

Edexcel GCE

FRENCH

Unit 3: Spoken Expression and Response in French

6FR03

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.

The test should last for no less than 11 minutes and no more than 13. Short tests incur penalties.

Section A: candidates are required to present and defend a stance on an issue they have chosen. The test begins with an outline presentation of the stance. This may take up to a minute if required. Thereafter the examiner will engage in a robust challenge of the candidate's position; to which the candidate must respond by defending the stance taken and challenging the views of the examiner.

The debate will take up the remaining 3-4 minutes of the first section.

Section B: the examiner will move to another issue that will generally have been referred to in the first section and develop an in-depth discussion of it. There should be no further robust challenge - rather the examiner should seek to probe for opinions and challenge inconsistencies and perceived weaknesses in candidates' responses. There should be no more than 3 further issues.

The purpose of this test is not so much to show how much the candidate knows but how well he or she understands the issue and is able to use language to express pertinent views in support of his or her position.

Assessment

Quality of language (Accuracy) - out of 7

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 3 or below can be awarded. Generally if the message is not impeded and the error count is not high, candidates will score 4.

Response - out of 20

Spontaneity, an ability to deal in abstractions and a range of appropriate vocabulary and structure are rewarded here. Tests should not be constructed merely to elicit use of the features to be found in the list of defined contents. However, examiners should have in mind that candidates should be able to demonstrate an ability to present, explain, illustrate, defend, concede, acquiesce, disagree, contradict, hypothesise, summarise etc., and devise their approach to allow this to happen. Centres should read the Principal Examiner's report and pay special heed to the remarks about subordination. Similarly, centres should not allow candidates to rehearse prepared material. Failure to produce genuine discussion will be reflected in the final mark.

Reading and Research - out of 7

Candidates are judged on the detail of their knowledge of the chosen issue and the arguments surrounding it, as well as their awareness of the further issues and the implications entailed.

Comprehension and Development - out of 16

The ability to understand spoken French is assessed here as well as the degree to which the candidate is able to sustain discussion of the issue by developing various aspects of it. Candidates' ability to take the initiative and dominate the exchanges is rewarded here.

Example 3

Stimulus/Task Title

Stance: Pour l'installation des distributeurs de préservatifs dans les lycées

Principal Examiner's comments

Response mark: 5

The candidate spoke spontaneously but was able only to repeat one or two phrases. She has no real ability to deal with abstract language and her structures were not much beyond GCSE level.

Quality of language (Accuracy) mark: 2

There are many errors in her language and the message was lost frequently. Pronunciation and intonation were erratic.

Reading and Research mark: 3

The candidate had only one argument – that young people had the right to be informed of the consequences of unprotected sex. She did not know the word “abstinence” and despite giving the impression that she had done some research was unable to engage in debate. In the second section, she displayed the same inability to formulate her ideas and had little to say.

Comprehension and development mark: 6

The candidate's understanding was not good. She often appeared to give an answer to a different question and was unable to offer avenues for development.

Total : 16 marks

Timing: 13'38