

# Examiners' Report / Principal Examiner Feedback

## Summer 2010

GCSE

GCSE French (5FR02)  
Paper 2A & 2B Speaking

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## GCSE French 5FR02 Speaking 2010 Examiners' Report

There was a small cohort that sat the unit this summer.

The most successful performances were presentations or picture based discussions where each individual candidate presented a topic of their own choice in their own way. These were often enhanced by skilful and appropriate questioning from the teacher-examiner who allowed the candidates the opportunities to fulfil their potential in line with the examination criteria and score high marks.

Less successful tasks were often those that were set for the whole cohort at a centre and there was a lack of individuality of topic and response. Questions were often too similar and unfortunately, all too often, the responses of candidates. This is against the spirit of the specification and often put candidates at a disadvantage where there was either insufficient challenge for some candidates or the questions were over ambitious for others. In both cases where this did occur there was a lack of spontaneity and insufficient interaction between the teacher-examiner and the candidate.

There were very few Open Interactions submitted and teachers are reminded that failure by the candidates to ask questions will lead to candidates losing within the Content and Response section of the assessment criteria.

In order for candidates to score highly centres are reminded that there should be a variety of questions asked within the task types and these should be in response to candidates' replies, rather than a set list of questions, in order to elicit good interaction and spontaneity within the tasks.

Tasks need to last for between 4 and 6 minutes. At most centres work submitted was in line with these requirements. It is rarely to the candidates' advantage to let them continue for longer than this.

Where submissions are less than 3m 30 there will be a deduction of 2 marks for Content and Response.

Presentations should last for at least 1 minute but candidates should be advised not to spend too long on the presentation as this may mean that there is less time for the more interactive part of the task.

It is not in the spirit of the examination if all candidates try to give a similar presentation / learn by heart the same presentation. Where a presentation is followed by the same 2 or 3 questions which lead on to shorter "mini-presentations" - there is no spontaneity here and the resultant lack of interaction prevented candidates from accessing higher than the middle mark bands.

### Samples

Centres are reminded that each candidate must attempt two different task types. Although centres are not obliged to record all tasks, centres are encouraged to record enough of each task type so that they have samples of each in order to satisfy the requirements of the specification. If a centre has used three different task types the sample must include each of these types and include extra candidates within the sample if necessary.

Where centres have withdrawn candidates indicated in sample they should include other candidates to make up the sample.

Samples must include work from the highest and lowest scoring candidate. A copy of task or stimulus for each sampled candidate should accompany samples. There is no need for centres to send student checklists or mark recording sheet. Centres are asked not to use more than one method to record assessments. Many centres who opted to record performances on tape suffered from poor recording clarity due to the cassette tapes being re-used. This can affect the moderation of candidates where it is difficult to hear what is being said. Centres are encouraged to use CD for recording samples. It is preferable that these are recorded as audio CDs so they may be played on CD players as well as computers. There are many free programs that can be used to do this. All CDs or Cassette tapes and their boxes should be appropriately labelled. The sample sent to the moderator should include the Candidate Record sheet with the authenticity statements signed by both the candidate and the teacher-examiner. These procedures are signposted in the specification and without these signatures the work cannot be moderated. Each candidate should also complete a CAF 2 form on which the candidate is allowed to write 30 words and draw up to 5 small pictures to help them during the task. This form should be enclosed whether or not the candidate has used it.

## Optems

Optems 2A should be used to record the marks of candidates' work that has been recorded and this will contain at least two different task types (three if the centre has undertaken all three types)

The mark out of 30 for the recorded work must be written on this form.

Optems 2B will contain the mark of the second task that each candidate has undertaken. The marks must not be added to each other. Each paper, 2A and 2B, is marked out of 30 in its own right.

## Marking

There were a number of centres whose marks were out of tolerance and needed adjustment.

In the Content and Response section centres have a tendency to overvalue the performance of lower ability candidates who appear to say quite a lot, but have mostly repeated much of what the teacher-examiner has said through a series of closed questions and total reliance on the teacher-examiner. It must be remembered that the assessment criteria are marked globally and that the ability to interact well with the teacher is necessary to attain above the middle mark bands. All too often this section was overvalued where there was a lack of interaction and merely consisted of a question and answer session. In extreme cases there was also evidence of mini-presentations in response to questions which similarly did not allow for good interaction.

Accuracy and Range of Language are dependent on the amount of French conveyed by the candidate and it is unusual for a candidate who scores in the lower ranges in communication to score highly for in these sections as there is not the breadth of language required.

There is a need for tenses other than the present to be used to reach the 5 mark band for Range of Language and that within the 3 - 4 mark band there is the principle of best fit and that whether it is 3 or 4 will be judged by also looking at the mark band above and below.

It is also important when judging the mark for Accuracy the mere lack of error does not mean that the candidate will score highly. The candidate must attempt to use more complex structures to reach 5 and there must be generally good pronunciation and intonation.

The following checklist is given to aid centres in their administration of the unit.

- All candidates must attempt two different task types
- Centres must include examples of each of the task types used within the centre
- Samples must include the highest and lowest recorded tasks.
- Recorded task marks should be entered on Optems 2A
- Non recorded task marks should be entered on Optems 2B
- Each task is out of 30 and the mark awarded for each should be entered on the appropriate Optems form
- Form CA2 should be enclosed for all candidates
- Candidates are only allowed to write up to 30 words on CA2 form
- All CDs etc should be labelled with Centre Name, Candidate Names and Numbers
- All boxes should be labelled as above
- All task titles and associated stimulus material must be included with the sample.
- The top (white copy) of the Optems for both papers should be sent to Edexcel. The second copies (yellow) should be sent to the Moderator and the third copies (green) should be retained by the centre.
- The conversation section has time limits to be observed. Tasks should last between 4-6 minutes - there are mark deductions for short tasks.
- Introductions on tape of candidates should be effected as briskly as possible in the interests of allowing the candidate to begin speaking.
- Centres should adhere to the time limits for sending materials to examiners and moderators. Delays in sending materials to moderators may lead to results not being issued on time.
- All samples should be appropriately packed with suitable padding and Edexcel polybags used to avoid damage in the post.
- The microphone should favour the candidate rather than the teacher-examiner. Centre should be aware that where automatic recording levels are achieved by some tape recorders candidate details are at times inaudible.
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Although reports such as these invariably highlight areas for improvement, moderators wish to thank centres who submitted work for the first series of this examination and proved that this is an exciting unit which allows the candidate to show what they can do in the target language using a variety of tasks which interest them.

## Grade Boundaries

Grade	Max Mark	A*	A	B	C	D	E	F	G	U
Raw mark boundary	60	51	44	37	30	26	22	18	14	0
Uniform mark scale boundary	90	81	72	63	54	45	36	27	18	0

Please note that although the modern foreign languages specifications share a common design, the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across MFL specifications are comparable at specification level.

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