Edexcel GCSE FRENCH

Unit 2: Speaking in French
5FR02/2A

Exemplar commentary 3

Controlled Assessment – Exemplar Material

PREFACE
Exemplar Use

Please note that:

Notes on the Exemplar
Please note that:

- The exemplar materials are original candidate work and may contain grammatical errors.

- Some items may have been removed, such as references to individuals and places. Please refer to the notes by the Principal Moderator for specific references.

General comments:

Candidates are required to undertake two different types of task from the following:

1   a presentation followed by discussion

2   picture-based free-flowing discussion

3   open interaction.

The conduct of these tests should last between 4-6 minutes – Tests under 3'30" will have a deduction of 2 marks for Content and Response. For the presentation task type, the presentation must last between 1-3 minutes (max.). If the presentation is shorter than 1 minute, 2 marks will be deducted for the Content and Response. Other sections of the Assessment Criteria are not affected.

Candidates have access to 30 words of notes plus 5 small drawings (they **must** use the Edexcel Candidate note form (CA2)) as well as the task itself. Candidates have up to 6 hours (supervised time in school) over a maximum two-week period to prepare these tasks.

Content and Response:

Although these tasks will be prepared, the teacher should ask a few **unpredictable** questions. This is one of the assessment criteria necessary to achieve higher marks. The tasks should make this clear to candidates by stating e.g. *questions which may refer to* – the student should be expecting to be asked questions to elicit information over and above that required via the bullet points. We are also looking for **spontaneity** – this means that teacher-examiners will be listening to what their candidates say and asking questions which pick up on that information to try to engage the candidate in a more natural, i.e. spontaneous conversation. Candidates will not be working from a preset list of questions but will have been prepared thoroughly for these tasks. The criterion concerning **interaction** will be assessed in terms of how well candidates respond to the teacher/examiner's spontaneous questions. For the **Open Interaction** it will be necessary for the student to ask the teacher **at least two questions**.

Range of language and accuracy:

In addition, questions also need to elicit from candidates a range of vocabulary and structures (cf). Repetitive questioning, i.e. questions which elicit essentially the same content and therefore the same vocabulary and structures will not allow the candidate to demonstrate an adequate range. It is important to remember that it is no longer essential to elicit past **and** future tenses/time references from candidates. The grade descriptions on pages 41-42 of the specification detail, *a variety of vocabulary, structures and verb tenses* for grade A. For grade C, candidates need to use language which will allow them to demonstrate the ability to use a *variety of structures and may relate to past and future events.*

Example 3

Theme: Business, work and employment

Task: Open interaction

Principal Moderator's comments

Content and Response mark: 9

The candidate is able to sustain the interaction and although he is fairly responsive it is not always fluent and the whole piece is at times rather pedestrian and predictable. However, there is interaction between the candidate and the teacher and a conversation takes place rather than a series of questions and answers.

The candidate expresses some opinions and gives details about where he would like to work as part of the job interview, and later in life, opening his own restaurant.

We have to go for a best fit mark as there are several criteria to consider. The task is closer to the 4-7 mark band than the 12-15 mark band as there is some hesitation and he does experience some problems in communicating his ideas at times.

Range of Language mark: 4

The candidate uses an adequate but predictable range of vocabulary and structures. However there was often ambiguity due to poor sentence structure and tense formation. There is evidence of subordination and the performance is just closer to the 5 than 2 marks despite the errors, and therefore scores 4 marks.

Accuracy mark: 4

There is a good deal of inaccuracy, particularly in some verb forms and approximation of pronunciation of some vocabulary. Most of the main points are communicated and on the whole the pronunciation is generally accurate.

The performance is clearly closer to the 2 than 5 marks due to the amount of errors, therefore gaining 3 marks.

Total: 16 marks
Timing: 4'37"