

Edexcel GCSE

FRENCH

Unit 2: Speaking in French

5FR02/2A

Exemplar commentary 5

Controlled Assessment – Exemplar Material

PREFACE

Exemplar Use

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Notes on the Exemplar

Please note that:

- The exemplar materials are original candidate work and may contain grammatical errors.
- Some items may have been removed, such as references to individuals and places. Please refer to the notes by the Principal Moderator for specific references.

General comments:

Candidates are required to undertake two different types of task from the following:

- 1 a presentation followed by discussion
- 2 picture-based free-flowing discussion
- 3 open interaction.

The conduct of these tests should last between 4-6 minutes - Tests under 3'30" will have a deduction of 2 marks for Content and Response. For the presentation task type, the presentation must last between 1-3 minutes (max.). If the presentation is shorter than 1 minute, 2 marks will be deducted for the Content and Response. Other sections of the Assessment Criteria are not affected.

Candidates have access to 30 words of notes plus 5 small drawings (they **must** use the Edexcel Candidate note form (CA2)) as well as the task itself. Candidates have up to 6 hours (supervised time in school) over a maximum two-week period to prepare these tasks.

Content and Response:

Although these tasks will be prepared, the teacher should ask a few **unpredictable** questions. This is one of the assessment criteria necessary to achieve higher marks. The tasks should make this clear to candidates by stating e.g. *questions which may refer to* - the student should be expecting to be asked questions to elicit information over and above that required via the bullet points. We are also looking for **spontaneity** - this means that teacher-examiners will be listening to what their candidates say and asking questions which pick up on that information to try to engage the candidate in a more natural, i.e. spontaneous conversation. Candidates will not be working from a preset list of questions but will have been prepared thoroughly for these tasks. The criterion concerning **interaction** will be assessed in terms of how well candidates respond to the teacher/examiner's spontaneous questions. For the **Open Interaction** it will be necessary for the student to ask the teacher **at least two questions**.

Range of language and accuracy:

In addition, questions also need to elicit from candidates a range of vocabulary and structures (cf). Repetitive questioning, i.e. questions which elicit essentially the same content and therefore the same vocabulary and structures will not allow the candidate to demonstrate an adequate range. It is important to remember that it is no longer essential to elicit past and future tenses/time references from candidates. The grade descriptions on pages 41-42 of the specification detail, *a variety of vocabulary, structures and verb tenses* for grade A. For grade C, candidates need to use language which will allow them to demonstrate the ability to use a *variety of structures and may relate to past and future events*.

Example 5

Stimulus/ Task Title

Theme: Travel and Tourism

Task: Open Interaction

Principal Moderator's comments

Content and Response mark: 5

The candidate is able to offer some information about Havant but this is often interspersed with long pauses and some strange pronunciation which would cause some confusion to a sympathetic native speaker. There is limited communication at times and the candidate is very reliant on the teacher-examiner for ideas and is clearly unable to take the initiative or expand responses, which are generally limited, as the candidate awaits the next question.

However, there is some interaction and the candidate does enable the teacher-examiner to understand some of what is in the town.

The task is very hesitant and the pace extremely slow.

The candidate is clearly within the 4-7 mark band and scores 5.

Range of Language mark: 2

The candidate uses a limited range of vocabulary and structure. She is clearly reliant on the teacher-examiner for structure and vocabulary for the majority of the time and uses relatively little of her own language. There is little evidence of subordination and sentences are often poorly structured. The candidate scores 2 marks.

Accuracy mark: 2

There are clearly more than isolated examples of accurate language but it must be remembered that although communication is made for much of the time, there are too many instances of poor verb formation and even pre-learnt stereotypes contain errors. Pronunciation is generally understandable.

Total: 9 marks
Timing: 5'06"