



**General Certificate of Education (A-level)
January 2013**

French

FRE2T

(Specification 2650)

Unit 2: 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 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 | Stimulus material | | 10 | |
| Part 2 | Conversation | 25 | | |
| Overall | Knowledge of grammar | | | 15 |

The following criteria will be used.

UNIT 2

Part 1 Discussion of stimulus card (AO2)

| 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 (AO1)

| 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 (AO3)

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.

Notes

Part 1

The first 5 marks (“in response to the stimulus questions”) are awarded solely on the basis of the candidate’s responses to the printed questions on the stimulus card. Once the 5 printed questions have been answered, the examiner awards the mark out of a maximum of 5 and then moves on to mark the wider discussion. This wider discussion can either pick up on points following on from the printed questions or can move into the wider sub-topic area specified on the stimulus card.

Teacher-examiners should aim for a balance of approximately 2 to 2½ minutes for response to the printed questions and another 2 to 2½ minutes for the wider discussion. However, candidates who answer the printed questions in less than 2 to 2½ minutes may still have access to the higher mark bands as long as they meet the requirements of the criteria.

If teacher-examiners ask supplementary questions in between the printed questions (except where candidates fail to answer the initial question in sufficient detail), the candidate responses to the supplementary questions (ie those questions not printed on the stimulus card) do not attract any credit. The first mark out of 5 is awarded solely for the candidate responses to the printed questions.

A meaningful discussion must take place after the 5 printed questions which should also last 2 to 2½ minutes. The teacher-examiner must ensure that the discussion develops logically within one or two aspects related to the stimulus card and does not simply invite the candidate to give entirely pre-learnt responses to familiar questions on preferred aspects of the sub-topic. Such performances will be restricted to a maximum of 2 out of the 5 marks available for the wider discussion.

Part 2

The *Instructions for the Conduct of the Examinations* state that approximately 3 minutes must be allocated to each of the 3 topics to be covered in Part 2. Therefore, a candidate who spends less than 2 minutes on any topic in Part 2 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. A candidate judged at 9 marks would have his/her mark reduced to 7. This same ruling will apply to candidates who do not meet the requirements of the specification for the test to cover all 4 AS topics. This may occur if the teacher-examiner covers a topic in Part 2 which has already been covered in Part 1. Candidates who are affected twice by this ruling will have their mark for Interaction reduced once only.

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

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

κλμ

Candidate Name: _____

Candidate Number:

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

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

(please circle as appropriate)

Centre Number:

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

(Delete topic of selected card)

Part 1: Discussion of stimulus card AO2 10 marks

| Topic | | |
|-------|--|--|
|-------|--|--|

| 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 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

| Nominated Topic | Third Topic | Fourth Topic |
|-----------------|-------------|--------------------------------|
| | | See stimulus card above |

| 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 | Pron. & Int. |
|------|----------------------|
| 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. | | | |

| PART 1 | |
|---------------|--------------------|
| Response | General Discussion |
| /5 | /5 |

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

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

| | |
|--------------|-----|
| TOTAL | /50 |
|--------------|-----|

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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