



**General Certificate of Education (A-level)
June 2012**

French

FRE4TV

(Specification 2650)

Unit 4: Speaking Test

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 4

The marks will be allocated in the following way.

| | | AO1 | AO2 | AO3 |
|---------|----------------------|------------|------------|------------|
| 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)

| 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 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)

| Mark | Fluency |
|-------------|--|
| 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. |

| Mark | Interaction |
|--------|--|
| 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. |

| Mark | Pronunciation and Intonation |
|------|------------------------------|
| 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.

| Mark | |
|---------|--|
| 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. |

Clarification

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 one minute maximum, then the teacher-examiner challenges the candidate's viewpoint 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 his/her Cultural Topics will have his/her mark for Interaction reduced by one band, eg a candidate who is judged at 8 marks would have the mark reduced to 6.

If a candidate discusses only one Cultural Topic in Part 2, the marks for Fluency, Interaction and Pronunciation and Intonation will be limited to a maximum of band 3 of the assessment criteria. The mark for Knowledge of Grammar based on Part 1 and the discussion of one Cultural Topic will be reduced by one band to take into account the fact that only one Cultural Topic has been discussed.

This will be indicated by a downward arrow adjacent to the mark for Interaction/Knowledge of Grammar on the STMS form.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below:

UMS conversion calculator www.aqa.org.uk/umsconversion.

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



Candidate Name: _____

Candidate Number

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

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

Centre Number:

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

Part 1: Discussion of stimulus card AO2 15 marks

| Mark | In response to the stimulus material |
|------|--|
| 5 | Develops a wide range of relevant points. |
| 4 | Develops a number of relevant points. |
| 3 | Some relevant points made. |
| 2 | Response brief and lacking in development. |
| 0-1 | Very little meaningful response. |

| Mark | In the face of challenges by the examiner |
|------|--|
| 9-10 | Responds readily to all opportunities to develop views and defend or justify opinions. |
| 7-8 | Frequent evidence of developing views and defending or justifying opinions. |
| 5-6 | Little evidence of developing views and defending or justifying opinions. |
| 3-4 | Meaningful views are rarely expressed. |
| 0-2 | Very little meaningful response. |

Part 2: Conversation AO1 20 marks

| Mark | Fluency |
|------|--|
| 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. |

| Mark | Interaction |
|------|--|
| 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. |

| Mark | Pron. & Int. |
|------|--------------|
| 5 | Very good |
| 4 | Good |
| 3 | Fairly good |
| 2 | Intelligible |
| 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 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 |

TOTAL

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

/50