

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**

A grade summer 2023

Total mark: 33/40 (A grade boundary 2306 = 32/40)

Stimulus: Lifestyle, health and fitness 2A

**Conduct of the test**

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

**Section A**

In Section A, the teacher-examiner must ask the four questions on the teacher-examiner version of the card as they are written. The only change that the teacher-examiner may make, if they wish, is to change the *vous* form of address to *tu*, so that, for example, *À votre avis* becomes *À ton avis*, and (as in this example) *Expliquez votre réponse* becomes *Explique ta réponse* etc. If any other change is made to the question, the candidate’s response to the rephrased question cannot be credited.

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 38 seconds). This is not an issue; a candidate can still access all four marks available for *Understanding (stimulus specific)* when Section A lasts less than four minutes. 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 38 seconds and the total test time is just over 9 minutes.

**Section B**

The teacher-examiner clearly indicates the move from Section A to 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 *Lifestyle, health and fitness*, for which the sub-topics are *Food and diet* (the topic of this card)*, Sport and exercise, Health issues and Urban and rural life*. All of the questions asked by this teacher-examiner relate to the correct sub-topics.

It is very important that only questions from the correct sub-topics are asked. Candidates cannot be credited for what they say in response to questions which are not related to the sub-topics of the GTA being tested.

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 sport and uses this to inform her next question: *Alors, tu m’as dit que le sport est bon pour la santé. Quelle est ta vision des sports extrêmes ?*

16 of the 40 marks available for this test are awarded for *Spontaneity and development*. It is therefore important that teacher-examiners give candidates the opportunity to demonstrate the ability to be spontaneous and the chance to develop their answers by asking follow-up questions e.g. *Pourquoi est-ce que vous avez dit / tu as dit que… ?*, *Pouvez-vous / Peux-tu me donner un exemple… ?*

The way in which this teacher-examiner conducts this test is an example of good practice. Throughout the test, her tone is friendly and encouraging. She prompts the candidate to develop his answers but 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 – 4/5**

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

There are errors in the candidate’s language, including some errors that a candidate at this level might not be expected to make (e.g. *ils développer*, *à l’Europe* etc.) but a performance of this type can be considered to be *generally accurate.* Communication is perhaps sometimes delayed (e.g. *je ne veux pas risque mon vie)*, but very rarely, if ever, impeded from the point of view of a sympathetic French speaker. The candidate is able to use different tenses, to use different constructions accurately (e.g. use of *de* after the negative, *on veut* + infinitive). His pronunciation and intonation are generally good.

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

**Mark awarded – 4/5**

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

The candidate is able to use a good range of lexis appropriate to this GTA (e.g. *santé, les poumons, prendre les drogues, la dépendance, le transport en commun*). On occasion the lexis used causes a delay in communication (e.g. the use of *peu* for *peau* and *consume* for *consommé*). He is able to use a variety of phrases to express an opinion (*e.g. d’après moi, je pense que…*). There are some examples of more complex structures (in the context of an IAS level exam), e.g. use of *qui*, use of *si*. This performance is awarded 4 for *Quality of language (Range of lexis).*

**Spontaneity and development**

**Mark awarded – 15/16**

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

The candidate is able to respond to all the examiner’s questions at length and he develops his answers well. In Section A he gives extended answers to the four compulsory questions and in Section B he gives examples and expresses ideas that will develop his answers e.g. there are many occasions on which he uses *par exemple* and then gives an example to support the point he has made, such as giving the example of the difference between the popularity of basketball in the USA and Europe, or the reason why he would not want to try extreme sports. He develops and sustains the discourse well and the impression is of a spontaneous conversation between the candidate and the teacher-examiner. There is some hesitation, but this is natural in the context of a conversation such as this. The candidate uses phrases such as *C’est une bonne question* to allow himself time to think about his answer. The candidate asks for a question to be repeated when this is needed; this is completely acceptable, of course, and a feature of genuine conversation. He corrects himself where necessary (e.g. *je aussi pense … je pense aussi*) and his speech is mature and confident. Because of his reliance at times on the teacher to push the conversation forward, the mark is 15 rather than 16, but a performance such as this meets the criteria for the top half of the top band for *Spontaneity and development*.

**Understanding (Stimulus specific)**

**Mark awarded – 4/4**

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

Please note that in this exam, question 1 relates only to the content of the first paragraph of the text on the stimulus card. There will be at least three items of information in the first paragraph which can be used to answer question 1, and candidates are expected to mention three points in their response to this question, which this candidate does (the idea that sugary drinks are bad for the health and two consequences of consuming the sugar contained in these drinks; he mentions *l’obésité* and *le diabète*).

The candidate answers all four questions in Section A in a little over two and a half minutes but he gives full and detailed answers to all four prescribed questions. His answers demonstrate excellent understanding of the stimulus and its wider implications and he is awarded 4/4 for *Understanding (Stimulus specific)*.

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

**Mark awarded – 6/10**

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

The candidate has something to say about all of the subtopics introduced in Section B of the test and replies to the teacher-examiner’s questions at length. He uses examples from personal experience to exemplify and to develop the points he makes. However, all the evidence and examples he gives are anecdotal, rather than reflecting wider reading into and research of the GTA. This is considered to be *satisfactory knowledge and understanding of the GTA* and a performance such as this is awarded 6/10. For a mark of 7 and above, candidates need to demonstrate evidence of wider reading into and research of the GTA by, for example, giving facts and figures to support the points they make.

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