

INTERNATIONAL GCSE

French (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in French (4FR1)

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A Getting started for teachers

Introduction

This getting started guide provides an overview of the new Pearson Edexcel International GCSE in French qualification, to help you to get to grips with the changes to content and assessment, and to help you understand what this means for you and your students.

Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

Planning – In addition to the relevant section in this guide, we will provide a course planner and an editable scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will provide suggested resource lists and suggested activities.

Understanding the standard – Sample assessment material will be provided.

Tracking student progress – Results Plus provides the most detailed analysis available of your students' exam performance. It can help identify topics and skills where students could benefit from further learning. We will also offer examWizard, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiner reports for a range of GCSE and International GCSE subjects.

Support – Our subject advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas with each other. You can sign up to receive e-newsletters to keep up to date with qualification updates, and product and service news. Email our subject advisor: TeachingLanguages@pearson.com

Key features of the qualification

- Engaging topics suitable for all students

The new specification is based closely on the legacy specification with only necessary changes made to reflect trends in Modern Foreign Language assessment. The content is culturally relevant and sensitive.

- Clear and straightforward question papers

These include realistic and contextualised tasks based on authentic texts, including the introduction of a text from a literary source. Tasks types will be recognisable from series to series. Clear mark schemes will allow teachers and students to understand the assessment.

- Broad and deep development of skills

Students will be able to develop skills acquired at Key Stage 3. The new 9-1 system of grading will cater for a wide ability range whilst giving the most able students a realistic challenge.

- Enables progression

Students can progress from the International GCSE to Level 3 qualifications including the International A Level. Achievement in the International GCSE is broadly equivalent to Levels A2 and B1 of the Common European Framework of Reference for Languages.

What's new?

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 and feedback from all parts of the international school, UK independent school and language teaching community.

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 with the first examination series in the summer of 2019.

Assessment is based on the five main Topic Areas listed in the specification. These are largely similar to the legacy specification. Whilst the Topic Areas of *Home and abroad* (A), *Education and employment* (B) and *Social activities, fitness and health* (E) are maintained, Topic Areas C and D have been renamed *Personal relationships* and *The world around us*. In essence, however, much of the content of the Topic Areas remains the same.

Detailed changes are as follows:

- Some sub-topics have been moved. *Weather and climate* and *Travel and transport* are now tested as part of Topic Area D; *Childhood* is now tested as part of Topic Area C; *Food and drink* is now tested as part of Topic Area E.
- Some sub-topics have been removed. *Religion* no longer features in Topic Area A, leaving *Customs* as a stand-alone sub-topic. *Current affairs and social issues* no longer features in Topic Area D.
- Some new sub-topics have been introduced. Topic Area B now includes *School rules and pressures*, *School trips, events and exchanges* and *Volunteering*. Topic Area C now includes *Role models* and *Relationships with family and friends*.

Rubrics in the listening, reading and writing examinations will be given only in the target language. These rubrics and suggested questions for the speaking examination will be given in the second person singular informal form.

Multiple-choice questions in the listening and reading examinations will have four rather than three options from which to choose the correct answer.

Changes to the assessment structure for each skill are as follows:

Listening

Weighting: 25%

Examination: 30 minutes plus 5 minutes reading time

Marks: 40

There is no change to the assessment aims for this paper. However, the paper is now based on a reduced number of recorded extracts with fewer marks. Candidates will hear each of seven extracts twice. As before, these will include monologues, dialogues or conversations between three speakers.

There will be an incline of demand within the listening examination. It will begin with shorter statements which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.

Reading

Weighting: 25%

Examination: c. 52 minutes of the 1hr 45 mins available for the whole of Paper 2

Marks: 40

The assessment aims for this paper remain the same as in the legacy specification.

The five reading passages placed together in Section A of Paper 2 (Reading and writing) will come from a range of authentic sources and will include task types which demand a variety of input from students, including multiple-choice, multiple-matching, note-taking, table-completion, gap-fill and short-answer questions.

One text will be taken from a literary source with questions requiring note-taking from the text. Teachers should note that the text is simply a vehicle for testing language from a different genre than has been tested in the legacy specification. Literary knowledge will not be tested.

Writing and grammar

Weighting: 25%

Examination: c.52 minutes of the 1hr 45 mins available for the whole of Paper 2

Marks: 40

The assessment aims for this paper remain the same as in the legacy specification with the addition of “understand grammatical structures and functions, in context”.

The three writing and grammar questions in Section B are very similar to the two writing questions in the legacy specification with the following differences:

The writing tasks are now placed together in the paper, rather than separately as they were in the legacy specification.

Question 6 requires candidates to write 60 – 75 words of French. This question is no longer based on a reading passage and the words given in boxes below the question are prescriptive rather than optional.

There continues to be a choice of three more challenging questions at Question 7 with a word count of between 130 and 150 words.

Question 8 is a grammar-based task which requires candidates to complete a text with the correct grammatical form of verbs or adjectives.

Speaking

Weighting: 25%

Examination: 8-10 minutes

Marks: 40 marks

The assessment aims for this paper are:

- 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 Section A students respond to questions on a picture of their own choice. There is no longer a presentation. They may select a picture from any sub-topic area excluding sub-topics A3 (*Services*), C3 (*Role models*), C5 (*Childhood*), D2 (*Weather and climate*) and E4 (*Accidents, injuries, common ailments and health issues*). These will not be assessed in Task A.

In Sections B and C candidates take part in a spontaneous discussion. The teacher/examiner will use the randomisation grid provided by Pearson to determine which topic is to be examined in Task B and Task C.

The timing of the tasks has changed to the following pattern:

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Content guidance

AO1 – Understand and respond, in writing, to spoken language

This Assessment Objective is tested in Paper 1, Listening, by means of seven recorded extracts of spoken French. The paper begins with short recorded extracts which students match to a picture. In questions 3 and 7 students respond in writing to what they hear. There is an incline of difficulty throughout the paper.

Example from Sample Assessment Material

Transcript:

Faire du shopping

Question 7

M1 Madeleine, est-ce que tu aimes les petites boutiques ?

F2 Si je cherche à être mieux informée, j'y vais automatiquement car les vendeurs connaissent leur métier et me conseillent bien. L'inconvénient, c'est que les prix y sont trop élevés pour moi.

M1 Et les supermarchés ?

F2 D'habitude, j'y vais en voiture pendant la semaine. Même si je dois travailler tard au bureau, aucun problème, puisque que je peux arriver au supermarché à presque n'importe quelle heure de la journée. Par contre, je ne pourrais pas le faire sans ma voiture parce que le supermarché se situe en dehors de ma ville. Le pire, c'est le fait que je dois attendre si longtemps aux caisses !

M1 Et Internet ?

F2 Je fais la plupart de mes achats en ligne. Sur Internet, lorsque je trouve chez un commerçant le produit qu'il me faut, je passe du temps à chercher un meilleur prix chez d'autres commerçants, ce qui m'arrange bien. La seule chose qui me manque, c'est que je ne peux jamais négocier le prix quand je fais mes courses en ligne. Le fait de pouvoir faire livrer mes achats chez moi, c'est pourtant un avantage.

M1 Merci Madeleine !

Question paper:

Faire du shopping		
7 Écoute l'interview et note les détails en français . Il n'est pas nécessaire d'écrire des phrases complètes.		
	Avantages	Inconvénients
Exemple : Les petites boutiques	bons conseils	prix élevés
Au supermarché	(a)	(b) (c)
Sur Internet	(d) (e)	(f)

This question, the most demanding in the paper, requires candidates to extract information from an extended piece of recorded French. The challenges lie in selecting the correct information as an advantage or a disadvantage of different shopping experiences and disregarding non-targeted language.

It should be noted that students do not need to answer in full sentences. So a disadvantage of supermarket shopping might be given as *longues attentes aux caisses*. Targeted lifts are permissible.

This question tests all the strands of listening which are listed for AO1:

- 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.

Teachers should encourage students at this level to listen for detail. Thus a disadvantage of internet shopping is introduced by the use of *manque*.

Further examples of this type of note-taking question can be found in the legacy specification.

Listening practice activity 1 (from SAMs)

Transcript:

La famille

Question 3

M2 Je m'appelle Zachary et j'ai quatorze ans. Je pense que ce serait agréable d'avoir une deuxième sœur, mais en avoir une, c'est déjà super. Mon frère a fêté son seizième anniversaire il y a six mois. Certains frères peuvent être difficiles, mais David n'est pas comme ça. Je le trouve très sympa et d'une patience extraordinaire. Ma mère, Amélie, était autrefois intéressée par le patinage mais maintenant, c'est la natation qu'elle préfère. On fait ça en famille. Malheureusement, papa n'a pas pu venir avec nous hier car il travaillait tard au lycée pour aider ses élèves.

Question paper:

La famille

3 Zachary parle de la famille. Note les détails **en français** ou en chiffres.

Exemple : Nom : Zachary

- (a) Nombre de sœurs : (1)
- (b) Âge du frère : ans. (1)
- (c) Qualités personnelles du frère : et (2)
- (d) Sport favori d'Amélie : (1)
- (e) Profession du père : (1)

(Total for Question 3 = 6 marks)

This activity requires students to make short notes in French, usually just one word or a number such as a time or a price. They must listen for distractors and process the information to select the correct answer. Occasionally there may be more than one correct answer as in (c). Students are not penalised for wrong spelling as long as the word is recognisable.

Listening practice activity 2




Transcript:

Le sport au Sénégal

Question 4

- M1** Je m'appelle Massar. J'ai toujours aimé faire du sport parce que ça m'aide à garder la forme.
- M2** Je suis Bocar. J'ai horreur de faire du sport. C'est comme ça.
- F1** Moi, je suis Soukenya. La plupart des sports me passionnent mais jamais les sports aquatiques.
- M1** Je m'appelle Fadel. D'après moi, il n'y a rien de plus beau qu'un concours de voile !
- F2** Je suis Léna. Personnellement, j'aurais peur de tomber en faisant de l'alpinisme.
- M2** Moi, je suis Youssou. Le tennis m'intéresse pas mal car c'est facile à suivre.
- F1** Je m'appelle Coura. Même si le netball me fatigue beaucoup, c'est agréable comme activité.

Question paper:

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 
Exemple : Massar	<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"/>

This activity in which students have to decide who says what from a choice of three speakers highlights the need to learn vocabulary in word fields, with particular reference to positive and negative viewpoints.

Teachers should encourage students to listen to the whole recording first before choosing the correct answers. In this sort of question, activities may be mentioned several times and students must be able to determine, for example, who likes the activity rather than dislikes it.

Listening practice activity 3

Tape transcript:

Les banques

Question 5

- M2** Autrefois, c'était facile de communiquer avec ma banque par téléphone. Maintenant, c'est le contraire, même si c'est gratuit. Si ça continue, ça va m'agacer et je changerai de banque.
- F1** J'ai de la chance car ma banque est située près de chez moi. Je visite ma banque deux fois par semaine. J'y vais le mardi et le jeudi. Il n'y a que le dimanche que c'est fermé. Je déteste attendre longtemps à la banque. Hier, j'y ai passé seulement quelques minutes, pas la quinzaine ou trentaine de minutes que j'avais prévues.
- M1** Ça fait trois mois que j'ai ouvert un compte. En décembre, j'étais trop occupée pour le faire, alors j'y suis allée en janvier. En essayant mon nouveau mot de passe, j'ai bloqué mon compte. Je n'ai aucun problème d'ordinateur, ni de virus. Notre connexion Internet est impeccable. Suite à cette difficulté technique, je me suis renseigné par téléphone. L'employé m'a bien conseillé. Je lui ai envoyé un e-mail pour exprimer ma reconnaissance.

Question paper:

Les banques

5 Qu'est-ce qu'ils disent ?

Coche ☒ les 6 bonnes cases.

Exemple : Contacter sa banque par téléphone, c'est ...

<input checked="" type="checkbox"/>	A cher.
<input checked="" type="checkbox"/>	B facile.
<input checked="" type="checkbox"/>	C agaçant.
<input checked="" type="checkbox"/>	D compliqué.

(a) Sa banque est située ...

<input checked="" type="checkbox"/>	A loin de sa maison.
<input checked="" type="checkbox"/>	B en ville.
<input checked="" type="checkbox"/>	C dans un village.
<input checked="" type="checkbox"/>	D près de sa maison.

(b) La banque est ouverte ...

<input type="checkbox"/>	A du lundi au vendredi.
<input type="checkbox"/>	B deux jours par semaine.
<input type="checkbox"/>	C du lundi au samedi.
<input type="checkbox"/>	D du mardi au jeudi.

(c) Hier, à la banque, elle a attendu ...

<input type="checkbox"/>	A plus de trente minutes.
<input type="checkbox"/>	B trop longtemps.
<input type="checkbox"/>	C environ quinze minutes.
<input type="checkbox"/>	D très peu de temps.

(d) Il a ouvert son compte en banque ...

<input type="checkbox"/>	A il y a six mois.
<input type="checkbox"/>	B en début d'année.
<input type="checkbox"/>	C en mai.
<input type="checkbox"/>	D en fin d'année.

(e) En utilisant Internet, il a eu un problème avec ...

<input type="checkbox"/>	A l'accès à son compte.
<input type="checkbox"/>	B la connexion sur Internet.
<input type="checkbox"/>	C son ordinateur.
<input type="checkbox"/>	D un virus.

(f) Il a envoyé un e-mail à la banque pour ...

<input type="checkbox"/>	A se plaindre.
<input type="checkbox"/>	B avoir un renseignement.
<input type="checkbox"/>	C remercier le personnel.
<input type="checkbox"/>	D éviter des difficultés.

(Total for Question 5 = 6 marks)

Teachers should prepare students for this question type by encouraging them to avoid making any assumptions and to ensure that responses are embedded within the evidence gained from the recording. This is particularly the case in 5(f), where the correct response may seem somewhat unexpected, in context.

Suggested additional activity: In groups, pupils conduct a “brainstorm” activity, where each group has to identify/suggest one way (with an example) of how to pin down options within a response e.g. Listening for a target verb, use of negative or adverb. They should already be largely familiar with this process by the start of KS4, but refreshing this process in advance of a listening/reading task is productive and helps to avoid pitfalls.

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 Assessment Objective is tested in Section B of Paper 2. Question 6 requires a short piece of writing on a familiar topic of between 60 and 75 words. Students must respond to the four ideas given in boxes below the title, although other ideas may be introduced. Question 7 is an extended piece of writing from a choice of three questions requiring 130 to 150 words of French. Four bullet points are given to help structure the response; these must be addressed in the answer. Question 8 is a gap fill grammar exercise which assesses students’ understanding of grammar. They are required to complete a text with the ten correct forms of verbs and adjectives.

Example from Sample Assessment Material

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

(a) Écris un email à un/e ami/e.

Tu **dois** mentionner les points suivants :

- Pourquoi les portables sont utiles
- Comment tu as utilisé ton portable récemment.
- Comment serait ta vie sans ton portable.
- Ton opinion sur les montres connectées.

(20)

This example of an extended writing task is based on Topic Area D, sub-topic *Information and communication technology*. The bullet points will help students to structure their essay and to access the full range of marks by including a range of tenses and opinions.

When preparing candidates for this task, teachers should guide them towards the main focus of each bullet points. For example in this task, the bullet points suggest:

- Pourquoi les portables sont utiles: a description of mobile phone uses, giving opinion and justification
- Comment tu as utilisé ton portable récemment: a description of recent mobile phone use, in the past tense
- Comment serait ta vie sans ton portable: reference to the conditional tense typically required here
- Ton opinion sur les montres connectées: opinion, with the opportunity to provide some justification.

Teachers should advise students to avoid repetition of content and language within their response.

Suggested additional activity: A differentiated syntax activity, followed by a marking activity and a marking task.

A) A total of 15 (5 green, 5 amber, 5 red) envelopes of between 6 and 15 words are distributed around the classroom – Designated teams of e.g. 4 students need to construct as many sentences as possible with the words in their envelope and jot them down, with a view to having a maximum of 12 sentences to support the subsequent completion of a written task.

B) The subsequent activity would involve the 4 students writing up the 5 GREEN phrases on small whiteboards and having to stand in a line, with the simplest sentence holder on the left of the line and the most difficult sentence holder on the right. Students must give justifications and these could be challenged perhaps. The same approach is then carried out with amber and red sentences, with more confident pupils being asked towards the end of the process.

C) The teacher devises a writing task, linking the bullet points to the assessment criteria, so that students may determine what is required for a given mark. This could be preceded by a task where pupils must place cut up grids in the correct ascending mark order.

Writing activity 1

Une excursion en famille

hier

opinion

visite

restaurant

Tu écris une réponse de 60 à 75 mots **en français** au sujet d'une excursion en famille.
Tu dois employer tous les mots ci-dessus.

(10)

This shorter writing task is based in Topic Area C, sub-topic *Relationships with family and friends*. The words in boxes could lead towards a response such as:

Hier, je suis allé à Rouen avec mes parents. C'est une très belle ville historique. À mon avis, c'était très intéressant, surtout la visite du château. Après la visite du château, nous avons déjeuné dans un petit restaurant typique. Maman a adoré son plat principal, mais l'opinion de Papa était négative car son plat était froid.

J'ai bien aimé Rouen, alors je vais y retourner le mois prochain avec mon meilleur ami.

Writing activity 2

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

(a) Écris un email à un/e ami/e.

Tu **dois** mentionner les points suivants :

- Pourquoi les portables sont utiles
- Comment tu as utilisé ton portable récemment.
- Comment serait ta vie sans ton portable.
- Ton opinion sur les montres connectées.

(20)

This extended writing task is based on Topic Area A, sub-topic *Life in the town and rural life*. Students can use their knowledge of the familiar topic to answer the question, but must adapt learned language to address the demands of the bullet points as they are worded.

Teachers should ensure that students are aware of the need in this question to write more complex French. They should be prepared to use the widest range of structures they can, focusing on a range of tenses, complex sentences and variety of good vocabulary. In addition they should be prepared to use good linking words and phrases to help the essay flow and give a variety of opinion and justification.

Writing activity 3

Suggested additional activity to support the task below:

Gap-fill verb tables are a useful transitional task, as the correct responses are worked out in isolation – students populate a grid of partially (circa 25%) completed verb forms (present, perfect, imperfect, future, conditional) in the 1st person singular, then progress to one which contains only 3rd person singular, then 3rd person plural, with the fourth grid containing a mixture of the above.

This equally lends itself to the principles around adjectival endings.

This may be consolidated by the use of contextualisation tasks which may include using a related text for a colour highlighting task – matching subjects + verbs, adjectives + nouns, as tasks like the one below require pupils to relate the target word to another element of the sentence, not necessarily the preceding/following word.

Noël au Québec

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

Les célébrations de Noël au Québec (a) [être] très (b) [familial]. Même les personnes qui vivent loin de leurs parents (c) [essayer] de rentrer chez eux. Pour le soir du 24 décembre, on prépare un repas (d) [québécois] qui comprend des spécialités comme le pâté à la viande. Nous (e) [manger] peu de produits de sirop d'érable, c'est plutôt à Pâques qu'à Noël qu'on mange ces produits. Après avoir (f) [dîner], nous nous (g) [offrir] de (h) [beau] cadeaux et nous les ouvrons à minuit. Certaines personnes vont à l'église pour la messe de Minuit. L'an dernier, le jour de Noël, nous avons (i) [faire] un bonhomme de neige. Au Québec, la neige est presque toujours (j) [garanti] à Noël !

(a)	(1)
(b)	(1)
(c)	(1)
(d)	(1)
(e)	(1)
(f)	(1)
(g)	(1)
(h)	(1)
(i)	(1)
(j)	(1)
(Total for Question 8 = 10 marks)	

Teachers should note that the form of the word in brackets does not necessarily have to change. Students have to take note of the context to establish the correct form. In this example, the adjective in (d) remains the same.

In preparation for this task, students could be encouraged to:

- read texts and highlight the subject, direct or indirect object
- practise verb ending other than the first person singular
- identify the tense of each verb in a text
- recognise patterns for certain groups of adjectives
- choose, from a choice of three, the correct word to be inserted in a similar text.

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

This Assessment Objective is tested in Paper 2, Reading, by means of five reading passages in French with varied appropriate task types. Whilst the paper begins with a relatively straightforward question requiring grid completion or a matching exercise, it moves towards more challenging questions which require a written response in French in Question 5. One question is based on a literary text but requires no prior knowledge of the text or indeed any literary knowledge or vocabulary.

Example from Sample Assessment Materials

Souvenirs de vacances

- 4 Lis l'extrait du texte. Nicolas parle de ses vacances.

Sempé-Goscinnny : " Les vacances du petit Nicolas" Chapitre 4 : L'île des sirènes"

C'est chic, parce qu'on va faire une excursion en bateau à l'île des sirènes. M. et Mme Lanternau viennent avec nous, et ça, ça n'a pas tellement plu à papa qui n'aime pas beaucoup M. Lanternau, je crois. Papa est souvent de mauvaise humeur. Je ne comprends pas pourquoi. M. Lanternau, qui passe ses vacances dans le même hôtel que nous, est très drôle et il essaie toujours d'amuser les gens. Hier, il est venu dans la salle à manger avec un faux nez et une grosse moustache et il a dit «une excursion ! Excellente idée, nous irons avec vous, comme ça, vous ne risquerez pas de vous ennuyer! ». Nous sommes partis de l'hôtel le matin à 6 heures, avec un panier de pique-nique plein de sandwiches, d'œufs durs, de bananes et de cidre. C'était chouette. Et puis M. Lanternau est arrivé avec une casquette blanche de marin, moi j'en veux une comme ça, et il a dit: «Alors, l'équipage, prêt à l'embarquement.» Au port, quand j'ai vu le bateau, j'ai été surpris et surtout un peu déçu, parce qu'il était tout petit, le bateau. Il s'appelait « La Jeanne ». Moi, si j'avais un bateau, je ferais le tour du monde.!!

(Source: www.gymta.cz/_fr_sekce/aide/doc/nicolas.pdf)

Exemple : Destination : « l'île aux sirènes »

- | | |
|--|-----|
| (a) Thème : | (1) |
| (b) Tempérament de papa : | (1) |
| (c) Personnalité de M. Lanternau : | (1) |
| (d) Décision de M. Lanternau : | (2) |
| (e) Heure du départ : | (1) |
| (f) Nicolas aimerait avoir : | (1) |
| (g) Taille du bateau : | (1) |
| (h) Nom du bateau : | (1) |
| (i) Rêve de Nicolas : | (1) |

Teachers should note that this question based on an extract from a literary text requires no prior knowledge of the text and is not based on literary understanding. It is merely a vehicle for testing the skill of reading and understanding of language, in this example based on Topic Area A, sub-topic *Holidays, tourist information and directions*.

Suggested additional activity:

Inference may be required at this point within the examination. This is quite a complex skill in itself which will have been developed in mother tongue lessons at an earlier stage. For those students needing to review this skill, the following activity may be helpful:

1. 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.
2. 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 + terms in their mother tongue, then proceeding with French versions e.g. Determined – Nothing ever stood in his way. The teacher may wish to **split** the above into easier steps, as this is one of the more difficult principles at International GCSE.

Additional suggested activities:

In terms of **recognition** tasks, this can be a little too elementary at this level if presented as a classroom task, so it may be combined with a syntax task/other. E.g. Using small whiteboards to unjumble the words of ten on-screen sentences which relate to the pros and cons of the internet. Students then categorise the **opinions**, according to positive / negative / relevant / irrelevant / other.

Emotions: This may be introduced/ reviewed / embedded at several levels:

1. Mime – A useful Assessment for learning (AFL) task, allows the teacher to check progress based upon visual judgements e.g. tired, afraid, happy, sad, surprised, bored. Powerpoint based clues can extend this to a broader range of emotional recognition, as many are similar.
2. Review – Thumbs up/down to indicate whether a positive/negative emotion term is on whiteboard
3. Emotional scenarios – Presented, one at a time on main whiteboard – pupils present one word response on small whiteboards in French e.g. Day before birthday = *excited*. This combines with activities covering “inference”.
4. Pairing/recognizing of “opposites” activities – as it is important to acquire opposites/negatives from the perspective of examination responses.

Reading activity 1

Les voyages scolaires

2 Mets une lettre dans chaque case.

Un voyage au Maroc

Tous les ans, le collège Saint Jean-Baptiste propose des voyages scolaires en France ou à l'étranger à ses élèves. Cet été, les enseignants sont partis une quinzaine de jours à l'étranger avec leur classe. Les participants ont pu faire un voyage culturel et humanitaire à Agadir, au Maroc.

Pendant la première semaine, ils ont aidé une association qui s'occupe des enfants qui ont des problèmes de santé. Ensuite, ils sont partis découvrir le Maroc en car et ils ont eu, par exemple, l'opportunité et la joie d'admirer le désert le plus grand du monde.

Le car est le meilleur moyen d'explorer le Maroc, un pays de contrastes où, dans une même journée, les visiteurs ont vu la montagne et le sable du désert.

(Source: http://www.mss.qc.ca/album_photos/archives/2015/03/maroc-2015.html.)

- | | | | |
|-------------------|-----------------|---------------------|-------------------|
| A année | B mois | C scolaire | D malades |
| E anxieux | F aimé | G 2 semaines | H varié |
| I critiqué | J appris | K 2 ans | L monotone |
| M fini | | | |

Exemple : Dans cet article, on présente une expérience ...	C
(a) Les voyages scolaires se passent chaque ...	
(b) Les élèves sont partis pendant ...	
(c) L'association aide les enfants ...	
(d) Après Agadir, les élèves ont ... la visite culturelle du Maroc.	
(e) Le climat du Maroc est très ...	
(f) Les élèves ont beaucoup ... pendant ce voyage.	

(Total for Question 2 = 6 marks)

Teachers should prepare students for different registers of reading text, whether based upon factual or fictional texts.

Reading activity 2

- 3 Mets une ☒ dans les 8 cases appropriées. Attention ! Une phrase ou une personne peut avoir plus d'une croix ou pas de croix du tout.

Qui sont vos héros ?



Caroline

Je placerais Zidane dans les cinq meilleurs joueurs de l'histoire du foot. Né dans une famille modeste, il est timide devant les caméras mais détendu avec ses amis et sa famille. C'est un homme au grand cœur qui sponsorise de nombreuses associations caritatives.



Raphaël

Zidane est la légende française du football victorieux mais aussi, il est toujours dans le top trois des personnalités préférées de tous les Français. Il est le sportif français le plus sollicité par les grandes marques pour faire de la publicité, du déodorant jusqu'aux lunettes.



Malik

Zidane avait un toucher de balle merveilleux et une superbe vision du jeu. Il représente une époque splendide du football et une France heureuse après avoir gagné face aux Brésiliens. Pour beaucoup de jeunes et la population française en général, il représente la sagesse et le succès.

(Source: <http://papinade.com/zinedine-zidane-un-homme-un-heros-une-legende/1816>
Images: © "DRB Images, LLC"/iStock, Maica/iStock and drbimages/iStock)

Zidane...	Caroline	Raphaël	Malik
Exemple: ... est un des meilleurs footballeurs de l'histoire.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A ... est un homme généreux.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B ... encourage la vente de certains produits.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C ... est quelquefois anxieux.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D ... a des origines humbles.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E ... symbolise la victoire pour certaines personnes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F ... est un homme réservé.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G ... est connu de tous les Français.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

(Total for Question 3 = 8 marks)

The requirements of this familiar test type have been expanded to allow for greater variety of responses. Students will have to think carefully about the sentences below the text to establish whether they apply to one, two or none of the people above. For example, E refers to both Malik and Raphaël.

Reading activity 3

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

Le Jour de la Terre

Le 22 avril, c'est le Jour de la Terre. Le moment idéal pour décider de protéger l'environnement. Mais par où commencer ? Il y a tant de choses à faire ! Et si on parlait de notre alimentation ?

Pour manger éco-responsable, il faut consommer des produits locaux et de saison, nécessitant moins d'emballage que des produits provenant de régions éloignées. Sans compter que la quantité de gaz à effet de serre liée au transport est fortement réduite.

À la maison aussi, vous pouvez faire attention ... par exemple :

Vous devez remplacer vos électroménagers ? Optez pour des modèles certifiés Energy Star. Ce label identifie les appareils qui consomment de 10 à 50% moins d'énergie que les modèles classiques. En prime, ils sont fabriqués avec des composants recyclables, mais les modèles classiques sont moins chers et plus variés.

En voiture, les personnes écolos ont adopté une conduite écologique afin de diminuer leur consommation d'essence en roulant moins vite et leurs émissions polluantes en ouvrant les fenêtres au lieu de mettre la climatisation.

(Source: www.lebelage.ca/argent-et-droits/consommation-et-habitation/25-conseils-pour-proteger-l'environnement?page=all)

- (a) Qu'est-ce qu'on devrait faire le 22 avril ?

(1)

.....

.....

- (b) Pourquoi faut-il manger des produits régionaux ?

(2)

.....

.....

.....

.....

(c) Quels sont les **deux** avantages des appareils électroménagers certifiés Energy Star?

(2)

1

2

(d) Quels sont les **deux** inconvénients des appareils électroménagers certifiés Energy Star ?

(2)

1

2

(e) Qu'est-ce que les personnes écolos ont fait pour réduire leur consommation d'essence ?

(1)

(f) Quel est le geste écolo à faire quand on a trop chaud en voiture ?

(1)

(g) Qu'est-ce qui va se passer si on ne réagit pas ?

(1)

(Total for Question 5 = 10 marks)

The question requiring answers written in French is marked for comprehension only. Grammatical accuracy is not assessed but the mark may be affected if the accuracy impedes communication. Students need not answer in full sentences. Teachers should prepare students by encouraging them to read the whole passage and think about the overall meaning before answering individual questions.

Students are required to write short notes in French, usually a short phrase or simply one word. Targeted lifts are accepted.

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.

This Assessment Objective is tested in Paper 3. It is important that teachers familiarise themselves with the format of the assessment. Task A is a picture based-discussion about a picture which the student has chosen. Tasks B and C test students on two topics that have not been specifically prepared so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Tasks B and C. Information about the suitability of pictures is given separately in this guide; the importance of spontaneity in student response is reflected in the mark scheme.

Example from Sample Assessment Materials

Topic A – exemplar picture 1



© Ariel Skelley/Getty Images

A2 – Holidays, tourist information and directions

1. Fais-moi une description de cette image, s'il te plaît.
2. Quels vêtements porte le garçon à gauche pour partir en vacance ?
3. À ton avis, qu'est-ce que les parents vont faire plus tard ?
4. Pourquoi est-il important de partir en vacances ?
5. Quels sont les avantages et inconvénients de passer des vacances dans son propre pays ?

The five questions to be asked about the picture are determined by the teacher and must not be shared with students in advance of the examination. They require different levels of response. In the example above, the questions are aimed to elicit:

- description of what is shown in the picture (1),
- specific factual information about the picture (2),
- past or future hypothesis (3),
- a more general description of the benefits of holidays giving opinion (4)
- evaluation(5).

All questions can elicit extended responses. A good student might be able to respond as follows:

1. Je crois qu'on a pris cette photo dans un aéroport. On voit une famille qui va peut-être partir vers une destination exotique. Les parents et les deux enfants semblent très contents de partir ensemble. En tout cas, ils sont tous très souriants. Je trouve aussi que la dame est habillée de façon très élégante.
2. Le garçon a décidé de mettre un polo pour éviter d'avoir trop chaud pendant le vol. Il n'a même pas mis de manteau, ni de pull, alors il se prépare pour un climat plutôt agréable. Peut-être qu'il a pensé à mettre des vêtements plus chauds dans sa valise.
3. Après avoir mangé un bon repas dans un café à l'aéroport, les parents vont faire un peu de shopping. À mon avis, ils vont acheter des livres pour avoir quelque chose d'intéressant à faire pendant le long vol. Leur avion va sans doute décoller une ou deux heures plus tard.
4. Il y a plusieurs raisons pourquoi les vacances sont importantes. Ça permet aux gens de se détendre et d'oublier le stress de leur routine professionnelle. A part ça, j'estime qu'il est important de découvrir de nouveaux pays et de nouvelles cultures. Lorsque je visite un pays francophone, ça me donne l'occasion de parler un peu de français aussi !
5. Evidemment, ça dépend du pays où tu habites. En ce qui me concerne, les vacances passées à l'étranger m'ont toujours attirées plus que celles que je passe dans mon pays parce qu'il fait nettement plus beau lorsque je pars à l'étranger. Cependant ça revient très cher de partir à l'étranger car il faut prendre l'avion si on veut visiter des destinations plus exotiques. Il me reste toujours beaucoup à découvrir dans mon propre pays, alors ma famille et moi, nous partons à l'étranger tous les deux ans.

Topic guidance

It is important to note that all Topic Areas can be assessed at any level. Teachers should guard against limiting their students to simple descriptive language, ensuring at all times that they are given the opportunity to access and produce abstract language. This involves moving on from the more concrete language of description learned at Key Stage 3 towards the language of justification required at a higher level. For example, students may be able to describe fitness activities, but at a higher level should also be able to explain why they are important, express their opinions about a variety of activities and justify their ideas.

Teachers should refer to the GCSE 'how to' guides available on our website for support with how to approach the content. These guides feature pedagogical rationale, strategies and practical activity suggestions to help with:

- answering questions in the target language
- classroom talk strategies
- guide to rubrics in French
- incorporating culture into the MFL classroom
- vocabulary learning strategies.

Ideas on how to approach the themes and for activities within these themes are provided below. Note that these are suggestions only and are not prescriptive.

Topic Area A – Home and abroad

- Sub-topics:
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

*Sub-topic A3 will not be assessed in Paper 3: Speaking.

As well as students describing their own past or future holidays, teachers could approach this theme as a group task where students have to research the type of holiday they would like to do. This could be confined to a French-speaking country which would then allow them to report back on travel costs, accommodation available and activities on offer in the chosen destination.

Authentic resources from websites such as TripAdvisor provide a wealth of information in the target language about hotels and restaurants. These can be used as reading comprehensions to extract vocabulary and phrases, and finally students could write their own reports on a restaurant or hotel. Complaint letters to a hotel also allow students to explore more formal writing to describe problems.

Students could also collect literature about their own area and from that produce a website or brochure for French-speaking tourists to encourage them to visit. Research can be conducted into traditional customs and traditions in the French-speaking world.

Activity ideas:

- Research a French-speaking holiday destination and plan travel, accommodation and activities for a visit.
- Photographs of holiday destinations can be used to practise the picture-based oral task.
- Read reports on TripAdvisor, etc. and students write their own report.
- Write a complaint letter to a hotel or restaurant.
- Using authentic hotel website information to work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a romantic holiday, a single traveller.
- Spontaneous discussion about preferred types of holidays and/or accommodation.
- Advantages/disadvantages chart for holidaying abroad or in their own country.
- Survey about holiday requirements/preferences.
- Write a newspaper article about a holiday which did not go well, e.g. an airport strike or a hotel with few facilities.
- Read postcards and match them with locations or pictures of holidaymakers.
- Watch videos from French-speaking areas or cities to extend vocabulary and listening skills. Students could then produce their own voiceover commentary to photos of a French-speaking area/city or their own area.
- Students allocated a traditional custom or festival to research in groups, presenting their findings to the class.
- Photographs of traditional festivals can be used to practise the picture-based oral task.

Topic Area B – Education and employment

- Sub-topics:
1. School life and routine
 2. School rules and pressures
 3. School trips, events and exchanges
 4. Work, careers and volunteering
 5. Future plans.

Again students will have met many of the basic ideas from this topic in Key Stage 3 and should be able to converse about the different school subjects and their likes and dislikes.

When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Many French-speaking school websites provide an excellent resource for authentic material.

Particular features of schools in French-speaking countries such as length of the school day, clothing worn to school and the grading system could also be opportunities for discussion.

Teachers may want to approach the topic of future plans through students' own aspirations but could also look at relevant webpages to find resources describing others' experiences, which will provide models for students to use in their own work. There are a number of useful websites about training, which teachers may find of use to source work for reading purposes as well as suitable photographs, and to extend students' vocabulary and comprehension skills. There are also websites where students can read about the experiences of young French undertaking volunteering (e.g. <https://www.unicef.fr/dossier/benevolat/>)

Activity ideas:

- Authentic resources in the form of blogs or letters discussing aspects of the school system in French could be used as reading comprehension and stimuli for discussion purposes. (e.g. <http://www.letudiant.fr/ma-vie-de-lyceen.html>)
- Research on school websites can produce timetables to compare the school day.
- Setting up links with French-speaking schools for students to pose questions to their peers and report back on their answers, e.g. their opinion of the longer school day, sport at school.
- <http://www.viescolaire.org/info/?p=15111> offers practical advice to pupils and parents. This could be used just to give students a better idea of school life in France or as a basis for developing reading comprehension skills.
- Students could draw up their ideal school rules – giving an opportunity for a spontaneous discussion in which they have to justify their chosen rules.
- A list of pros and cons of school uniform could be drawn up and used in discussion.
- There are a number of blogs on school exchanges on the internet (e.g. <http://www.erasmusplus-jeunesse.fr/>) which can be accessed to provide authentic resources for reading comprehension.
- A group of students could carry out a research project of which areas of school life give the most pressure. They could present this as a wall display or as a mini-lecture.
- Students could choose a picture of a class trip to practise the picture-based oral task, making as many statements as they can about the picture in pairs.
- Students could research possible volunteering projects in France and write imaginary letters of application explaining why they wish to volunteer in a certain area.
- Brainstorming positive and negative aspects of travelling during a gap year, going to university or undertaking work experience.
- Reading task to match descriptions of jobs to the job titles.
- Jigsaw task to reorder a text about a day in a particular job. The text is broken up into lines which they have to reassemble to make a coherent paragraph.
- Ask French-speaking students about their career/future aspirations and report back.

Topic Area C – Personal life and relationships

- Sub-topics:
1. House and home
 2. Daily routines and helping at home
 3. Role models*
 4. Relationships with family and friends
 5. Childhood*

*Sub-topics C3 and C5 will not be assessed in Paper 3: Speaking.

Much of the language for this topic will have been introduced at Key Stage 3. However, it is important to move the level of demand forward to embrace more abstract language and more complex structures. For example, teachers should lead students away from simple descriptions of family members towards discussions about relationships within the family.

The topics of *Role models* and *Childhood* can be explored through reading and research online.

Activity ideas:

- Using historical or literary texts to identify and practise the simple past tense.
- Writing two diaries – one for this week and an imaginary one when the student was much younger.
- Using poetry and stories to expand ideas about friendship and develop vocabulary. Students write their own poems about a friend using more adventurous adjectives.
- Problem page letters dealing with family relationships – these can be used as reading practice and then developed into students writing their own examples.
- Researching how students in the group help at home and giving their opinions about this; then holding a class debate about whether or not young people should help at home and whether there should be rewards or not.
- Creating a power point with pictures and written language to explain how a student's house has changed since it was built. This could focus on the perfect and present tenses.
- Practising interrogatives through role-play. Students adopt the persona of their favourite contemporary personality and the others formulate questions to ask about their life. This is then followed up with a written account of a role model.
- Students can practise the conditional tense by describing what their daily routine would be if they were in a French-speaking country. This gives an opportunity to practise a grammatical construction in a culturally relevant setting.

Topic Area D – The world around us

- Sub-topics:
1. Environmental issues
 2. Weather and climate*
 3. Travel and transport
 4. The media
 5. Information and communication technology

*Sub-topic D2 will not be assessed in Paper 3: Speaking.

Teachers may again wish to access material on the internet to support their teaching of this theme. Posters and adverts for environmental groups (e.g. <http://fr.unesco.org/greencitizens/stories/activites-educatives-impliquer-enfants-protection-lenvironnement>, <http://diaporamas.doctissimo.fr/famille/apprendre-ecologie-enfants/>, <http://www.potati.com/fr/>) could be useful resource points, as could blogs and newspaper reports.

A large amount of information and numerous publications about being 'green' are available from the French government website as well as from other organisations.

e.g.

<http://www.developpement-durable.gouv.fr/>

<https://www.fne.asso.fr/>

<http://www.lerecyclageaimelesjeunes.fr/>

<http://terredesjeunes.org/fr/node/24>

<http://mtaterre.fr/dossiers/les-jeunes-ont-la-parole/la-protection-de-lenvironnement-ca-vous-interesse>

<http://www.jeunes-ecologistes.org/ecolo-au-quotidien/>

<http://www.terrafemina.com/societe/environnement/articles/33973--petites-astuces-pour-etre-plus-ecolo-au-quotidien.html>

Carefully chosen French language films e.g. *Mon Meilleur Ami* are a useful resource for creating a teaching module about media consumption. Similarly, many French language television programmes are available online.

Activity ideas:

- Watching/reading weather forecasts online.
- Writing an imaginary weather report for 50 years from now, drawing together the sub-topics of *Weather and climate* and *Environmental issues*.
- Reading comprehension using publications from French-speaking material about the environment.
- Writing about how environmentally friendly (or unfriendly) their home town is.

- Using links with a French-speaking partner school to compare their town and the French town with regard to the protection of the environment.
- Using literary texts (e.g. *Un barrage dans la vallée* by Jacques Delval (Flammarion))
- A comparative study of public transport in a French city and a city in the student's own country, weighing up the pros and cons of various means of transport.
- Watching a French language film and writing a review.
- Discussion about preferred TV programmes or music through a diamond nine activity to encourage spontaneous talk: (http://www.classtools.net/_SEARCH/index.php?template=diamond9)
- Researching trends in the group about reading habits (e.g. traditional versus e-books, differences between male and female reading habits) and presenting the findings as a wall display or as a speech.
- A debate about the pros and cons of using social media in schools with two groups of students preparing either the pros or the cons.
- Students write an article about the importance of information technology in their life and how they envisage it changing in the future.
- Students take their own pictures of others using IT at school and present it to the group to practise the picture-based oral task. The others in the group consider which questions to ask for further information.

Topic Area E – Social activities, fitness and health

- Sub-topics:
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

*Sub-topics E4 will not be assessed in Paper 3: Speaking.

Again it is important with this Topic Area to develop language learned in previous years. The sub-topic of *Food and drink* for example should not be limited to descriptions of what students like to eat and drink, but may include details about the pros and cons of fast food or the merits of a healthy life style with plenty of exercise.

Students should be encouraged to think carefully about what sort of picture could be chosen as a basis for the picture-based oral task and may benefit from links with other students in French-speaking schools who may be able to provide useful resources.

Online blogs and videos

(e.g. <http://www.lesfruitsetlegumesfrais.com/forme-et-bien-etre/bienfaits-nutritionnels/l-alimentation-des-adolescents>)

<http://sante.doctissimo.fr/blog/10496-De-la-frequentation-des-fast-food.html>

Activity ideas:

- Selecting a picture of a special occasion to practise the picture-based oral task.
- Designing a questionnaire for students in their own or a partner school to compare how birthdays etc are celebrated at home and in a French-speaking country.
- Creating a short video blog about sporting interests in the group.
- Group activity discussing the cost of attending music or sporting events.
- Watching a sporting event in the target language as a listening comprehension.
- Writing a voiceover to a sporting event video extract.
- Using the extensive range of short videos from youtube.com as resources for listening tasks or presentation projects. eg. <https://www.youtube.com/watch?v=UISYD9QzEZw>
- Comparing a UK shop or shopping centre with a French one.
- Writing an advertisement for a new shopping centre.
- Creating a poll to determine the nature of shopping habits within the school and presenting the results orally to the class, highlighting differences between age groups, boys and girls etc.
- Designing a poster in French to prevent injuries at school. This could be an opportunity to introduce imperatives.
- Writing an article or pamphlet about the value of a healthy lifestyle.
- Comparing food and drink in their own country with a French-speaking country.
- Selecting a picture of a family meal or picnic to use as a basis for the picture-based oral task.
 - Give a demonstration of food preparation (e.g. making a sandwich) with a commentary.
 - Write the recipe for a favourite dish or instructions for how to make a hot drink.

Speaking guidance**General information**

- The speaking assessment is conducted internally and is externally assessed.
- It is worth 40 marks and comprises 25% of the qualification.
- The assessment must be conducted entirely in French.
- Students must complete all three tasks in consecutive order.
- The assessment must be conducted in one continuous session.
- All tests must be recorded. Further instructions are given in the specification.

Use of notes

Students must **not** take notes with them into the examination. However, they should bring their picture for Task A.

Timings of the tasks

The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.

Assessment times for the tasks are as follows.

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Task C should continue without a pause or interruption from Task B.

In Task A students will answer questions on a picture. They will also discuss in Task B and Task C two further **different** topics, chosen at random by Pearson from the following.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper.

Task A

Students must choose their own picture for the test. Teachers should not allow all students in the centre to choose the same picture.

Teachers must prepare five questions to ask each student about their chosen picture, but must not share these questions with students before the test. The pattern of these five questions should follow the examples in the Sample Assessment Materials and the advice given in the specification:

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

Question type 2: Specific factual information about the picture

For example, select a person or persons in the picture and state what they are doing.

Question type 3: Past or future hypothesis

This question must ask the candidate to imagine a possible past or potential future event relating to the picture. This is the opportunity to support the candidate in using additional tenses and time frames.

Question type 4: Opinions about the picture

This question elicits the candidate's opinions on the picture and the topic.

Question type 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.

Teachers must ensure they ask each student one question from each of these five types. They should ask the questions in the order they are given above. The questions may be repeated if needed but they may not be rephrased.

Each question should normally be asked only once. However, questions may be repeated, but not rephrased. In order to enable candidates to develop their responses teacher/examiners are allowed to use prompts for questions. Only the following three prompts may be used.

- Pourquoi (pas) ? — Why (not)?
- Autre chose ? — Anything else?
- C'est tout ? — Is that all?

There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.

Marks are awarded using the Assessment Grids for Task A given in the specification. Up to 8 marks are awarded for Communication and content; up to 4 marks are awarded for Linguistic knowledge and accuracy.

Tasks B and C

For **each** conversation (Tasks B and C) teachers/examiners should:

- ask open questions
- ask questions at an appropriate level of the candidate's ability
- link the questions to the previous response as far as possible

- elicit a range of tenses (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide candidates with an opportunity to expand
- respect timings.

Marks are awarded using the Assessment Grids for Tasks B and C given in the specification. The marks are awarded globally over Tasks B and C. Up to 12 marks are awarded for Communication and content; up to 8 marks are awarded for Interaction and spontaneity; up to 8 marks are awarded for Linguistic knowledge and accuracy.

Examples of open questions which allow students the freedom to expand answers are:

- Comment est-ce que le tourisme peut être quelque chose de négatif ?
- Dans quelle mesure est-ce que le tourisme sera important pour l'avenir de ta région ?
- À ton avis, quelle est la fête la plus intéressante et pourquoi ?
- Comment est-ce qu'on pourrait améliorer ta journée scolaire ?
- D'après tes expériences, comment est-ce qu'on pourrait améliorer les voyages scolaires ?
- À ton avis, comment est-ce que les voyages scolaires vont être différents à l'avenir ?
- Pourquoi certains jeunes veulent travailler à l'étranger avant de commencer leurs études universitaires ?
- Comment est-ce que le bénévolat peut avoir une influence positive dans ta région ?

Examples of questions which are not suitable except for the weakest students or to enable the conversation to move on are:

- Est-ce que tu habites en ville ?
- As-tu des animaux ?
- Quelle est ta matière favorite ?
- Es-tu heureux au collège ?
- Comment s'appelle ton collège ?
- Es-tu parti en voyage scolaire ?
- As-tu déjà utilisé un ordinateur ?
- Est-ce que le temps libre est important ?
- Aimes-tu faire les magasins ?
- Est-ce que tu sais nager ?

Teacher-examiners will be aware of the linguistic level of their students and can prepare how best to begin each discussion. For example, for a very able student, the discussion on school may be initiated with a wide ranging question such as *Qu'est-ce qu'on pourrait faire pour motiver les jeunes à être plus intéressés par l'environnement ?* A slightly less confident student may need more support: the opening question might be *Qu'est-ce que tu as fait la semaine dernière pour aider l'environnement ?* Where the candidate is lacking confidence, the topic could be approached using the present tense? *À la maison, qu'est-ce que tu fais pour aider l'environnement ?*

Most importantly, teachers must allow the discussion to flow, responding to students' answers as naturally as possible whilst keeping in mind the requirements of the test. At no stage should a list of prepared questions be asked.

For further examples of appropriate questions, please see the *Sample Assessment Materials* document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Interaction and spontaneity

Teachers should prepare their students to interact naturally in French rather than to answer a set of pre-prepared questions. The latter will lead to disappointing marks even for the best students. To encourage this the following types of activities could be used in the classroom:

Activity 1 – shopping

- Set up a role play scenario in which some teenagers have come home from a shopping trip. The parents are interested to find out what they have bought, the cost and what the shops were like. Each person can be assigned an attribute (e.g. *déçu*, *surpris*, *satisfait*) which they must try to convey in the role play.
- Give each student in the group some questions or vocabulary which they can use, but encourage them to think of their own questions and answers.
- Allow the improvised scene to run until it stops, then take time to evaluate the language used. One group could be the actors; another group the evaluators.

Activity 2 – The media

- Based on the radio programme *Just a Minute*, pick a student to start talking about a topic e.g. le cinéma. The challenge is to speak for one minute without hesitation, repetition or deviation. If challenged correctly, the successful challenger takes up the topic and develops it.
- The teacher should not interrupt to correct mistakes. However, the game could be recorded and other students could discuss how the participants could have improved their performance.

Activity 3 – Life in the town and rural life

- Present groups of students with a series of pictures from the town or country. Encourage each group to come up with at least 3 things to say about each picture.
- Allow them to write down the statements and discuss the value of each one at the end.

Photo Selection Guidance

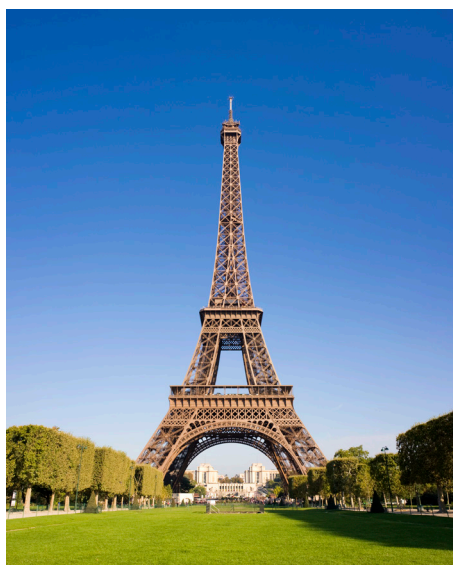
The instructions in the Sample Assessment Materials are as follows:

Candidates will provide a picture that fulfils the criteria in the specification. The picture must contain the following elements:

- people
- objects
- interactions.

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. Students should be given the following advice:

What to do when selecting a picture	What <u>not</u> to do when selecting a picture
<ul style="list-style-type: none"> • Ensure there is more than one person • Ensure you can describe the people in the picture and what they are doing • Ensure there are objects (e.g. luggage, books, phones) that you can relate to activities • 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 	<ul style="list-style-type: none"> • Don't select a picture with no people (e.g. a house on its own) • Don't select a picture with little happening (e.g. a picture of a face) • Don't select a picture in which the people are not interacting (e.g. a group of unrelated individuals in an advertisement) • Don't select a picture of an object (e.g. a laptop) • Don't select a picture just because you like it • Don't select a picture which does not relate to the Topic Areas listed in the Specification or which comes from one of the "banned" sub-topics in the speaking test (e.g. <i>Role models</i> or <i>Weather and climate</i>)

Example of an unsuitable picture

© Deejpilot / Getty Images

The picture of the Eiffel Tower in Paris may be culturally relevant, but it does not meet the requirements of People, Objects and Interaction. There is little that the teacher could ask about this picture and the requirements of the test would not be met.

Example of a suitable picture

© svetikd / Getty Images

The picture of three friends at a French Christmas market meets all the requirements of a Task A picture. The people are interacting by drinking together, they may well have bought some presents or may be about to buy some and the picture can act as a springboard for a wider discussion about Christmas markets in particular, commercialism at Christmas markets or about the wider importance of traditional festivals.

Suggested resources.

Name of resource	Link if applicable	Topic or area of qualification this relates to	Notes
Hodder MFL resources. Available in May 2017	http://www.hoddereducation.co.uk/languages	All topics	<p>New MFL resources available from Hodder in 2017:</p> <p>Stretch and support your students with a differentiated approach to the Edexcel International GCSE courses, ensuring they have the key skills and knowledge to progress through the International GCSE and beyond.</p> <ul style="list-style-type: none">– Develop students' four key skills with a variety of topical stimulus material– Ensure students are prepared for the exam with exam style exercises and differentiated exam corners, containing top tips and sample answers throughout.– Teach and practise grammar using a step-by-step approach, with each spread focusing on one grammar point– Stretch more able pupils and encourage the progression required for further study at a level with activities.– Enhance students' cultural and international awareness with magazine sections throughout to provide variety and a different perspective– Support content from the Student's Book with recordings and transcripts on the Teacher's Resource and Audio CDs, as well as answers, teacher notes and editable vocabulary lists. This material can also be purchased as part of the Dynamic Learning platform.
LANGUAGES French	http://www.bbc.co.uk/languages/french	All Topic Areas	A useful website with basic information and some interesting articles
Languages.online	http://www.languagesonline.org.uk	All Topic Areas	A free language resource with lively exercises to practice grammar, vocabulary and comprehension

Ça va magazine	http://maryglasgowplus.com	All Topic Areas	An online magazine with wide ranging fields of interest
MFL Materials and software	www.lingualearn.co.uk	All Topic Areas	A range of resources, including software, recordings and films.
Okapi	http://www.okapi.fr/	All Topic Areas	A topical magazine aimed at young people/teenagers
Géo Ado	www.geoado.com	Mainly Topics D and A	A contemporary magazine for teenagers.
Le monde des ados	http://www.lemondedesados.fr/	All Topic Areas	A youth magazine incorporating a section of “bandes dessinées”
Vocabulary learning strategies	http://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/teaching-and-learning/Vocabulary_learning_strategies.pdf	All Topic Areas	A free Pearson resource to encourage the acquisition of vocabulary
Incorporating culture into the MFL classroom	http://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/teaching-and-learning/Incorporating_culture_into_the_MFL_classroom.pdf	All Topic Areas	A free Pearson resource to encourage cultural relevance in the classroom
Answering questions in the target language	http://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/teaching-and-learning/answering-questions-in-the-target-language.pdf	All Topic Areas	A useful guide to help teachers teach the skills which students need to answer questions in French
ResultsPlus	ResultsPlus/http://qualifications.pearson.com/en/support/Services/ResultsPlus.html	All Topic Areas	ResultsPlus is a free online results analysis tool for teachers that gives you a detailed breakdown of your students' performance in Edexcel exams.
examWizard	examWizard/http://qualifications.pearson.com/en/support/Services/examwizard.html	All Topic Areas	examWizard is a free online resource for teachers containing a huge bank of past paper questions and support materials to help you create your own mock exams and tests.

Introduction

Why study the Pearson Edexcel International GCSE in French

This course will enable you to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.

What do I need to know, or be able to do, before taking this course?

There are no prior learning requirements for this qualification.

Is this the right subject for me?

Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com, to discuss any outstanding questions you might have?

You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed?

This course is assessed through 100% examination, including a written, oral and listening assessment testing reading, writing, speaking and listening skills.

What can I do after I've completed the course?

You can progress onto further study of French and other language subjects at IAL and A Level, and then onto Higher Education.

What next?

Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html#>

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