

Pearson Edexcel

International GCSE French, German
and Spanish:

Welcome to Pearson
(Module 2)

4FR1-20IO4/01

First teaching 2017

First assessment 2019



Session Agenda

Session 1: Overview of the assessment requirements

Session 2: Paper 1 – Listening

Session 3: Paper 2 – Reading

Session 4: Paper 2 – Writing

Session 5: Paper 3 – Speaking

Session 6: Support from Pearson

Aims and objectives

Delegates will:

- understand the Assessment Objectives for the qualification
- understand the question types for the qualification
- understand the mark schemes for the qualification
- practise using the mark schemes using exemplar student work
- learn about the support provided by Pearson around assessment and exemplars.

Polls to get to know the delegates

1. Which language(s) are you teaching?
2. Are you teaching the current Edexcel International GCSE specification?
3. What is your main reason for attending the session today?

Session 1

Overview of the assessment requirements



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

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

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%

Minimum Core Vocabulary list

- Helps you to plan your scheme of work for your students
- Questions targeted at grades 1-5 will be based on this vocabulary list, although these questions may include some unfamiliar vocabulary
- The vocabulary is listed under the different topics and sub-topics
- These can be found in Appendix 1 in the specification which is included in your delegate pack

Theme A – Home and abroad

1 Life in the town and rural life

affiche (f) – poster

aimer (v) – to love

à l'étranger – abroad

amusant(e) (adj) – amusing

arbre (m) – tree

ascenseur (m) – lift

auberge (f) – inn

banlieue (f) – suburb

bâtiment (m) – building

lac (m) – lake

lent(e) (adj) – slow

loin (adv) – far

magasin (m) – shop

mairie (f) – town hall

métro (m) – underground

montagne (f) – mountain

moustique (m) – mosquito

mouton (m) – sheep

Session 2

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">• Seven recorded extracts in spoken target language with an incline of difficulty throughout the paper• Task types include multiple-choice, multiple matching, note taking, table completion and gap-fill questions.

Question 4 – 2019 paper - Spanish

Vivir en la ciudad

4 ¿Qué opinan estas personas sobre la vida en la ciudad?

Pon una equis ☒ en una casilla solamente, por cada opción.

	Opinión positiva	Opinión negativa	Opinión positiva y negativa
Ejemplo: Patricia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) Raúl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Roxana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Adolfo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Claudia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Pablo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Luisa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 6 marks)

Question 6 – 2019 paper - German

Jugendliche in der Schweiz

6 Was hört man im Bericht?

Trage den richtigen Buchstaben ein.

- | | | | |
|-------------------------|----------------|------------------|-----------------------|
| A Touristik | B sehr | C wenige | D zufrieden |
| E aufgeschlossen | F Bank | G Freunde | H viele |
| I nicht | J reich | K neu | L unfreundlich |
| M Eltern | | | |

Beispiel: Diese Studie ist ...	K
(a) Das Image der Schweizer Jugend hat sich ... geändert.	
(b) ... Jugendliche in der Schweiz sind arbeitslos.	
(c) Die populärste Berufswahl ist in der ...	
(d) Die größten Vorbilder für die Jugend sind ihre ...	
(e) Gegenüber Ausländern ist die Schweizer Jugend ...	
(f) In Zukunft wollen die meisten Jugendlichen ... sein.	

(Total for Question 6 = 6 marks)

Question 7 – 2019 paper - French

Mon enfance

- 7 Écoute la conversation et note les détails **en français**. Il n'est pas nécessaire d'écrire des phrases complètes.

	Aspects positifs	Aspects négatifs
Exemple : Opinion au sujet de son enfance	heureuse	la période difficile du divorce
Relations avec les parents	(a) (b)	(c)
Les visites chez les grands-parents	(d) (e)	(f)

(Total for Question 7 = 6 marks)

Examiner reports

- Examiner reports for each paper are produced every series and are extremely useful documents as they are written by the examiner responsible for the paper.
- The reports give an overview of the candidates' performance on each question as well as some exemplars and examiner tips.
- These reports are in your packs.

Example from 2019 examiner report – French – Question 7

Candidates could well take a little time to consider the demands of the question parts. Sometimes, correct information was given but unfortunately in an incorrect part. For instance, *je parlais beaucoup avec ma belle-mère* is clearly presented as a positive aspect in the passage, but was not infrequently written as a response to (c). Sometimes, it was couched as positive that the father did not wish to travel to St Martin's and while it might well be beneficial that Rebecca's step-mother convinced Rebecca's father to go there, that is not relevant to relationships between Rebecca and her parents. In (a) and (b), scores were reduced by partial responses. *je parlais à ma mère* and *il discutait* ignored the key concept that the communication would be fulsome so *je parlais beaucoup à ma mère* and *il* is too vague, as it does not clearly allude to *mon père*. However, 40% or more of candidates scored in (c), (d), (e) and (f) respectively, with (d) and (f) being accessed by over half the candidates. This is very encouraging in the question which contains parts targeting the highest grades. In (f), *vol fatigué* was presented on occasion in lieu of *vol fatigant*, and was ambiguous. Misspelling in the stem of the verb, generally one letter out, is tolerated, but the ending needs to exist. Therefore, *découvrir le Canada* could score but *décubrir le Canada* was unclear and was rejected.

Activity

- In your packs, you will see the paper, mark scheme and examiner reports for the 2019 series in each language folder.
- Take 5 minutes to read through these materials and add any comments or questions to the chat box
- You may also want to ask other delegates how they teach certain skills or questions – or offer some advice to others!

Session 3

Paper 2: Reading

Requirements and assessment

Paper 2: Reading and writing	Duration	Summary of assessment
Reading – 40 marks Writing – 40 marks TOTAL: 80	1 hr and 45 minutes	<ul style="list-style-type: none">• 5 reading passages in target language• 1 text will be taken from a literary source• Q4 requires note-taking from the text.• 3 writing and grammar questions:<ul style="list-style-type: none">• Q6 – 80-75 words• Q7 – 130-150 words• Q8 – grammar-based task

Question 3 – 2019 - Spanish

El medio ambiente

- 3 Pon una equis en las 8 casillas apropiadas. ¡Ojo! Es posible que unas afirmaciones o personas tengan **más de una** equis o **ninguna**.

Mi escuela verde



Sandra

Nuestro gallinero produce los huevos y parte de la carne que consumimos. Los alumnos cuidan las gallinas, aprenden a valorarlas y recogen los huevos. Los profesores compran los que no necesitamos. Los paneles solares generan electricidad para nuestros edificios.



Rafael

Como nuestro objetivo es el servicio comunitario, participamos en limpiezas de playas. Invitamos a miembros de la comunidad a compartir una mañana junto a los alumnos, limpiando nuestras hermosas playas con el fin de protegerlas. A veces, vendemos cosas que encontramos.



Merche

Producimos los vegetales que se preparan en la cocina. Los estudiantes cultivan las plantas con el agua reciclada de los lavabos. Igualmente, tenemos vecinos que contribuyen con sus propios productos caseros a la deliciosa comida de nuestra escuela.

Question 3 – 2019 - Spanish

	Sandra	Rafael	Merche
Ejemplo: Estamos cerca del mar.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Reutilizamos los recursos naturales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Ganamos dinero con lo que hacemos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Los alumnos son vegetarianos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Producimos energía.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Otra gente colabora con nuestra escuela.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Recogemos basura de lugares locales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Los alumnos respetan a los animales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 4 – 2019 paper - German

Eine Reise

- 4 Lies den Auszug aus dem Text. Professor Gauß reist zu einer Konferenz.

Daniel Kehlmann: Die Vermessung der Welt

Im September 1828 verlässt der größte Mathematiker Deutschlands seine Heimatstadt, um am Naturforscherkongress in Berlin teilzunehmen. Professor Gauß will nicht zu dieser Konferenz fahren. Monatelang hat er ‚nein‘ gesagt, aber in einem schwachen Moment hat er seine Meinung geändert. Seine gute Laune ist jetzt vorbei.

Er will nicht aus dem Bett, als seine Frau Minna ihn um sechs Uhr ruft. Er schließt die Augen und hofft, dass seine Frau aus dem Schlafzimmer geht. Er steht eine halbe Stunde später auf und wäscht sich. Er geht in die Küche zum Frühstück, wo sein Sohn Eugen wartet. Eugen wird ihn nach Berlin begleiten. Als Professor Gauß die gepackte Reisetasche mit seiner Kleidung sieht, verliert er jede Hoffnung, dass er nicht verreisen muss.

Schließlich kommt seine alte Mutter ins Zimmer und bittet ihn, sich nicht wie ein kleines Kind zu verhalten. Professor Gauß sagt seiner Familie ‚Auf Wiedersehen‘ und macht sich hoffnungsvoll auf den Weg. Beim Kongress wird er andere berühmte Naturwissenschaftler sehen.

Question 4 – 2019 – German

Mache Notizen. Füll die Tabelle **auf Deutsch** aus, oder benutze Zahlen.

Beispiel: Jahr: 1828

(a) Das Fach von Professor Gauß: (1)

(b) Naturforscherkongress in: (1)

(c) Die Laune von Professor Gauß: (1)

(d) Geweckt von: (1)

(e) Aktivitäten nach Aufstehen: und (2)

(f) Mitfahrer nach Berlin: (1)

(g) Sachen in Reisetasche: (1)

(h) Gefühl bei der Abfahrt: (1)

(i) Treffen in Berlin mit: (1)

(Total for Question 4 = 10 marks)



Marking activity

- Open up the exemplar packs for the language of your choice in the folder marked SO5.
- There are two exemplars for Q4 in each of these packs with a commentary from the examiner.
- Look at both of these exemplars and write any comments in the chat box

Question 5 – 2019 - French

Le bénévolat

- 5 Réponds aux questions suivantes en français. Il n'est pas nécessaire d'écrire des phrases complètes.

Les étudiants bénévoles aux Restos du Cœur



Les étudiants sont de plus en plus nombreux à prendre l'initiative de passer une partie de leur temps libre ou de leurs vacances à aider les autres. Le nombre d'étudiants qui sont devenus bénévoles aux Restos du Cœur a augmenté. Il est passé de cinq mille à soixante mille en vingt ans. Toutefois, les chiffres sont choquants puisqu'il y a de plus en plus de personnes qui ont besoin d'aide alimentaire.

Aux Restos du Cœur, les étudiants bénévoles aident à donner des repas gratuits aux retraités, aux jeunes, aux personnes sans-abri et à ceux qui sont au chômage. Les bénévoles sont souvent surpris de voir qu'il y a tant de jeunes étudiants en difficulté qui viennent à l'association car ils n'ont pas assez d'argent pour faire leurs courses et aussi payer leur logement.

Le rôle de bénévole, même s'il ne paraît pas très avantageux à première vue, apporte une réelle satisfaction personnelle pour certains étudiants. Ce rôle n'offre ni salaire, ni perspective d'évolution de carrière mais le sentiment d'avoir aidé les pauvres. D'autres étudiants profitent du bénévolat pour faire un stage professionnel car ils savent que cela représente un vrai plus sur leur CV. Le bénévolat devient alors une véritable formation professionnelle.

Question 5 – 2019 - French

(a) Quand les étudiants font-ils du bénévolat ?

(1)

(b) En ce qui concerne les Restos du Cœur, qu'est-ce qui a changé depuis vingt ans ?
Donnez **deux** détails.

(2)

(c) Que font les Restos du Cœur pour aider les gens pauvres ?

(1)

(d) Quelles sont les personnes qui vont aux Restos du Cœur ? Donnez **deux** détails.

(2)

Marking activity

- Open up the exemplar packs for the language of your choice in the folder marked SO5.
- There are two exemplars for Q5 in each of these packs with a commentary from the examiner.
- Look at both of these exemplars and write any comments in the chat box

Session 4

Paper 2: Writing

Requirements and assessment

Paper 2: Reading and writing	Duration	Summary of assessment
Reading – 40 marks Writing – 40 marks TOTAL: 80	1 hr and 45 minutes	<ul style="list-style-type: none">• 5 reading passages in target language• 1 text will be taken from a literary source• Q4 requires note-taking from the text.• 3 writing and grammar questions.• Q6 – 80-75 words• Q7 – 130-150 words• Q8 – grammar-based task

Question 7 – 2019 - French

7 Choisis une des questions suivantes, (a) ou (b) ou (c). Écris entre 130 et 150 mots en français.

(a) Écris un e-mail à un(e) ami(e) qui ne pratique pas d'activités physiques.

Tu **dois** mentionner les points suivants :

- Les effets positifs de faire de l'exercice.
- Ton opinion sur les sports d'équipe.
- Un sport que tu as pratiqué récemment.
- Comment tu motiverais les jeunes à faire une activité sportive.

(20)

OU



(b) Écris un article sur les vacances.

Tu **dois** mentionner les points suivants :

- L'importance des vacances.
- Les avantages de voyager à l'étranger.
- Une mauvaise expérience en vacances.
- Ton prochain voyage.

(20)

OU

(c) Écris un blog sur l'environnement.

Tu **dois** mentionner les points suivants :

- Ce que tu fais pour protéger la planète.
- Comment tu n'as pas respecté l'environnement dans le passé.
- L'importance d'encourager les personnes à recycler.
- Ton opinion sur la planète dans cinquante ans.

(20)

Question 7 – 2019 – French – Mark scheme

Question Number	Communication and Content
7	<p>(a) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • Les effets positifs de faire de l'exercice. • Ton opinion sur les sports d'équipe. • Un sport que tu as pratiqué récemment. • Comment tu motiverais les jeunes à faire une activité sportive. <p>(b) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • L'importance des vacances. • Les avantages de voyager à l'étranger. • Une mauvaise expérience en vacances. • Ton prochain voyage. <p>(c) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • Ce que tu fais pour protéger la planète. • Comment tu n'as pas respecté l'environnement dans le passé. • L'importance d'encourager les personnes à recycler. • Ton opinion sur la planète dans cinquante ans. <p>Maximum of band 7-8 if one bullet is missing. Maximum of band 5-6 if two bullets are missing. Maximum of band 3-4 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p>

Question 7 – 2019 – Mark scheme

Mark	Communication and content (AO3)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
3–4	<ul style="list-style-type: none"> The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
5–6	<ul style="list-style-type: none"> The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.
7–8	<ul style="list-style-type: none"> The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. The response is mostly coherent and, while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
9–10	<ul style="list-style-type: none"> The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.

Question 7 – 2019 – Mark scheme

Mark	Linguistic knowledge and accuracy (A03)
0	No rewardable language.
1–2	<ul style="list-style-type: none">• Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.• Very little evidence of correct spelling, verb formation, gender and agreement.
3–4	<ul style="list-style-type: none">• Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition.• Occasional evidence of correct spelling, verb formation, gender and agreement.
5–6	<ul style="list-style-type: none">• Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition.• Some evidence of correct spelling, verb formation, gender and agreement.
7–8	<ul style="list-style-type: none">• Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition.• Significant evidence of correct spelling, verb formation, gender and agreement.
9–10	<ul style="list-style-type: none">• Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition.• Very strong evidence of correct spelling, verb formation, gender and agreement.

Question 7a – 2019 – French - exemplar

Bongor !

Et moi aussi c'est très important de faire de l'exercice. En faisant de l'exercice ~~on se sent plus en~~ nous nous sentons ^{plus en} meilleure dans notre tête et dans notre corps. C'est une excellente manière de rester en et c'est essentiel si nous pouvons avoir une bonne santé. Aussi quand nous faisons ^{de} l'exercice on peut ~~apprendre~~ apprendre à être plus ~~conscient~~ consciente. Courageux.

Personnellement j'adore les sports d'équipe. Je rencontre tous mes amis au centre sportif et on s'amuse bien ensemble.

Nous pourrions passer des moments inoubliables ensemble et normalement vos travaux sont très ^{travaux} motivants. ^{Nous} ~~amis nous~~ ^{amis} ~~ordonnent~~ ^{ordonnent} quand ~~on en a~~ ^{on a} besoin et nous apprenons à faire une sport dans une ambiance chaleureuse.

La semaine dernière je suis allée au centre sportif pour participer à un concours de notation. C'était une très bonne ^{expérience} ~~occasion~~ et j'ai encouragé mes amis qui ^{participaient} ~~participaient~~ aussi. Je n'ai gagné pas le premier prix mais je me suis inscrite ~~pour~~ pour faire des leçons pendant l'été.

Pour motiverais le jeunes à faire une activité sportive
je ~~aurais~~ ^{aurais} une attitude positive. Je ~~dirais~~ ^{les} l'importance
de combiner une ~~repas~~ ^{alimentation équilibrée} saine avec l'exercice pour avoir une

Commentary

Examlner's comments:

This response was given 18 marks.

The candidate has offered a long piece of writing which addressed all the bullet points related to the topic of sport and exercise. The answer is coherent, fluent and purposeful. The candidate has successfully applied the grammatical structures, tenses and vocabulary required at this level.

Activity and break

- Now we have looked at one Q7 exemplar together, take 5 minutes to look at the other Q7 exemplars in your pack
- Add any comments or questions you have to the chat box
- We will also use this as an opportunity to have a 5-minute break.
- When we come back, the trainer will answer any questions on Question 7 and move onto Question 8.

Question 8 – 2019 - French

Ma mère est pompière !

- 8 Modifie les mots (a)-(j). Ils doivent respecter le sens de la phrase. Attention ! Il n'est pas toujours nécessaire de changer les mots.

Après avoir (a) [faire] un stage professionnel, ma mère (b) [décider] de suivre sa passion et de devenir pompière. Dans le passé, la profession de pompier (c) [être] pour les hommes mais aujourd'hui il y a de plus en plus de femmes qui (d) [choisir] cette carrière. Comme c'est un travail souvent considéré fait pour les hommes, mes copines sont souvent très (e) [surpris] quand je leur dis ce que ma mère fait pour (f) [gagner] sa vie. Moi, je suis fière de son courage et de son énergie car elle (g) [sauver] des vies tous les jours. Maintenant je (h) [se rendre] compte à quel point elle change les mentalités (i) [traditionnel] en ce qui concerne les professions (j) [réservé] aux hommes et aux femmes.

(a) _____

(1)

(b) _____

(1)

Question 8 – 2019 – French – Mark scheme

Question Number	Answer	Mark
8 (a)	fait	(1)
8 (b)	a décidé; accept: a décidé	(1)
8 (c)	était; accept: etait; était	(1)
8 (d)	choisissent	(1)
8 (e)	surprises	(1)
8 (f)	gagner	(1)
8 (g)	sauve	(1)
8 (h)	me rends	(1)
8 (i)	traditionnelles	(1)
8 (j)	réservées / accept: reservées; réservées; réservées	(1)

Question 8 – 2019 – French - exemplar

- | | |
|------------------------------|-----|
| (a) fait | (1) |
| (b) décide | (1) |
| (c) était | (1) |
| (d) choisit Choisent | (1) |
| (e) surpris | (1) |
| (f) gagne | (1) |
| (g) sauve | (1) |
| (h) me rends | (1) |
| (i) traditionnelles | (1) |
| (j) résé réservés | (1) |

Commentary

Examlner's comments:

This response was given 5 marks.

The candidate has showed very good application of the present tense for the singular pronouns; however, they did not successfully apply the grammatical rules for irregular verbs for the plural pronouns and gender agreements.

Activity

- Now we have looked at one Q8 exemplar together, take 5 minutes to look at the other Q8 exemplars in your pack
- Add any comments or questions you have to the chat box

Session 5

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">• Task A: candidates respond to questions on a picture of their choice• Tasks B and C: Candidates take part in a spontaneous discussion.• Timings are: A – 2-3 minutes B – 3-3 ½ minutes C – 3-3 ½ minutes

Questions in Task A: Picture based discussion

Picture based discussion	Question types	Prompts
<p>TE must ask candidates 5 questions (plus allowed prompts)</p> <p>There are 5 types of questioning which the TE must cover in the order given</p> <p>TEs must ensure they ask 1 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">• Why/why not?• Anything else?• Is that all? <p>No other supplementary questions</p> <p>TEs must not deviate from these prompts.</p>

Task A – marking grid

Task A (picture-based discussion)	
Mark	Communication and content (AO4)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • Responds briefly to questions, some responses may consist of single-word answers, much hesitation and continuous prompting needed • Limited success in adapting language to describe, narrate, inform in response to questions and sometimes unable to respond • Straightforward opinions may be expressed but generally without justification • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication
3–4	<ul style="list-style-type: none"> • Responds to questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible but occasionally inaccuracies affect clarity of communication
5–6	<ul style="list-style-type: none"> • Responds to questions with frequently developed responses, only occasional hesitation and only occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to questions • Expresses opinions effectively and gives justification, with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–8	<ul style="list-style-type: none"> • Responds to questions with consistently fluent and developed responses • Consistently effective adaptation of language to describe, narrate and inform, in response to questions • Expresses opinions with ease and gives fully-developed justification • Pronunciation and intonation are consistently accurate and intelligible

Task A – marking grid

Mark	Linguistic knowledge and accuracy (AO4)
0	No rewardable language.
1	<ul style="list-style-type: none">Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future eventsOccasional coherent phrases and short sentences in response to questions; regular instances of error that sometimes prevent meaning being conveyed
2	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguityResponses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguityResponses are generally coherent although errors occur that occasionally hinder clarity of communication
4	<ul style="list-style-type: none">Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questionsResponses are fully coherent and any errors do not hinder the clarity of the communication

Activity – marking Task A

- In a moment, we will play a recording for task A based on the picture below.
 - Using the grids in the specification (or from the slides), listen to the task and answer the following questions in the chat box
-
- Is the picture appropriate?
 - Does the TE ask the 5 types of question?
 - Does the TE use only the allowed prompts?



Commentary

Examiner's comments:

This response was given 7+3 = 10 marks.

The task is conducted correctly, with the teacher examiner asking five questions, one each of the type required by the specification (please see page 22 of the specification). Task A lasts very slightly over the 2-3 minutes recommended, but so little that this is not an issue. The candidate has chosen a suitable picture for the discussion (i.e. one that includes people, objects and interaction).

Communication and content - 8 marks

The candidate is able to answer all five questions in Task A. She expresses many opinions and is able to develop her responses, for example volunteering the type of food she likes to eat at Christmas, or the detail of the little flowers on the wedding cake. She offers a good amount of detail, for example, using adjectives to qualify many of the nouns, and sentences with more than one clause ('qui s'appelle ...') to add extra facts. The answer to question 3 is a little ambiguous (the teacher asks a question inviting an answer using a future timeframe, and the candidate replies using the past), though in context it is possible to understand why the candidate has answered as she did; she has interpreted the question as an invitation to describe what happened after the wedding ceremony.

The candidate's pronunciation and intonation are generally intelligible; on a rare occasion comprehension can be slightly delayed (for example, the mispronunciation of 'femme' in

Commentary continued

the first answer). She correctly uses structures that might be expected of candidates at this level ('il faut' + infinitive, 'ils ont l'air' content). Because of the length of her answers and the variety of ways in which she extends them, this candidate is given a mark in the top band for Communication and content but, as some elements of the performance might be considered for the band below, a mark of 7 is given.

Communication and content Task A 7 (8)

Linguistic knowledge and accuracy - 4 marks

The candidate is able to use present and past timeframes, and these are generally successful. There is occasionally some ambiguity due to the language used, though her references to events are generally successful. There is quite a high level of more simple errors but only occasionally is communication hindered.

Linguistic knowledge and accuracy Task A 3 (4)

Questions for 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>Task B conversation 1</p> <p>Task C conversation 2</p> <p>TEs do NOT choose the topics of 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 where possible • Elicit a range of tenses, structures and vocabulary • Elicit opinions and justifications • Provide candidates with an opportunity to expand. 	<ul style="list-style-type: none"> • TEs should respect timings • Task B and C should not exceed 7 minutes (3-3 ½ minutes each) • Excess candidate material will not be assessed.

Tasks B and C – marking grid

Tasks B and C (conversations)	
Mark	Communication and content (AO4)
0	No rewardable material.
1–3	<ul style="list-style-type: none"> Communicates brief information relevant to the topics and questions Uses language to express straightforward ideas and opinions, but generally without justification Repetitive use of familiar vocabulary and expression, communication is disjointed and sometimes breaks down because of restricted range of vocabulary Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to some impairment in communication
4–6	<ul style="list-style-type: none"> Communicates information relevant to the topics and questions, with occasionally extended sequences of speech Uses language to produce straightforward ideas, thoughts and opinions with occasional justification Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication
7–9	<ul style="list-style-type: none"> Communicates information relevant to the topics and questions, usually with extended sequences of speech Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression that fulfils most purposes Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
10–12	<ul style="list-style-type: none"> Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes Pronunciation and intonation are consistently accurate and intelligible

Tasks B and C – marking grid

Mark	Interaction and spontaneity (AO4)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question Short responses, some incomplete, any development depends on examiner prompting Limited ability to sustain communication and pace is mostly slow and hesitant
3–4	<ul style="list-style-type: none"> Able to respond spontaneously to some questions with some examples of natural interaction although often stilted Sometimes able to initiate and develop responses independently but regular prompting needed Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
5–6	<ul style="list-style-type: none"> Responds spontaneously to most questions, interacting naturally for parts of the conversation Mostly able to initiate and develop the conversation independently, occasional prompting needed Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation
7–8	<ul style="list-style-type: none"> 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

Tasks B and C – marking grid

Mark	Linguistic knowledge and accuracy (AO4)
0	No rewardable language.
1–2	<ul style="list-style-type: none"> • Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation • Occasionally accurate use of structures and occasional success when referring to past, present and future events, much ambiguity • Occasional coherent phrases and short sentences; regular instance of errors that sometimes prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures and some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used, but repetitive • Generally accurate grammatical structures and generally successful references to past, present and future events • Generally coherent speech although errors occur that occasionally hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Manipulates a wide variety of grammatical structures, frequent use of complex structures • Consistently accurate grammatical structures, consistently successful references to past, present and future events • Fully coherent speech; any errors do not hinder the clarity of the communication

Activity – marking Task B and C

- In a moment, we will play a recording for task B– Education and Employment and Task C – Home and Abroad.
- Using the Assessment grids in the specification (or from the slides), listen to the task and answer the following questions in the chat box

Tasks B and C

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

Commentary

Examiner's comments:

This response was given 7+6+5 = 18 marks.

Tasks B and C are conducted correctly, covering two more of the five prescribed topics. Though the conversations together last the recommended time (between 6 and 7 minutes in total over the two conversations), Task C is very slightly shorter than the recommended 3 minutes minimum. Teachers should note that each of the conversations (B and C) should last between 3 and 3.5 minutes; an overlong Conversation C does not compensate for a short Conversation B, and vice versa. Timing for each conversation begins as the teacher begins asking the first question for that topic.

The teacher develops a natural conversation, picking up on what the candidate says when asking the next question: for example, when the candidate talks a little about where she lives, the teacher prompts her to volunteer more information by asking 'Est-ce qu'il y a des monuments?'. He prompts her to talk about the advantages of living in a rural area in addition to the disadvantages, and to give more detail about the school rules that she thinks are good ('Comme quoi, par exemple?'). Such exchanges allow candidates to demonstrate that they can respond spontaneously to questions, an aspect of this exam that is taken into account when awarding the mark for Interaction and spontaneity.

Communication and content - 8 marks

The candidate is able to respond to nearly all of the teacher's questions though she struggles to understand 'voyages scolaires'. She is able to volunteer information and her sequences of speech are often extended, using a variety of topic-specific vocabulary, though there are not many examples of uncommon language (i.e. language that a candidate at International GCSE level might not be expected to know). She often offers details and there are many examples of extended sequences of speech. Her pronunciation and intonation are mostly intelligible. There is evidence of interference from English in the pronunciation of words such as 'dîner', 'journée' and 'trop' which can lead to a slight delay in

Commentary - continued

communication. This performance is awarded a mark in the 7-9 band and, because the examiner considered some elements to be in the band below, a mark of 7 is awarded.

Communication and content Tasks B and C 7 (12)

Interaction and spontaneity - 8 marks

The candidate is mostly able to initiate and develop the conversation independently, though she tends to wait for the next question on occasion, rather than pushing the conversation forward herself. She is able to sustain communication with only occasional hesitation. She benefits from the teacher's prompting to add more detail and extra information to her answers. This performance is awarded a mark in the 5-6 band and as there are more elements of the band above than of the band below, a mark of 6 is given.

Interaction and spontaneity Tasks B and C 6 (8)

Linguistic knowledge and accuracy - 8 marks

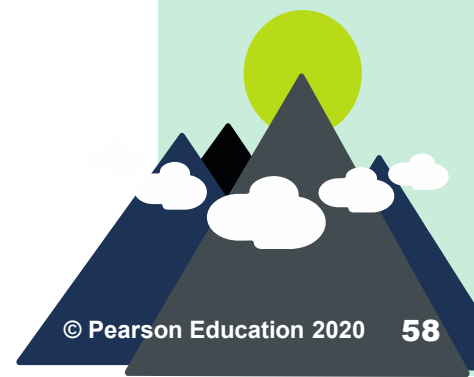
The candidate uses all three timeframes (past, present and future) in both conversations, though there is some confusion and the different timeframes are not always used accurately. On occasion, she uses the infinitive rather than a conjugated verb and there are errors in the use of the past participle. There is also quite a high incidence of basic error, errors that a candidate at this level might not be expected to make. However, there are also examples of more complex structures used accurately (e.g. 'si' + imperfect + conditional). On occasion, there is a slight delay to communication (e.g. 'c'est très bruit'). This performance is given a mark in the 5-6 band and as there are some elements that would lead the examiner to consider the band below, a mark of 5 is given.

Linguistic knowledge and accuracy Tasks B and C 5 (8)

Total:	Task A	7+3 = 10	
	Task B	7+6+5 = 18	28/40

Session 6

Support



Where do I find the free resources?



Edexcel International GCSE French (2017)

International GCSEs unaffected by DfE announcement on performance tables

Supporting success in French

Our Edexcel 9-1 International GCSE French specification and support materials have been developed with the help of teachers, higher education representatives and subject expert groups.

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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- ▼ [Specification](#)
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Where do I find the free resources?

Specification



DOWNLOAD

PDF | 1.2 MB

Qualification type: International GCSE
Level: Level 1/2
Subject: French
Specification codes: 4FR1
Availability: International and UK independent schools [?](#)
First teaching: 2017
First assessment: 2019

Course materials

Specification and sample assessments (4)
Exam materials (19)
Forms and administration (1)
Teaching and learning materials (22)

Published resources

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Pearson Publishing

<https://www.pearsonschoolsandfecolleges.co.uk/secondary/ModernLanguages/international-gcse/edexcel-international-gcse-9-1-languages/buy/buy.aspx>

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- **Online teacher support materials** support planning and assessment, and save you valuable time
- **Progression Scale and Map tools** allow quick and easy formative assessment of student progress, linked to guidance on how to personalise learning solutions, helping students make the best progress they can
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Alistair Drewery

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Any Questions?

