



**General Certificate of Education**

**French 2651**  
*Specification*

**FRE4T/V Speaking**

**Mark Scheme**

*2010 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2010 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

Copyright © 2010 AQA and its licensors. All rights reserved.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX

## Unit 4

The marks will be allocated in the following way.

|         |                      | <b>AO1</b> | <b>AO2</b> | <b>AO3</b> |
|---------|----------------------|------------|------------|------------|
| Part 1  | Stimulus material    |            | 15         |            |
| Part 2  | Conversation         | 20         |            |            |
| Overall | Knowledge of grammar |            |            | 15         |

The following criteria will be used.

### Part 1 Discussion of stimulus card (AO2)

| <b>Mark</b> | <b>IN RESPONSE TO THE STIMULUS MATERIAL</b>   | <b>Mark</b> | <b>IN THE FACE OF CHALLENGES BY THE EXAMINER</b>                                       |
|-------------|---|-------------|--|
| 5           | Develops a wide range of relevant points.     | 9 - 10      | Responds readily to all opportunities to develop views and defend or justify opinions. |
| 4           | Develops a number of relevant points.         | 7 - 8       | Frequent evidence of developing views and defending or justifying opinions.            |
| 3           | Some relevant points made.                    | 5 - 6       | Little evidence of developing views and defending or justifying opinions.              |
| 2           | Response is brief and lacking in development. | 3 - 4       | Meaningful views are rarely expressed.   |
| 0 - 1       | Very little meaningful response.              | 0 - 2       | Very little meaningful response.   |

### Part 2 Conversation (AO1)

| <b>Mark</b> | <b>Fluency</b>   |
|-------------|--|
| 5           | A thoroughly confident speaker. Able to sustain a conversation at a natural pace.  |
| 4           | A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.     |
| 3           | Prompt to respond but hesitating regularly between and during utterances.  |
| 2           | Lacking in confidence. Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.  |
| 0 - 1       | The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired. |

| <b>Mark</b> | <b>Interaction</b>   |
|-------------|--|
| 9 - 10      | Sustains a meaningful exchange with very little prompting. Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views.                   |
| 7 - 8       | Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views.   |
| 5 - 6       | Tends to react rather than initiate. Limited evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information. |
| 3 - 4       | Generally dependent on the examiner's prompting which elicits only occasional attempts to give additional information.   |
| 0 - 2       | Minimal reaction with little or no development of responses independent of any prompting.  |

| <b>Mark</b> | <b>Pronunciation and Intonation</b> |
|-------------|-------------------------------------|
| 5           | Very good                           |
| 4           | Good                                |
| 3           | Fairly good                         |
| 2           | Intelligible                        |
| 0-1         | Poor                                |

### **Knowledge of Grammar (AO3)**

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

| <b>Mark</b> |  |
|-------------|--|
| 13 - 15     | Very good command of the language. Good use of idiom, complex structures and range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.   |
| 10 - 12     | Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure; generally accurate.   |
| 7 - 9       | A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors generally minor but with some serious errors in more complex structures. |
| 4 - 6       | Reasonable performance. Tends to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.   |
| 0 - 3       | Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.                             |

## **Notes**

### **Part 1**

The first 5 marks are awarded solely on the basis of the candidate's response in the first minute, after the teacher-examiner has said in the target language "You now have one minute to outline your point of view." Once the candidate has spoken, uninterrupted, for about one minute, then the teacher-examiner challenges the candidate's view point for a period of 4 minutes during which the remaining 10 marks are available. Challenges can come in different forms, including asking for clarification, further elaboration, exemplification etc.

### **Part 2**

If a candidate gives only factual knowledge throughout the whole of this part of the test, without any opinion or reactions, he/she will be limiting his/her Interaction mark to a maximum of 6. As the two topics are assessed globally this will not apply if the candidate gives only factual information for one of the topics, but gives opinions and reactions in the other.

It is a requirement of the specification that both Cultural Topics are discussed in the Unit 4 Speaking Test. Therefore, a candidate who spends less than 4 minutes on one of their Cultural Topics will have their mark for Interaction reduced by one band, eg a candidate who is judged at 8 marks would have the mark reduced to 6.

**GCE Advanced  
Unit 4 – Speaking  
Examiner Marking Summary**



**Candidate Name:** \_\_\_\_\_

**Candidate Number**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

**Stimulus card:**      **A    B    C    D    E    F**

**Centre Number:**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

(please circle as appropriate)

**Part 1: Discussion of stimulus card AO2 15 marks**

| Mark | In response to the stimulus material       | Mark | In the face of challenges by the examiner  |
|------|--|------|--|
| 5    | Develops a wide range of relevant points.  | 9-10 | Responds readily to all opportunities to develop views and defend or justify opinions. |
| 4    | Develops a number of relevant points.      | 7-8  | Frequent evidence of developing views and defending or justifying opinions.            |
| 3    | Some relevant points made.                 | 5-6  | Little evidence of developing views and defending or justifying opinions.              |
| 2    | Response brief and lacking in development. | 3-4  | Meaningful views are rarely expressed.   |
| 0-1  | Very little meaningful response.           | 0-2  | Very little meaningful response.   |

**Part 2: Conversation AO1 20 marks**

| Mark | Fluency  | Mark | Interaction  | Mark | Pron. & Int. |
|------|--|------|--|------|--------------|
| 5    | A thoroughly confident speaker. Able to sustain a conversation at a natural pace.  | 9-10 | Sustains a meaningful exchange with very little prompting. Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views.                   | 5    | Very good    |
| 4    | A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.     | 7-8  | Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views.   | 4    | Good         |
| 3    | Prompt to respond but hesitating regularly between and during utterances.  | 5-6  | Tends to react rather than initiate. Limited evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information. | 3    | Fairly good  |
| 2    | Lacking in confidence. Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.  | 3-4  | Generally dependent on the examiner's prompting which elicits only occasional attempts to give additional information.   | 2    | Intelligible |
| 0-1  | The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired. | 0-2  | Minimal reaction with little or no development of responses independent of any prompting.  | 0-1  | Poor         |

**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 |
|--|---|---|---|--|---|---|--|---|---|--|----|----|--|----|----|
| 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. Tends to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication. |   |   | A variety of linguistic structures to be used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors generally minor but with some serious errors in more complex structures. |   |   | Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure; generally accurate. |    |    | Very good command of the language. Good use of idiom, complex structures and range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes. |    |    |

| PART 1   |            |
|----------|------------|
| Response | Challenges |
| /5       | /10        |

| PART 2  |             |                          |
|---------|-------------|--------------------------|
| Fluency | Interaction | Pronunciation/Intonation |
| /5      | /10         | /5                       |

| AO3 Overall |
|-------------|
| /15         |

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>/50</b> |
|--------------|------------|