

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE
in French (6FR01) paper 1A
Spoken Expression

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2015

Publications Code US041546

All the material in this publication is copyright

© Pearson Education Ltd 2015

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

General Topic Area: Youth Culture and Concerns

U

| Stimulus Card Number | Question: |
|----------------------|------------------|
| 1A | Q3 |
| | Suggested Answer |
| | |
| | Question |
| | Q4 |
| | Suggested Answer |

| Stimulus Card Number | Question |
|----------------------|------------------|
| 1B | Q3 |
| | Suggested Answer |
| | |
| | Question |
| | Q4 |
| | Suggested Answer |

| Stimulus Card Number | Question |
|----------------------|----------|
| 2A | Q3 |

| | |
|--|-----------------|
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

| | |
|----------------------|-----------------|
| Stimulus Card Number | Question |
| 2B | Q3 |
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

General Topic Area: Lifestyle: Health and Fitness

| | |
|----------------------|-----------------|
| Stimulus Card Number | Question |
| 1A | Q3 |
| | SuggestedAnswer |
| | |

| | |
|--|-----------------|
| | Question |
| | Q4 |
| | SuggestedAnswer |

| | |
|-----------------------------|-----------------|
| Stimulus Card Number | Question |
| 1B | Q3 |
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

| | |
|-----------------------------|-----------------|
| Stimulus Card Number | Question |
| 2A | Q3 |
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

| Stimulus Card Number | Question |
|----------------------|------------------|
| 2B | Q3 |
| | Suggested Answer |
| | |
| | Question |
| | Q4 |
| | Suggested Answer |

General Topic Area: The World Around Us

| Stimulus Card Number | Question |
|----------------------|------------------|
| 1A | Q3 |
| | Suggested Answer |
| | |
| | Question |
| | Q4 |
| | Suggested Answer |

| Stimulus Card Number | Question |
|----------------------|----------|
| 1B | Q3 |

| | |
|--|-----------------|
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

| | |
|-----------------------------|-----------------|
| Stimulus Card Number | Question |
| 2A | Q3 |
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

| | |
|-----------------------------|-----------------|
| Stimulus Card Number | Question |
| 2B | Q3 |
| | SuggestedAnswer |
| | |
| | Question |

| | |
|--|-----------------|
| | Q4 |
| | SuggestedAnswer |

General Topic Area: Education and Employment

| Stimulus Card Number | Question |
|----------------------|-----------------|
| 1A | Q3 |
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

| Stimulus Card Number | Question |
|----------------------|-----------------|
| 1B | Q3 |
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

| Stimulus Card Number | Question |
|----------------------|-----------------|
| 2A | Q3 |
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

| Stimulus Card Number | Question |
|----------------------|-----------------|
| 2B | Q3 |
| | SuggestedAnswer |
| | |
| | Question |
| | Q4 |
| | SuggestedAnswer |

Assessment Criteria

| Mark | Quality of language (Accuracy) (AO3) |
|------|---|
| 0 | No rewardable language. |
| 1 | Isolated examples of correct language; pronunciation and intonation often impede communication. |
| 2–3 | Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible. |
| 4–5 | Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible. |
| 6–7 | Generally accurate but some errors in more complex language; pronunciation and intonation generally good. |
| 8 | Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic. |

| Mark | Quality of language (Range of Lexis) (AO3) |
|------|---|
| 0 | No rewardable language. |
| 1 | Very basic lexis; minimal command of structure. |
| 2–3 | Lexis restricted; operates generally in simple sentences. |
| 4–5 | Adequate range of lexis; limited range of structures. |
| 6–7 | Good range of lexis with some examples of more complex structures. |
| 8 | Wide range of lexis and good variety of structures with only occasional limitation. |

| Mark | Response (AO1) |
|-------|--|
| 0 | No rewardable language. |
| 1–4 | Little spontaneity; cannot develop responses; very reliant on examiner's language. |
| 5–8 | Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting. |
| 9–12 | Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions. |
| 13–16 | Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions. |
| 17–20 | High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well. |

| Mark | Understanding (Stimulus specific) (AO1) |
|------|---|
| 0 | No understanding of stimulus. |
| 1 | Limited answers to prescribed questions, demonstrating poor understanding of stimulus. |
| 2 | Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus. |
| 3 | Detailed answers to prescribed questions, demonstrating good understanding of stimulus. |
| 4 | Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus. |

| Mark | Understanding (General topic area) (AO1) |
|------|---|
| 0 | No rewardable language. |
| 1–2 | Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area. |
| 3–4 | Few relevant ideas and opinions, demonstrating limited understanding of general topic area. |
| 5–6 | Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area. |
| 7–8 | Many relevant ideas and opinions, demonstrating good understanding of general topic area. |
| 9–10 | Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area. |

Marking guidance for oral examiners

Unit 1: Spoken Expression and Response

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

| | |
|-----|---|
| 4-5 | Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible. |
| 6-7 | Generally accurate but some errors in more complex language; pronunciation and intonation generally good. |
| 8 | Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic. |

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learned*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.