

Comparison of key skills specifications 2000/2002 with 2004 standardsX015461July 2004Issue 1

Speaking Unit Commentaries

Summer 2023

International A Level

In French (WFR01) Unit 1

**International A level French Unit 1 WFR01 Commentary**

E grade summer 2023

Total mark: 17/40 (E grade boundary 2306 = 16/40)

Stimulus: Education and employment 1A

**Conduct of the test**

This test is conducted correctly, and the teacher-examiner demonstrates examples of good practice.

**Section A**

In Section A, the teacher-examiner asks the four compulsory questions on the teacher-examiner version of the stimulus card exactly as they are written. This is a requirement of this section of the exam.

The total time for the WFR01 test is 8-10 minutes. Timing begins as the teacher-examiner begins to ask the first question in Section A. In theory the timing is split equally between Sections A and B. However, in practice, Section A often lasts less than four minutes, as is the case in this example (Section A of this test lasts 2 minutes 30 seconds). This is not an issue. It is important that teacher-examiners do as this teacher-examiner does, and move on to Section B as soon as the candidate has answered all four questions in Section A. Additional questions must not be asked in Section A.

Teacher-examiners must ensure that the total test time is 8-10 minutes. Therefore, if the candidate answers all four questions in Section A in less than four minutes, Section B must be extended so that the total test time is 8-10 minutes.

In this example Section A lasts 2 minutes 30 seconds and the total test time is 8 minutes 45 seconds.

**Section B**

In Section B the teacher-examiner asks questions which move away from the topic of the stimulus card but relate to the sub-topics of the GTA being tested. In this case the GTA is *Education and employment*, for which the sub-topics are *Education systems and types of schooling* (the topic of the stimulus text), *Pupil/student life, Volunteering and internships* and *Jobs and unemployment*. All of the questions asked by this teacher-examiner relate to the correct sub-topics.

It is important that Section B be a conversation, not just a string of questions and answers. The teacher-examiner and the candidate need to listen to what the other says and to respond to this. In this test, for example, the teacher-examiner picks up on what the candidate says about technology and uses this to inform her next question: *Vous parlez de la technologie. Est-ce que vous pensez que les robots… ?*

The way in which this teacher-examiner conducts this test is an example of good practice. When it is clear that the candidate cannot answer the question about *les stages,* she moves on to another question. The teacher-examiner does not speak too much; in the test as a whole we hear the candidate speak much more than the teacher-examiner does.

**Assessment commentary**

**Quality of language (Accuracy)**

**Mark awarded – 2/5**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

Though communication is often achieved, the candidate makes basic errors in her language and her pronunciation / intonation is not always comprehensible. This can lead to a breakdown in communication (for example when the candidate is attempting to express her views about robots and work, the use of *les dos choses* in place of *les deux choses* etc.). There are instances of accurate language and some accurate use of verb tenses other than the present tense (e.g. *la technologie avancera*). However, as a result of errors in the accuracy of the language the candidate’s message is not always immediately comprehensible to the listener, who may have to listen very carefully to understand what she is saying. For these reasons, this performance fits the descriptors of a mark of 2 for *Quality of language (Accuracy).*

**Quality of language (Range of lexis)**

**Mark awarded – 2/5**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

This candidate is able to use some vocabulary specific to the GTA being tested (e.g. *tâches, travail, les études, l’avenir*) and she can use phrases to express her opinion and to give reasons (*je pense que… car*) but she does not always have sufficient lexis to express what she wants to say. The candidate conveys little about her thoughts on *le chômage*, for example, other than to say it is *un grand problème*. On occasion, she uses a foreign word in place of French (e.g. *capaz* in place of *capable*). Her lexis is therefore *restricted*. Similarly, this candidate does not always have the range of structures she needs to express herself clearly, and she *operates generally in simple sentences*. For these reasons a mark of 2 is awarded for *Quality of language (Range of lexis)*.

**Spontaneity and development**

**Mark awarded – 7/16**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

This candidate’s performance fits in the 5-8 band of the marks available for *Spontaneity and development*. The impression of this performance is one of a natural conversation, with the candidate asking for a question to be repeated when this is necessary. Apart from the couple of occasions when she cannot answer the question, the candidate tries very hard to develop her answers and to give extended responses. However, this is not always successful; on occasion she cannot finish her sentences and so the development of her answers must be considered to be *limited*. There is a good deal of hesitation, not always only in complex areas and she has difficulty with some questions. There are many examples, however, of spontaneity and so while the 5-8 band is the best fit for this performance, a mark in the top half of the band is justified and the candidate is awarded 7.

**Understanding (Stimulus specific)**

**Mark awarded – 2/4**

*This mark is awarded purely for the candidate’s response to the four questions set by Pearson Edexcel in Section A of the test.*

The candidate is able to select relevant material from the text in order to answer questions 1 and 2. Her answers to these two questions reflect understanding of the text, but she struggles to organise the facts she has read to formulate a clear answer. The content of her answers is muddled and a listener who had not read the stimulus text might struggle to understand immediately what she was saying. The candidate’s answers to questions 3 and 4 contain some relevant content. In all, the responses in Section A can be considered to be *satisfactory*, therefore a mark of 2 is awarded.

**Knowledge and Understanding (General topic area)**

**Mark awarded – 4/10**

*This mark is awarded purely for the knowledge and understanding of the GTA demonstrated by the candidate in Section B of the test.*

The knowledge and understanding of the GTA demonstrated by the candidate in the discussion in Section B of this test is limited. In answer to some questions, the candidate communicates simple relevant information and opinions (for example she says that studying and working at the same time can be beneficial, and justifies this opinion before considering the other side of the argument: *par contre ça peut être difficile…*). She expresses simple opinions about the future of the world of work and equality at work. On occasion, for example when the teacher-examiner asks how young people can prepare for the world of work, or about the importance of *les stages*, the candidate struggles to find something to say, or cannot answer. This performance matches the descriptors of the 3-4 band for *Knowledge and understanding (General topic area).* As it has more features of the 5-6 band than the 1-2 band, the mark awarded is 4.

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