

# Edexcel GCE

# FRENCH

## Unit 1 : Spoken Expression and Response in French

### 6FR01

Exemplar commentary 3

Controlled Assessment – Exemplar Material

### PREFACE

#### Exemplar Use

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### Notes on the Exemplar

Please note that:

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

## **General comments:**

### **Format of the test**

The assessment for this unit has two sections that total 50 marks.

Section A : candidates are required to respond to four set questions (which they will not have seen during the preparation time) on a stimulus related to their choice of general topic area. The first two questions relate to the direct content of the stimulus text and normally require relatively short , factual answers. The next two questions invite students to express their opinions and/or give reactions to the content of the stimulus. Answers to the last two questions require to be detailed and developed. No rephrasing of questions is allowed (except from "vous" to "tu" forms of address) nor are any supplementary questions. In such cases, the answers elicited are discounted for assessment purposes.

Section B : the examiner engages the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus. It is very important that this part of the test should be a genuine discussion and not simply a question and answer exercise. Candidates should be deflected from reciting lengthy pre-learnt answers.

Candidates often require less than 4 minutes to provide good answers in section A. In that case, Section B should be extended by a sufficient amount of time for the overall test to last a minimum of 8 minutes. Short tests limit the mark for Accuracy, Range and Response. Long tests do not present any advantage, as examiners are instructed to stop listening soon after 10 minutes.

### **Assessment**

#### **Quality of language (Accuracy)**

Genders, agreements, conjugation are the main elements considered, together with pronunciation and intonation. When the frequency and seriousness of errors start to impede communication, a mark of 2 or 3 or below is likely to be awarded.

#### **Quality of language (Range of Lexis)**

The range of general and topic-specific lexis is considered. There is no specific list of structures which ensure access to a top mark but, in the course of answering the set questions and in the following discussion, the candidate should be able to demonstrate command of various functions such as expressing opinions, agreeing, disagreeing, explaining, exemplifying and surmising. Examiners should challenge candidates in order to allow them to demonstrate this command.

### **Response**

An overall judgement is made of the comprehension, fluency, spontaneity and development displayed by the candidate. It is very important that section B should consist of a real discussion and not a series of prepared questions and answers with no genuine discourse. In the case of totally recited tests, a cap is applied at 8/20 for this assessment.

### **Understanding (Stimulus Specific)**

An overall judgement is made of the correctness of answers provided to all four questions. Q1 and 2 do not require the candidate to express opinions. Q3 and 4 bear more weight in the overall mark. Candidates should be trained to give a considered, balanced and developed answer to these two questions.

### **Understanding (General Topic Area)**

Relevant (i.e. related to the chosen topic area) ideas and opinions are considered. The emphasis is on the quality of these ideas and opinions, not on their number. It is not necessary to cover all subtopics of the general Topic Area, as this approach tends to result in a superficial performance. Depth rather than breadth is what is required. A degree of reflexion and analysis is looked for. Basic, often personal questions of a GCSE standard kind, are not usually appropriate at this level.

## Example 3

### Stimulus/Task Title

Theme: Lifestyle, Health and Fitness

Task: 3A Modes et Tendances

### Principal Examiner's comments

#### Quality of language (Accuracy) mark: 4

This performance contains many errors of all sorts (gender, agreements, conjugation), although communication is not normally impeded. The candidate's pronunciation is inconsistent, but passable overall.

#### Quality of language (Range of Lexis) mark: 5

The lexis is just about adequate, with the occasional more advanced topic-specific element ("endorphines", "mauvaise haleine", "cancer du poumon"). Structures are limited. The assessment for this candidate is between 4 and 5, so 5 was awarded.

#### Response mark: 11

The candidate understood most of what the examiner said, although with occasional difficulties. The performance is spontaneous but not very fluent. There is a lot of hesitation and limited, occasionally laborious development. There are also one or two examples of a more fluent delivery.

#### Understanding (Stimulus Specific) mark: 2

Q1: the answer is just about acceptable. Q2: the candidate did not provide an adequate answer. Q3: the answer is acceptable but undeveloped. Q4: a correct answer but more of a list than anything.

Once again, the assessment for this performance falls between two boxes ("limited" and "satisfactory") so the candidate was given the benefit of the doubt and awarded 2/4.

#### Understanding (General Topic Area) mark: 5

The candidate expresses a number of ideas but the discussion remains at a fairly basic level for most of the time. She displays satisfactory understanding of the Topic Area, but not much more. The test went on a little too long, so the last point made by the candidate is ignored for assessment purposes. A case could be made for the awarding of 6 marks rather than 5, but in view of the decisions taken in the previous criteria, it was left at 5.

**Total: 27 marks**

**Timing: 10'39"**