



General Certificate of Education

French 1651

Specification

FRE2T/V Speaking

Mark Scheme

2009 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Unit 2

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO1	Response to spoken language	16	25
AO2	Response to written language	6	10
AO3	Knowledge of grammar	9	15
	TOTAL	31	50

The marks will be allocated in the following way.

	AO1	AO2	AO3
Part 1		10	
Part 2	25		
Overall			15

The following criteria will be used.

UNIT 2

Part 1 Discussion of stimulus card (A02)

Mark	IN RESPONSE TO THE STIMULUS QUESTIONS
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made but with little development.
2	Responses brief and lacking in development.
0 - 1	No or very little meaningful response.

Mark	IN THE MORE GENERAL DISCUSSION
5	Responds to all opportunities to express and develop ideas and opinions.
4	Some evidence of developing ideas and opinions.
3	Ideas and opinions are simplistic and under-developed.
2	Meaningful ideas and opinions are rarely expressed.
0 - 1	No or very little meaningful response.

Part 2 Conversation (A01)

Mark	Fluency
9 - 10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
7 - 8	Prompt to respond but hesitating regularly between and during utterances.
5 - 6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
3 - 4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.
0 - 2	Little or no fluency.

Mark	Interaction
9 - 10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7 - 8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5 - 6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3 - 4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0 - 2	Little or no significant reaction.

Mark	Pronunciation and Intonation
5	Good
4	Fairly good
3	Intelligible
2	Poor
0 – 1	Barely intelligible

Knowledge of Grammar (A03)

This is an overall assessment of the candidate's performance in both parts of the test.

Mark	
13 – 15	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
10 – 12	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
7 – 9	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.
4 – 6	Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive.
0 – 3	Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.

Total for Paper = 50 marks.

**GCE Advanced Subsidiary
Unit 2 – Speaking
Examiner Marking Summary**



Candidate Name: _____

Candidate Number:

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Stimulus card: **A B C D E F**
(please circle as appropriate)

Centre Number:

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Part 1: Discussion of stimulus card AO2 10 marks

Mark	<i>In response to the stimulus questions</i>
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made but with little development.
2	Responses brief and lacking in development.
0-1	No or very little meaningful response.

Mark	<i>In the more general discussion</i>
5	Responds to all opportunities to express and develop views and opinions.
4	Some evidence of developing ideas and opinions.
3	Ideas and opinions are simplistic and underdeveloped.
2	Meaningful ideas and opinions are rarely expressed.
0-1	No or very little meaningful response.

Part 2: Conversation AO1 25 marks

Mark	<i>Fluency</i>
9-10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
7-8	Prompt to respond but hesitating regularly between and during utterances.
5-6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
3-4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.
0-2	Little or no fluency.

Mark	<i>Interaction</i>
9-10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7-8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5-6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3-4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0-2	Little or no significant reaction.

Mark	<i>Pron. & Int.</i>
5	Good
4	Fairly good
3	Intelligible
2	Poor
0-1	Barely intelligible.

Knowledge of Grammar AO3 15 marks

This is an overall assessment of the candidate's performance in both parts of the test

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.			Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English intrusive.			Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.			Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.			A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.			

Total Mark:

50