take short notes, identify what is positive and what is negative and place the answers in the correct box.
- note that the answers do not simply need to be transcribed from the text as this often leads to a lengthy jumbled selection of words with no clear meaning.
- check the sense of the response, and also whether a positive or negative aspect is required.

They should be aware that:

- communication only is assessed here. The quality of language is not taken into account, providing the response is unambiguous.
- it is not necessary to write long answers, but the detail must be correct.

# Note-taking questions

7 Herr Lehmann beschreibt das Leben in Berlin und München. Was sagt er?

Mach Notizen **auf Deutsch**. Vollständige Sätze sind nicht nötig.

	Vorteile	Nachteile
<b>Beispiel:</b> Berlin und München	multikulturelle Städte	hektisch
Berlin	(a) ausgezeichnet öffentlicher Verkehrsmittel (b) man kann rund um die Uhr einkaufen	(c) <del>Sehr</del> keine richtige Stadtmitte
München	(d) sauberer als Berlin (e) München ist nah an den Alpen	(f) <del>man kann</del> Teure Lebenskosten

# Discussion 5: Paper 1 strategies

What teaching and learning strategies do you use successfully with your students for Paper 1 Listening?



# Session 4

## Support and questions

# Where do I find resources for Speaking and Listening?



## Edexcel International GCSE French (2017)

International GCSEs unaffected by DfE announcement on performance tables

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The qualification supports seamless progression to further study, with up-to-date content reflecting the latest thinking in the subject. It is comparable to the UK reformed GCSEs in terms of the level of demand and assessment standards.

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- **For the latest Pearson Edexcel Int GCSE (9–1) Languages specification from 2017**
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- **Embedded transferrable skills**, critical for progression into higher education and employment, are explicitly signposted, allowing students to understand and engage with the skills they're gaining
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# Contact your dedicated Subject Advisor

Alistair Drewery

Twitter: @PearsonMFLquals

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# Any Questions?

