

Candidate 2

Moderator comments on the video

| Timestamp | Comment on the Presentation |
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| 00:04 | The teacher/examiner greets the candidate. |
| 00:12 | The teacher/examiner gives the preliminary introduction. |
| 00:40 | Teacher/examiners should offer candidates the choice of starting the test with the presentation or the Conversation task card. |
| 00:45 | The teacher/examiner asks the candidate what she is going to talk about. |
| 00:52 | The candidate begins the presentation, immediately showing extensive research, a natural delivery, and excellent pronunciation and intonation. |
| 01:26 | The candidate offers her personal experience. |
| 02:21 | The candidate moves effortlessly into an unexpected, but interesting aspect of the topic. |
| 02:39 | A rare slip of the tongue – <i>pleur</i> for <i>peur</i> . |
| 02:41 | The candidate draws the presentation to a conclusion. The presentation has been clearly structured. |
| 02:51 | The candidate closes the presentation which has lasted two minutes. |

| Timestamp | Comment on the follow-up discussion |
|-----------|---|
| 02:55 | Having thanked the candidate for the presentation, the teacher/examiner starts the conversation. The candidate answers immediately fluently and clearly throughout, using a wide range of vocabulary and structures and making only occasional minor slips. |
| 04:16 | <i>Qu'est-ce que les jeunes for ce que les jeunes</i> . A rare grammatical error which does not impede communication. |
| 06:36 | <i>Je pourrais</i> . A rare error of pronunciation which does not impede communication. |
| 06:40 | The candidate demonstrates thorough, detailed preparation of her topic. |
| 07:10 | The conversation ends. |

| Timestamp | Comment on the Conversation task Card |
|-----------|---|
| 07:14 | Teacher/examiners are advised to check in advance that both sets of cards are in the right order and in separate piles in order to avoid confusion. |
| 08:05 | The preparation time begins. The recording is kept running. |
| 13:08 | The preparation time ends. |

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| 13:20 | The teacher-examiner repeats the situation on the task card. |
| 13:39 | The candidate answers immediately and at length. |
| 14:25 | The candidate does not understand the idiom <i>vaut la peine</i> , but she answers confidently all the same. |
| 15:49 | <i>Aliments transformés</i> is one example among many of appropriate vocabulary. |
| 16:29 | The candidate searches for vocabulary but succeeds in finishing the sentence in a different way. |
| 17:10 | The idea of rewards is interesting and unusual. |
| 17:29 | The test ends with the teacher/examiner thanking and encouraging the candidate. The test was a few minutes short. |

Moderator's final comments

| Mark scheme | Final comments | Max mark |
|---|--|---------------------|
| Presentation, interaction/ responsiveness | The candidate fulfils all the criteria for the top band of Level 5. | 10 out of 10 |
| Language range | The candidate fulfils all the criteria for the top band of Level 5. | 10 out of 10 |
| Language accuracy | The candidate fulfils all the criteria for the top band of Level 5, with an occasional slip. | 10 out of 10 |
| Task completion and communication | The candidate fulfils all the criteria for the top band of Level 5. | 10 out of 10 |
| Language range | The candidate fulfils all the criteria for the top band of Level 5. | 10 out of 10 |
| Language accuracy | The candidate fulfils all the criteria for the top band of Level 5, with an occasional slip. | 10 out of 10 |
| Pronunciation and intonation | The candidate fulfils all the criteria for the top band of Level 5. | 5 out of 5 |
| Total mark | | 65 out of 65 |