



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
In French (4FR1) Paper 03: Speaking

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Overview

This speaking assessment consists of three tasks:

Task A Picture-based discussion

Task B and Task C Conversations on two different topic areas

The exam is conducted in the exam centre and assessed by Pearson.

Total assessment time: between 8 and 10 minutes.

This exam is worth 25% of the International GCSE qualification.

The total maximum mark is 40.

Content overview

Students are assessed on their ability to convey their understanding of spoken French through three speaking tasks. Students must be able to:

- describe the contents of a picture
- describe possible past or future events related to the people in the picture
- respond to questions about the picture and its related topic
- take part in a spontaneous conversation on two further topics

Assessment overview

- Task A (2-3 mins / 12 marks) requires students to answer five questions about a picture.
- Tasks B and C (3-3.5 mins each / 28 marks in total over tasks B and C) are conversations on two different topic areas, determined by the grid supplied by Pearson

Please see pages 20-28 of the Pearson specification for International GCSE French (first teaching 2017) for further details of this assessment, and for the mark grids used for assessment.

Please see the same document (page 11) or the end of this report for a list of the topic areas for this specification.

Task A

The student is required to choose a picture for Task A. This picture must contain the following elements:

- people
- objects
- interactions

The student must choose a photograph. The picture can relate to any of the sub-topics of the International GCSE (please see the end of this report for a list of topic areas) except sub-topics A3, C3, C5, D2 and E4. These sub-topics will not be assessed in the speaking exam.

Task A should last 2-3 minutes. Timing begins as the student begins to answer the first question.

Where Task A is too long:

- If the teacher examiner is speaking at 3 minutes, the examiner stops assessing the conversation at that point
- If the student is speaking at 3 minutes, the examiner stops assessing the conversation at the end of the sentence / the next sense break

It is important that teacher examiners observe the timings. On occasion this year students were not able to access the entire range of marks available as they did not have the opportunity to answer all five questions within the three minutes allowed for Task A.

teacher examiners are reminded that they may not practise Task A with their students using the picture to be used in the final test. They may practise using other pictures on the same topic, but they may not practise or rehearse using the picture the student has chosen to use in the exam. A lack of spontaneity in Task A may affect the mark awarded for "Communication and content".

The majority of students this series chose a suitable picture. Where they did not, this had no automatic effect on the mark awarded for Task A, but may have made it more difficult for the teacher examiner to ask a question or questions of the required type. In all cases, examiners awarded marks positively for what they heard.

The student gives the teacher examiner a copy of the picture in advance of the exam. The teacher examiner must prepare five questions to ask each student about their chosen picture, but must not share these questions with the student before the test.

The student may not take any notes into the exam, but may bring in a copy of the picture he or she has chosen to use.

In Task A, the teacher examiner asks five questions about the picture and the related sub-topic.

The pattern of these five questions must follow the examples in the SAMs 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 student to imagine a possible past or potential future event relating to the picture. This is the opportunity to support the student in using additional tenses and time frames.

Question type 4: Opinions about the picture
This question elicits the student's opinions on the picture and the topic.

Question type 5: Evaluation The teacher examiner should elicit an evaluation from the student.
This question will move away from the content of the picture and exploit the wider topic area.

As an example, if the student chooses a picture of a group of boys playing in a football match (Topic E, sub-topic 2: Hobbies, interests, sports and exercise) the five questions could be:

Question 1 Décris cette image.

Question 2 Décris le garçon à droite.

Question 3 À ton avis, qu'est-ce que ces garçons vont faire après le match ?

Question 4 Et toi, est-ce que tu préfères les sports d'équipe ou les sports individuels ?

Question 5 Pourquoi est-ce qu'il est important de pratiquer une activité sportive régulièrement ?

teacher examiners may ask additional questions in Task A, and indeed it is good practice to do so in order to encourage the student to develop his or her answers. However, teacher examiners are reminded that the only additional questions that may be asked (in French) are:

- Why (not)?
- Anything else?
- Is that all?

There must be no other supplementary questions and teacher examiners must not deviate from these prompts. Examiners accept any translation of these prompts e.g.:

- Pourquoi ? Pourquoi pas ?

- C'est tout ?
- Autre chose ? etc.

Where a teacher examiner asks in Task A an additional question which is not one of these, the student's response to that question is ignored when assessing the performance.

In a significant number of centres this year, Task A was not conducted correctly. While examiners apply the mark grids positively, incorrect conduct of the test may prevent the student accessing the entire range of marks available.

It is important to note that, as only one question of the five prescribed types requires the student to use a tense other than the present tense, the student does not have to use all three of past, present and future time frames in order to access the entire range of marks for "Linguistic knowledge and accuracy" in Task A. A student who uses, for example, only present and future time frames in Task A can access all four marks available for "Linguistic knowledge and accuracy" in this section of the test. Students must use at least two time frames successfully to access a mark of two (out of four) or above for "Linguistic knowledge and accuracy" in Task A.

Task A Student performance 2019

Question 1

The approach to this question varied somewhat. Some descriptions were quite brief while others were very thorough indeed. If the item was a library photo students would often stray from describing objectively what was in the picture to narrate personal experiences of their own holiday, town etc. If the picture was a family group, students might mix first and third person verbs or digress into describing personalities and relationships.

Question 2

Much depended on what the teacher examiner asked. Whereas some asked very open questions, others were very specific and limited the scope of the answer, for example, while one would ask "Décris la dame à gauche", another would ask "La dame à gauche, qu'est-ce qu'elle porte ?"

Question 3

Some students were primed to develop a fairly detailed response while others were content with one action. Some teacher examiners thought they had to elicit both past and future tenses from students and asked for both, either in one single question or in a follow-up question. It should have been clear which tense was required but the introductory phrase "Après la photo..." was used to elicit both past and future tenses. This question could give rise to some imaginative and expansive answers in lovely French but on occasion the past and future became intermingled.

Question 4

This was probably the item which had the most consistent responses. Virtually all students could give an opinion of some sort though not all could

justify it.

Question 5

Some teacher examiners started this question off very well with "Dans quelle mesure...?" or something similar, whereas others elicited a narrative answer, often to bring out the tense not mentioned in question 3 and which may or may not have brought out an opinion of some sort.

Task A **Tips for teacher examiners**

- Ensure that the student chooses a suitable picture for Task A
- Prepare, in advance of the test, the five questions you will ask about the picture
- Encourage the student, when necessary, to develop his or her answers (using only the allowed prompts: Pourquoi ? Pourquoi pas ? C'est tout ? Autre chose ?) so that the Task A lasts between 2 and 3 minutes
- Observe the timing, use a stopwatch or a timer
- Ensure that the student has the opportunity to respond to all five questions within the three minutes allowed for this task
- Do not let the student speak for too long in answer to question 1 if this means that the answers to questions 2-5 will be rushed
- Make sure that the student knows how to ask, in French, for a question to be repeated
- Do not correct a student's language during the test

Tasks B and C

Tasks B and C are two conversations on two different topic areas. The topic areas to be used in Tasks B and C are determined by the grid provided by Pearson. Note that the following sub-topics will not be assessed in the speaking test: A3, C3, C5, D2 and E4 (see below for a list of topic areas).

Each conversation should last between 3 and 3.5 minutes. Timing begins as the student begins to answer the first question.

Where Task B or Task C is too long:

- If the teacher examiner is speaking at 3.5 minutes, the examiner stops assessing the conversation at that point
- If the student is speaking at 3.5 minutes, the examiner stops assessing the conversation at the end of the sentence / the next sense break

Both Task B and Task C are timed separately, so a short Task B is not compensated by an overlong Task C, and vice versa.

In the majority of cases this year, Tasks B and C were conducted correctly.

Some teacher examiners did not encourage the student to produce spontaneous speech. If a student does not respond spontaneously to questions, he or she may not be able to access the full range of marks available for "Interaction and spontaneity". Teacher examiners should not use a list of pre-prepared questions

but, instead, react to and build on what the student says. In this way a spontaneous conversation will develop.

teacher examiners must also be sure to listen to what the student says and make sure that questions follow on logically. In an example such as the following, the student will be left bewildered:

teacher examiner: Tu t'entends bien avec tes parents?

Student: Je suis interne, mes parents habitent à l'étranger

teacher examiner: Qu'est-ce que tu as fait avec tes parents le weekend dernier?

Tasks B and C Student performance 2019

The randomisation grid was adhered to in almost all cases, as were timings. The standard of student performance varied considerably. Some students could sustain a conversation at length with impressive structures, vocabulary and interaction with individual thoughts whereas others struggled to put thoughts together in a coherent form.

There were some very interesting discussions of the more "challenging" topics such as the environment and technology as well as the more common school and family, though, again, original material could be heard here.

Sometimes topics such as the environment could give rise to some very perceptive discussions (that would not be out of place in AS) but showed little use of tenses. Indeed, some centres did not offer much scope for tense usage whereas others made sure this was covered from the start.

It was noticeable some centres set great store by the use of impressive structures (subjunctive, "après avoir", "lequel", idioms etc.) whereas others were entirely devoid of them but still students expressed themselves clearly in excellent French.

Tasks B and C Tips for teacher examiners

- Be sure, in advance of the exam, which conversation topics are to be discussed with each student (consult the grid provided by Pearson to determine which topic areas to discuss with each student)
- Observe the timings – each conversation should last 3-3.5 minutes (use a stopwatch or timer)
- Make sure that the student knows how to ask, in French, for a question to be repeated
- Ask questions at an appropriate level for the student, but do not limit them; push each student to reach his or her "linguistic ceiling"
- Ask questions which prompt the student to use past, present and future time frames in both Task B and Task C

- Listen to what the student says
- Encourage spontaneous speech by the student
- Encourage the student to develop his or her answers, to offer opinions and reasons for these opinions
- Ask "open" questions (see below)
- Keep your interventions as short as possible
- Introduce Tasks B and C briefly in French, so that the student knows which topic will be discussed e.g. "Maintenant on va parler des vacances"
- Do not correct a student's language during the test

"Open" questions

In all three tasks, it is important to ask "open" questions, i.e. questions which cannot be answered using only one or two words ("closed" questions). "Open" questions encourage the student to answer using an extended phrase or sentence, which in turn leads to access to the entire range of marks available.

Example:

Closed question	Est-ce que tu aimes le sport ?
Open question	Pourquoi est-ce que tu aimes le sport ?

Closed question	Est-ce que tu es allé en Espagne ?
Open question	Décris tes vacances en Espagne.

General advice

Preparing students for the International GCSE French speaking test Tips for teacher examiners

- Make sure students are confident using past, present and future time frames
- Practise with students developing answers using conjunctions, opinions and reasons
- Ensure that students know that they will be expected to speak spontaneously, and give them the tools to do so
- Share the mark grids with students, so that they are aware of what is being assessed
- Make sure that students know how to ask, in French, for a question to be repeated
- Make sure that students know the questions words, so that their answer is relevant to the question
- Make sure that students listen out for the time frame of the question, so that they answer appropriately

Teacher examiners should make sure they are familiar with the following documents (all available on the Pearson website):

- Specification: International GCSE French (first teaching 2017)
- International GCSE French: Getting Started Guide
- International GCSE French: Oral Examination Training Guide

Administration

The majority of centres followed the guidance for the administration of these tests. On occasion, the requirements were not followed, and centres had to be contacted to provide documents and/or replacement recordings.

Recording tests

- Make sure that both the student and the teacher examiner can be heard clearly; where only one microphone is used, make sure that this favours the student
- Introduce the student name and number clearly at the beginning of the test
- Do not stop or pause the recording at any time during the test
- Tasks A, B and C should be conducted in that order
- Check that the whole test has been recorded clearly

Sending the tests to the Pearson examiner

- Label MP3 / WAV etc. files clearly with centre number, student name and number
- Label CDs clearly (where there is more than one per centre) and include with the CD a list of which student name/number relates to which track
- Package USBs, and especially CDs, carefully
- Complete a student cover sheet for each student, and staple the picture used for Task A to the cover sheet
- Make sure the teacher examiner and the student sign and date the student cover sheet
- If the USB or CD is password protected, send the password to the examiner at his or her address under separate cover.