



Edexcel A level French

17BAL04



AIMS AND OBJECTIVES

In this session we will:

- Review the assessment requirements of the new specifications for A level French.
- Review the paper structures and new types of questions
- Understand how to apply the mark schemes accurately.
- Review candidate responses to questions and practice applying the mark schemes.
- Look at the support available to help you.
- Have the opportunity to ask questions.

Session Agenda



Time	Item
9.30 – 10.00	Welcome Tea & Coffee
10.00	Agenda & Introductions
10.15-10.30	Paper 1 - assessment structure and marking principles
10.30-11.00	Activity 1 - Evaluation of sample scripts for Paper 1 (Questions: 4b, 7/8/9 and 10)
11.15-11.30	Paper 2 - assessment structure and marking principles
11.30-13.00	Activity 2 – Evaluation of sample scripts (Translation and Essays)
13.00-13.45	Lunch
13.45-14.15	Paper 3 - assessment structure and marking principles
14.15-15.00	Activity 3 – evaluation of sample tests (Task 1 and Task 2)
15.00-15.30	Plenary and questions



Assessment structure and question types



Overview of Paper 1

Paper	Title	Summary of assessment	Timings
Paper 1 40% 80 marks	Listening, reading and translation	<p>Section A: Listening (30 marks) A listening assessment based on a recording. Comprehension questions based on a variety of contexts and sources.</p> <p>Section B: Reading (30 marks) A reading assessment based on a variety of text types and genres. Comprehension questions.</p> <p>Section C: Translation into English (20 marks) An unseen passage to be translated from target language into English.</p>	2 hours Written exam



A level Paper 1

Listening, Reading and Translation into English

Paper	Assessment 2 hours
Section A: Listening comprehension and written summary (30 marks)	<ul style="list-style-type: none">• 4 questions MCQ and open response in target language• Q4b assesses student's ability to summarise in target language
Section B: Reading comprehension (30 marks)	<ul style="list-style-type: none">• 5 questions: MCQ and open response
Section C: Translation into English (20 marks)	<ul style="list-style-type: none">• 1 passage of French (minimum 100 words) to translate into English



Applying the mark schemes



Paper 1: Listening, reading and translation

Listening and Reading:

- MCQ and short response questions. Mark schemes have an 'accept' and a 'reject' column to indicate acceptable responses.
- Candidates who copy out whole sentences in section B will not be awarded marks without manipulating the language in some way.
- Written responses in the wrong language cannot be awarded a mark.

Translation:

- The MS is broken up into 20 sections.
- Misspelling is tolerated as long as it does not lead to ambiguity
- Translation is successful if an English speaker can understand the translation without having understood the text in its original language



Paper 1 – Marking Principles

- For open ended questions, candidates do not need to write in full sentences
- For listening and reading questions, candidates may use words from the texts but not transcribe or copy whole sections
- Errors and omissions in spellings and grammar will be tolerated as long as the message is not ambiguous or interferes with communication
- The order of elements apply in Sections A and B
- Written responses in the wrong language will not be awarded a mark

See SAMS p. 29 and p.30



Paper 1 – guidance to examiners

Alternative ways of giving the same answer will be accepted and will be added to the mark scheme at standardisation once live scripts are examined.

See SAMS p 30 for more information



Training today

We will look at:

- Question 4 (b) – the summary
- Reading Comprehension: questions 7,8 or 9
- Question 10 – the translation into English



Paper 1 question 4b

- Short answers are acceptable
- The bullet points do not need to be listed in order
- 3 details for 4 (b) (i) and 3 details for 4 (b) (ii) are required
- Candidates should try to only write 3 details which match the requirements of the bullet points and not add additional superfluous information
- The first three elements only will be marked (order of elements applies)



Paper 1 question 4b

- If candidates write their answers under the bullet points only, then these will be marked
- If the candidate makes notes under the bullet points and then writes their answer in the space (lines) provided, then we will mark what is in the answer space only.
- It is unlikely that transcriptions or paraphrases will achieve full marks in this question.



Candidate responses:

Paper 1 – 4(b)

Activity 1a



Paper 1 – Reading Comprehension

Questions 5 and 6: Multiple Choice

Question 7-9: Questions and Answers in
French



Mark scheme: questions 7-9

- Information in the mark scheme contains indicative content only.
- Alternative correct responses will also be awarded marks.

See SAMS p 29 and p.30



Candidate responses:
Paper 1 – Section B reading
Comprehension
Activity 1b



Paper 1 – Section C - question 10

The translation into English

Marking Principles:

- Misspelling is tolerated as long as it doesn't lead to ambiguity e.g. their/they're
- Translation is successful if an English speaker would understand the translation without having understood the text in its original language
- If the wrong word order adds ambiguity, then the mark is not awarded
- Variants on the acceptable answers listed will be considered if they convey the same intended meaning
- Alternative acceptable answers and Rejected answer columns are added at standardisation when live scripts are assessed.
- Incorrect capitalisation in English is accepted as it does not add ambiguity.



Candidate responses:

Paper 1 – translation

Activity 1c



Extra specimen paper available

Please be aware that there is a second specimen paper for Paper One on the Edexcel website:

Teaching and Learning Materials/Show More/A Level Specimen Paper and Mark scheme – issue 2



Overview of Paper 2

Paper	Title	Summary of assessment	Timings
Paper 2 30% 120 marks	Written response to works and translation	<p>Section A: Translation (20 marks) Translation of an unseen passage from English into target language</p> <p>Section B: Written response to works (literary texts) (50 marks) Extended response to either one or two literary texts from the prescribed list</p> <p>Section C: Written response to works (films) (50 marks) Extended response to one of the films from the prescribed list. Students who respond to 2 literary texts do not complete section C</p>	2 hours 40 mins Written exam



A level Paper 2

Written response to works and translation into French

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Paper 2	Assessment 2h 40 mins
Section A: Translation into French 20 marks	<ul style="list-style-type: none">1 passage in English (minimum 100 words) to translate into target language
Sections B and C: Written response to works 100 marks – 50 marks for each essay	<ul style="list-style-type: none">Essay 1: Extended response to a question on a film or a literary workEssay 2: Extended response to a question on a film or a literary workChoice of 2 questions for each workRecommended word count between 300-350 for each responseCandidates must respond to at least one literary work at A level



Translation

- Points-based mark scheme
- 1 mark for each correct individual section of language
- Marked out of 20
- Marking Principles applied (same for all languages)



Translation: marking principles^{edexcel}

- Accents: non-grammatical accent errors are tolerated, for example j'espere rather than j'espère unless they cause ambiguity (e.g. ou rather than où).
- Spelling: non-grammatical misspellings are tolerated, for example imigration rather than immigration, as long as they are not ambiguous or in the wrong language (e.g. tomato rather than tomate).
- Verb endings must be correct and will not be classed as spelling errors.
- Adjective endings must be correct and will not be classed as spelling errors.
- One error of capitalisation will be penalised. (eg: Français instead of français) Subsequent errors will be ignored.
- Accept any appropriate alternatives that do not already appear in the acceptable answers column.



Activity 2a

Candidate response:

Paper 2 - translation



Section B and C: Written Response to Works

- Répondez à DEUX questions.
- Choisissez deux questions de la Section B OU une question de la Section B ET une question de la Section C.
- Écrivez entre 300 et 350 mots pour chaque question.



Marking Principles

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works.

The mark grids are:

- Critical and analytical response (AO4) (20)
- Range of grammatical structures and vocabulary (AO3) (20)
- Accuracy of language (AO3) (10)



Critical and analytical response (AO4): 20 marks (40%)

This mark grid:

- assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question.
- To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.



Language: total of 30 marks (60%)

Range of grammatical structures and vocabulary (AO3) (20 marks)

- assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression

Accuracy of language (AO3) (10 marks)

- assesses students' ability to apply grammar and syntax accurately.

For additional guidance, see *Sample Assessment Materials*, pp 68-70.



Activity 2b

Candidate response:

Paper 2 – Written response to works



Overview of Paper 3

Paper	Title	Summary of assessment	Timings
Paper 3 30% 72 marks	Speaking	<p>Task 1 (discussion on a theme) (30 marks) Discussion of one theme from the specification based on a stimulus containing two different statements.</p> <p>Task 2 (42 marks) Part 1 (independent research presentation) Students present a summary of at least two written sources they have used for their research and give a personal response to what they have read</p> <p>Part 2 (discussion on independent research) Students answer question on their presentation and have a discussion on their research</p>	<p>Between 21-23 mins</p> <p>Includes 5 minutes preparation time and 2 minutes formal presentation .</p>



A level Paper 3 Speaking

Assessment Time: Marks:	Task 1 – 6-7 minutes (recommended) plus 5 minutes' preparation time. Task 1 is worth 30 marks in total.
Task 1: <ul style="list-style-type: none">• Spontaneous theme-based discussion based on stimulus card• 30 marks• 5 minutes preparation• 6-7 minutes discussion	<ul style="list-style-type: none">• Candidates are provided with a choice of two stimulus cards on the day of assessment, on two different sub-themes, following a sequence outlined by Pearson. Candidates only see the card after the choice has been made.• Stimulus card contains 2 statements (A & B) focusing on different aspects of the selected sub-theme.• Candidates select 1 statement from the 2 given on the card.• Candidates have 5 minutes' supervised preparation time to consider the stimulus card and may make notes for this task.• Candidates tell the TE which statement (A or B) they have selected before the discussion begins.



A level Paper 3 Speaking

Task 1 cont: <ul style="list-style-type: none">• Spontaneous theme-based discussion based on stimulus card• 30 marks• 5 minutes preparation• 6-7 minutes discussion	<ul style="list-style-type: none">• There are two parts to the discussion: Part 1: The TE asks the 2 compulsory questions on the card. The candidate leads the discussion and the TE helps to develop the discussion by asking appropriate follow up questions on the sub-theme. Part 2: The TE broadens the discussion to cover other aspects of the overall Theme (at least one other sub-theme should be discussed). Generic questions provided by Pearson as a guide to the questions the TE should use to help the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.



A level Paper 3

Speaking

Assessment Time: Marks:	10-11 minutes (including 2 minutes preparation time) 42 Marks total
Task 2 <ul style="list-style-type: none">• Presentation and discussion on candidate's independent research project (IRP)• 42 marks• 10–11 minutes discussion (including 2 minutes presentation)	<p>Part 1 (12 marks): The discussion must open with a presentation from the student in which they provide a summary of at least two of the written sources they have used as part of their research, outlining the authors' main points/ideas and giving a personal response to what they have read. The presentation must not exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.</p> <p>Part 2 (30 marks): The discussion must be broadened out to a wider exploration of the content of the student's presentation and of their research as a whole.</p> <p>The independent research project must not be based on one of the literary works or films studied in paper 2, but can focus on a wider exploration of the author or film-maker of those works studied.</p>



Paper 3: Speaking

Task 1 – discussion on a theme:

- Marked using three mark grids
 - Knowledge and understanding of society and culture (AO4) – 12 marks
 - Accuracy and range of language (AO3) – 12 marks
 - Interaction (AO1) – 6 marks

Task 2, part 1 – independent research presentation:

- One mark grid is applied to this part of the task.
 - Responding to written language in speech (AO2) – 12 marks

Task 2, part 2 – Discussion on independent research

- Marked using three mark grids
 - Knowledge and understanding of society and culture (AO4) – 12 marks
 - Accuracy and range of language (AO3) – 12 marks
 - Interaction (AO1) – 6 marks



Task 1 – timing

Task 1 part 1:

- Task 1 should last between 6 and 7 minutes
- Students should give succinct answers to Q1 and Q2 which they will have prepared
- Must leave sufficient time for task 1 part 2 (discussion on a theme)
- If Task 1 lasts more than 7 minutes, this could impact on the time available for Task 2
- Students will not receive any marks for any conversation that takes place beyond 18 minutes (total assessment time for task 1 and 2)



Task 1 - follow on questions

- Task 1 part 1: there must be **at least one** follow-on question relating to the sub-theme of the stimulus card for Task 1 part 1 *
- Task 1 part 2: must move away from the sub-theme of the stimulus card and cover **at least one** other sub theme within the same overall theme.

E.g If the card is FR1 on “Les changements dans les structures familiales”, the discussion could cover any aspects of sub themes “L’éducation” or “Le monde du travail”

- It is preferable to cover one other sub-theme in depth than more than one superficially.
- NB: If only one sub-theme is covered in Task 1 (parts 1 and 2) it is unlikely that candidates will reach the top mark band for **Knowledge and Understanding of Society and Culture**

** See Specification p.21 and FAQ – question 7 in packs*



Task 1 (discussion of a theme) **What are suitable follow-on questions?**

- Questions that allow the candidate to demonstrate knowledge of the society and culture of France (Themes 1,3,4) and French-speaking countries (Theme 2)
- Questions that encourage students to show analysis and interpretation of the information they are discussing
- Evidence needs to be plausible and conclusions need to be convincing



Interaction: Task 1 and 2

All elements of the mark grid are weighed up:

- The degree of spontaneity
 - The ability to understand and respond to questions
 - The degree of prompting required
 - The ability to sustain the conversation
 - The amount of hesitation
 - The use of communication strategies *
-
- The ability to take the lead and initiate conversation
 - The degree of development of responses
 - The degree of natural direct interaction with the teacher: eliciting opinions or checking understanding

* *see additional guidance in Specification p.30*



Activity 3 a

Candidate response:

Paper 3 – Task 1



The independent research project: Guidance for teachers and students

- The projects can be focussed on any aspect of French-speaking society or culture
- They do not have to relate to one of the Themes in the specification
- The projects from each centre must be independent from each other:

If more than one student chooses to research the same topic, the teacher must ensure that each student has a different question or statement and therefore an independent focus

(Specification p23)



The independent research project: the question or statement

There should be a title which is either a question or a statement:

For example:

Question: Un portrait du Maréchal Pétain: est-il vrai de dire qu'il était un traître?

Statement: La réaction de la société française envers la montée de l'extrême droite a été très diverse.

There must not be a group question or statement for whole-class research *

* See Specification p. 23



Task 2, Part 1 (independent research presentation)

The only mark grid used to assess the presentation is the first mark grid:

Responding to written language in speech (A02)

This grid is used to assess the student's two-minute presentation **only**

- After two minutes the marker will pause the tape and award this mark.
- Any further content will not contribute to the marks awarded for A02
- For guidance on content of Task 2 part 1 – see Sample Assessment Materials (SAMS) p. 187



Task 2, Part 1

(independent research presentation)

What do we mean by a “named written source”?

The candidate must make clear reference to at least two distinct sources written in German.

These could include newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced.

However, students can use and refer to other authentic sources they have used in their research during the discussion that follows the presentation. These could include films, television, radio, online audio-visual material and interviews.

The details must be included on the RP3 form.

* See Specification p. 31



Task 2, Part 1

(independent research presentation)

What is a clear summary?

- Is it cogent and coherent?
- Is it clear what the student has read?
- Have they included the author's main ideas?

* See SAMS p 187



Task 2, Part 2 (discussion on independent research)

The three following mark grids assess the candidate's responses for Task 2 part 2 **only**

- Knowledge and understanding of society and culture (A04): 12 marks
- Accuracy and Range of Language (A03): 12 marks
- Interaction (A01): 6 marks



Activity 3 b
Candidate response:
Paper 3 – task 2 (part 1 and 2)



Administration

- Centres should record the centre name and number, the level of the examination (9FR03) at the start of the recordings.
- Teacher-Examiners should record the name and candidate number of each candidate at the start of the oral as well as the number of the stimulus card: e.g. This is (name), candidate number X, and the stimulus card is X.

NB: samples used in this training have been anonymised



Plenary

Over to you!



Supporting you

Develop

Free support:

- Past training content online

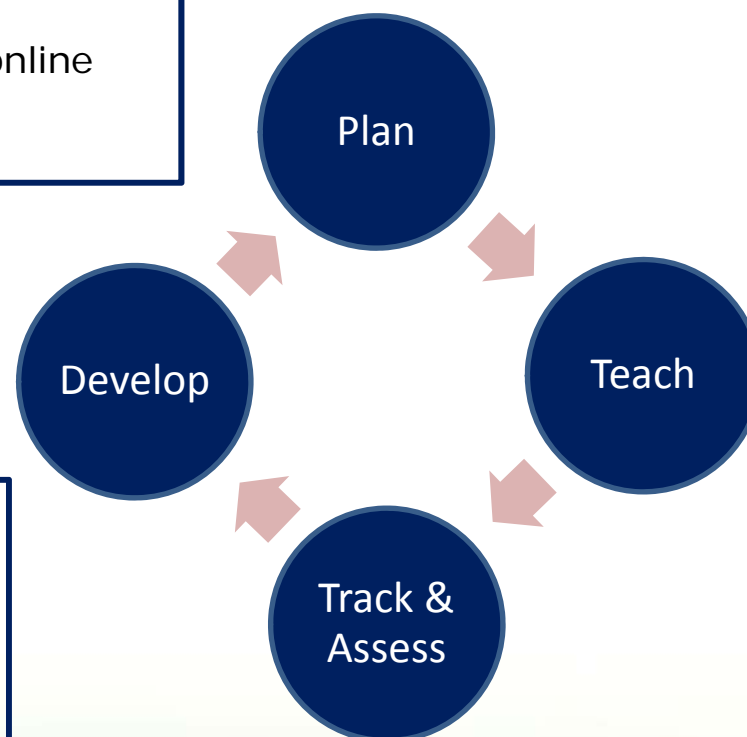
Paid-for support:

- Mocks marking

Plan

Free support:

- Course planner
- Schemes of Work
- Getting Started Guide
- Mapping charts
- Student guides



Track & Assess

Free support:

- Specimen papers
- Student exemplars
- Video on conducting the speaking assessment
- ResultsPlus

Teach

Free support:

- Guides on approaches to teaching film & literature
- Essay writing support
- How to develop research skills
- How to analyse a text or a film
- List of useful websites
- Ideas for independent research projects

*You do not have to purchase any resources to deliver our qualifications.



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