



Pearson

Feedback on candidate  
performance  
International Advanced Level  
French  
June 2017 examination series

Course code: 17IOAL09

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## Aims and Objectives

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- Receive feedback on the performance of candidates in the May/June 2017 examination series
- Consider candidates' performance on different questions
- Explore reasons why performance varies
- Discuss the Examiner's Reports
- Address common issues and FAQs

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# Session Agenda

16:10            **WFR01 – Paper 1**

(Spoken Expression and Response)

- . requirements
- . candidate performance in 2017
- . examiner's report
- . advice to teacher/examiners

16:55            Break

17:00            **WFR02 – Paper 2**

(Understanding and Written Response)

- . requirements
- . candidate performance in 2017
- . examiner's report
- . advice to teacher/examiners

17:50            Questions

18:00            Finish

## Introduction to the Assessment WFR01

### Content

Conversation in French based on **one** of the **two** General Topic Areas chosen by the candidate in advance of the assessment.

### Assessment Objectives / Skills Tested

AO1: Understand and respond, in speech, to spoken language

AO2: Understand and respond, in spoken language, to written language

AO3: Knowledge and application of the prescribed grammar and syntax

### Structure of Assessment

15 minutes for preparation (supervised) of the stimulus card

8-10 minutes speaking test including Section A (questions relating to stimulus card) and Section B (further questions on the same GTA)

# WFR01 – Speaking

## Structure Section A

### Preparation

- Candidate tells teacher/examiner in advance of the exam which **two** of the GTAs s/he has chosen
- Consult the random allocation grid in the teacher/examiner booklet to determine which stimulus card each student should receive
- Student has 15 minutes (supervised preparation) to read the card and make notes (max. one side of A4) about the content
- Student can take the stimulus card and any notes into the exam to use in Section A of the test
- Train students to use the preparation time to think and make notes about wider issues relating to the text on the card

# WFR01 – Speaking

## Section A - Conduct

- Teacher/examiner asks the four questions set by Pearson
- Questions may not be rephrased (apart from “vous” to “tu”, “à votre avis” to “à ton avis” etc.)
- Questions may be repeated but not rephrased
- No additional questions should be asked in Section A
- All four questions must be asked, even if the candidate has answered or partly answered a question in a previous answer
- In theory, the test time should be divided equally between Sections A and B. In practice, if Section A takes less than 4 minutes, then the teacher/examiner should begin Section B straight away.



# Student Response – Candidates who did well Section A

Candidates who did well:

- ❑ Identified three pieces of information in response to question 1
- ❑ Gave full answers to questions 1 and 2
- ❑ Used vocabulary and structures from the text but paraphrased or manipulated the material in some way
- ❑ Developed their ideas when answering questions 3 and 4, moving away from the stimulus text to explore wider issues relating to the GTA

# Student Response – Candidates who did well Section A continued

Candidates who did well:

- ☐ Demonstrated accurate application of the grammar and structures used
- ☐ Had clear and intelligible pronunciation

# Student Response –

Example from Summer 2017

GTA – Education and Employment Card 2A/2B

**Question 2:** “Selon le texte, pourquoi est-ce que ces chantiers ne sont pas comme des vacances ordinaires ?”

The relevant section of the text reads :

“Attention : il ne faut pas croire que ces chantiers sont des vacances ordinaires. Les journées de nos projets, malgré une ambiance conviviale, sont bien pleines et fatigantes.”

# Example 1 – Section A

Listen to this example.

What mark would you give it?

WFR01 2017 (teacher/examiner version) Lifestyle, Health and Fitness  
Card 1A

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# Example 2 – Section A

Listen to this example.

What mark would you give it?

WFR01 2017 (teacher/examiner version) Education and Employment  
Card 1A

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# WFR01 – Speaking

## Section B - Conduct

- Teacher/examiner initiates discussion on the same General Topic Area (GTA) as that of the stimulus card, but moving away from the main focus of the stimulus card to discuss other sub-topics of the GTA.
- e.g. Stimulus card Lifestyle, Health and Fitness Card 1A/1B “La cuisine de la Guadeloupe” focuses on the sub-topic “Food and diet”
- In Section B, the teacher/examiner should move away from “Food and diet” to discuss one or more of the other sub-topics of this GTA, i.e. “Sport and exercise”, “Health issues” and/or “Urban and rural life”.



# WFR01 - Section B – Conduct (continued)

- Teacher/examiners should give candidates every opportunity to produce their best performance
- Push candidates to their “linguistic ceiling”
- Teacher/examiner contribution should be kept to a minimum
- Teacher/examiner interventions should pick up on what candidates say, encouraging them to develop their ideas, to give detail and to demonstrate their knowledge and understanding of the GTA
- Candidates should not be allowed to produce rehearsed answers
- This section should be a discussion, not a series of questions and answers

# Student Response – Section B

## Candidates who did well

Candidates who did well:

- . Developed and sustained the conversation
- . Gave detail and examples, and illustrated the points they made in their answers
- . Spoke with a high degree of spontaneity
- . Volunteered a wealth of relevant ideas and opinions, in order to demonstrate excellent knowledge and understanding of the GTA
- Demonstrated accurate application of the grammar and structures used
- Had clear and intelligible pronunciation

# Marking Activity

## Section B

Refer to the mark grid for “Knowledge and Understanding (General Topic Area)”

General Topic Area – Youth Matters.

Section A used Card 2A (Achats en ligne)

What mark (out of 10) would you give this for “Knowledge and Understanding (General Topic Area)”?

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# Quality of language / Spontaneity and development

These marks are awarded for the performance in the whole test.

Quality of language (Accuracy)	5
Quality of language (Range of lexis)	5
Spontaneity and development	16

# Student Response – Accuracy

## Candidates who did well

Candidates who did well:

- Used language that demonstrated a high level of accuracy in the structures that a candidate at AS level would be expected to know
- Spoke with an easily comprehensible accent
- Had authentic pronunciation

# Student Response – Range of lexis

## Candidates who did well

Candidates who did well:

- Used a wide range of vocabulary relevant to the GTA being discussed.
- Used a good variety of the structures that an AS candidate would be expected to know.

# Student Response – Spontaneity and Development

## Candidates who did well

Candidates who did well:

- Spoke with a high incidence of spontaneity
- Developed their responses with details
- Were able to respond readily to all questions
- Developed and sustained the discourse



# Break

## Introduction to the Assessment WFR02

### Content

Section A – Listening

Section B – Reading  
and Grammar

Section C – Writing

### Assessment Objectives / Skills Tested

AO1: Understand and  
respond, in writing, to  
spoken language

AO2: Understand and  
respond, in writing, to  
written language

AO3: Knowledge and  
application of the prescribed  
grammar and syntax

### Structure of Assessment

Section A – 20 marks  
Questions 1-4

Section B – 30 marks  
Questions 5-8

Section C – 40 marks  
Question 9

Total time: 2 hours 30 mins

# Student Response – Questions 1, 2, 3 and 5

## Candidates who did well

Candidates who did well:

- Listened to (questions 1, 2 and 3) or read (question 5) the text with attention to detail
- Were aware that the questions follow the order of the text
- Entered only one answer

# Student Response – Questions 4, 6 and 7

## Candidates who did well

- . Read or listened to the text carefully
- . Read the question carefully
- . Paid attention to detail
- . Noted the number of marks available for each question
- . Targeted the answer
- . Made good use of the material from the text in their answer
- . Were not afraid to paraphrase

# Candidates who did not do well

## Questions 4, 6 and 7

- . Wrote too much information, rather than targeting their answer
- . Failed to read the question carefully
- . Failed to answer the question as it was asked
- . Failed to communicate the answer due to a lack of accuracy
- . Copied out whole sentences or chunks of the text (questions 6 and 7)



**Task**

# Question 4

Question: 4a

Document name: Slide 31 WFR02\_01\_Q04a

Question: 4b

Document name: Slide 31 WFR02\_01\_Q04b

Question: 4c

Document name: Slide 31 WFR02\_01\_Q04c

Question: 4d

Document name: Slide 31 WFR02\_01\_Q04d

Question: 4e

Document name: Slide 31 WFR02\_01\_Q04e (1)

Question: 4e

Document name: Slide 31 WFR02\_01\_Q04e (2)



# Task



# Question 6

Question: 6a

Document name: Slide 33 WFR02\_01\_Q06a (1)

Question: 6a

Document name: Slide 33 WFR02\_01\_Q06a (2)

Question: 6b

Document name: Slide 33 WFR02\_01\_Q06b

Question: 6c

Document name: Slide 33 WFR02\_01\_Q06c

Question: 6d

Document name: Slide 33 WFR02\_01\_Q06d (1)

Question: 6d

Document name: Slide 33 WFR02\_01\_Q06d (2)



**Task**

# Question 7

Question: 7a

Document name: Slide 35 WFR02\_01\_Q07a (1)

Question: 7a

Document name: Slide 35 WFR02\_01\_Q07a (2)

Question: 7c

Document ID: Slide 35 WFR02\_01\_Q07c

Question: 7e

Document ID: Slide 35 WFR02\_01\_Q07e

# Candidates who did well

## Question 8

Had a good knowledge of and were secure in the use of:

- verb conjugations
- the agreement of adjectives

Read the text carefully so as pick up on the clues offered by the sentences and words surrounding the word to be manipulated

# Candidates who did well

## Question 9

- Observed the word limit
- Wrote a plan for their essay
- Answered all four bullet points
- Developed the bullet points appropriately
- Used a wide range of appropriate vocabulary and grammatical structures
- Demonstrated a good level of accuracy and of control of the language
- Checked their work carefully



**Task**

# Question 9 Example 1

Question: 9

Document name: Slide 39 WFR02\_01\_Q09

[Inset Online: Student's response to appear here]

# Question 9 Example 2

Question: 9

Document name: Slide 40 WFR02\_01\_Q09

[Inset Online: Student's response to appear here]



# Support

More information:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/french-2016>

- . Sample papers and past papers/markschemes
- . Specification
- . Examiner's reports
- . Scheme of Work

# Support

If you have questions, contact:

**Subject advisor: Alistair Drewery**

**Ask the Expert:**

Intl phone: +44 (0)20 7010 2187

Email: [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)

Twitter: [@PearsonMFLquals](https://twitter.com/PearsonMFLquals)

**Pearson Languages Community**

[http://community.edexcel.com/modern\\_languages/](http://community.edexcel.com/modern_languages/)

# Other useful links

## 1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## 2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

## 3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with others.

**Any questions?**

**Thank you for  
attending this event.**

*How did we do?*

*Please fill in the evaluation form that you'll  
receive via e-mail in a few minutes.*

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