



GCE Conduct of Speaking Test Training Meetings

GCE French (2650) Unit 4

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BOOKLET 2

Autumn 2011

UNIT 4

Part 1 Response to the stimulus material

AO2 15 marks

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.

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 one minute maximum, 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

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Stimulus card:

A B C D E F

Centre Number:

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(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

TOTAL /50

CARTE D	
Topic	ENVIRONMENT
Sub-topic	Pollution

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



Source: © Getty Images

Dans la lutte contre la pollution ce sont les petits gestes qui comptent ...

Opinion 1

Je n'utilise pas de sacs en plastique quand je vais au supermarché. Je cherche des produits qui n'ont pas beaucoup d'emballages.

Opinion 2

Je ne comprends pas les gens qui pensent que l'individu peut faire une différence quand il s'agit de la pollution. C'est un problème global énorme. Il faut accepter ça.

Notes for Examiners

Where the candidate is defending **Opinion 1**, you might use the following:

- Et les autres clients?
- La responsabilité des entreprises?
- Le trajet au supermarché?
- Les petits gestes ne comptent pas.

Where the candidate is defending **Opinion 2**, you might use the following:

- Quelles solutions alors?
- Attitude égoïste.
- Les campagnes publicitaires?
- Beaucoup de pollution est causée par les individus.

Turn over ►

CARTE C	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Wealth and Poverty

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



Source: © Getty Images

Les pauvres – notre responsabilité à nous tous?

Opinion 1

Moi, je ne donne jamais rien aux organisations caritatives. Je ne donne rien à ceux qui mendient dans la rue. Je n'ai aucune responsabilité envers les pauvres.

Opinion 2

Nous avons tous une responsabilité envers les pauvres dans notre société. Les riches devraient contribuer de l'argent pour essayer d'éliminer la pauvreté.

Notes for Examiners

Where the candidate is defending **Opinion 1**, you might use the following:

- Si vous étiez dans cette situation?
- Pas de rôle pour les organisations caritatives?
- Attitude égoïste.
- Si tout le monde faisait pareil?

Where the candidate is defending **Opinion 2**, you might use the following:

- Ça ne me regarde pas.
- Les pauvres gaspillent l'argent qu'on leur donne.
- Impossible d'éliminer la pauvreté.
- Le droit de garder son argent.

Turn over ►

Notes for Examiners

SUGGESTED QUESTIONS FOR FRENCH UNIT 4

A target language-speaking region/community

- Quel(s) aspect(s) de la région ou de la communauté avez-vous étudié(s) en particulier ?
- Quelle a été l'influence de cet (ces) aspect(s)?
- Pourquoi est-ce que cette région est digne d'intérêt, à votre avis?
- Comment voyez-vous l'avenir pour cette région / cette communauté?
- Quelle est l'importance de la région (ou de la communauté) sur le plan économique / culturel / touristique?
- Je n'ai jamais visité cette région / je ne connais pas cette communauté ... Comment pourriez-vous me persuader d'y aller / de m'y intéresser?

A period of 20th century history from a target language-speaking country/community

- Parlez-moi des trois aspects les plus importants de la période que vous avez étudiée.
- Pour quelles raisons à votre avis est-ce que cette période devrait figurer dans une histoire de l'Europe / du monde du 20^{ème} siècle?
- Qui est, à votre avis, le personnage historique le plus significatif de la période que vous avez étudiée? Pourquoi?
- En général comment décririez-vous cette période historique. Par exemple : dramatique / calme / influentielle / turbulente?
- Pour les gens ordinaires qui vivaient à cette époque, comment était la vie de tous les jours?
- Si vous aviez vécu à cette époque, comment est-ce que votre vie aurait été différente?

A novelist / short story writer from a target language-speaking country/community

- Est-ce que vous recommanderiez le livre que vous avez lu. Pourquoi/pourquoi pas?
- Pourquoi est-ce que ce qu'il/elle a écrit est digne d'intérêt?
- Est-ce que d'ici vingt ans cet ouvrage sera toujours valable? Pourquoi / pourquoi pas?
- Comment votre lecture de cet auteur a-t-elle changé votre compréhension ou votre appréciation de la vie?
- On dit que cet auteur n'a rien à dire aux jeunes / aux filles / aux garçons / aux adultes etc. Qu'en pensez-vous?
- En 2011, quelle est la valeur de ce que vous avez lu?

A dramatist or poet from a target language-speaking country/community

- Est-ce que vous recommanderiez le livre que vous avez lu. Pourquoi/pourquoi pas?
- Pourquoi est-ce que ce qu'il/elle a écrit est digne d'intérêt?
- Est-ce que d'ici vingt ans cet ouvrage sera toujours valable? Pourquoi / pourquoi pas?
- Comment votre lecture de cet auteur a-t-elle changé votre compréhension ou votre appréciation de la vie?
- On dit que cet auteur n'a rien à dire aux jeunes / aux filles / aux garçons / aux adultes etc. Qu'en pensez-vous?
- En 2011, quelle est la valeur de ce que vous avez lu?

A director, architect, musician or painter from a target language-speaking country/community

- Quelle contribution cet(te) artiste a-t-il (elle) faite dans le domaine du cinéma / de la musique etc?
- En quoi consiste son originalité?
- Quel(s) aspect(s) de l'ouvrage de cet(te) artiste trouvez-vous le(s) plus intéressant(s) / le(s) plus digne(s) d'intérêt?
- Comment l'ouvrage de cet(te) artiste reflète-t-il la période où il/elle a vécu?
- Si vous deviez choisir une seule œuvre qui caractérise cet(te) artiste, laquelle choisiriez-vous et pourquoi?
- Comment votre étude de cet(te) artiste a-t-elle développé votre appréciation du cinéma / de la musique etc?

UNIT 4 MFL SPEAKING EXAMINATION
SUMMER 20 11



STMS

Marking Schedule for Centre Conducted/Visiting Examiner Speaking Test

Visiting Examiner option - Centre to complete boxes 1, 2, 3 & 6 only

Centre Conducted option - Centre to complete boxes 1, 2, 3, 4 and 6 only and name of Teacher-Examiner (NO MARKS TO BE ENTERED BY CENTRE)

Centre No:		1. Language: (e.g. Spanish) FRENCH		5. Part 1 Response to Material Max. 5		5. Part 1 Response to Challenges Max. 10		8. Grammar overall Max. 15		9. Total Max. 50	
3. Candidate Name		4. Part 1 Stimulus Card Letter		6. Part 2 - Cultural Topics studied		7. Part 2 - Conversation Fluency Max. 5		7. Part 2 - Conversation Interaction Max. 10		7. Part 2 - Conversation Pronunciation/Intonation Max. 5	
2. Candidate Number		STUDENT 1		D		Topic 1: BONJOUR TRIS TESSE F. SAGEAN		Topic 2: JULES ET JIM F. TRUFFAUT			
For Office use only											

Name of Teacher-Examiner.....(PLEASE PRINT) Name of AQA Examiner.....(PLEASE PRINT)

Partially completed form to be given to Visiting Examiner (Visiting Examiner option)
Partially completed form to be sent to AQA Examiner (Centre Conducted option)

UNIT 4 MFL SPEAKING EXAMINATION
SUMMER 20 11



STMS

Marking Schedule for Centre Conducted/Visiting Examiner Speaking Test

Visiting Examiner option - Centre to complete boxes 1, 2, 3 & 6 only
Centre Conducted option - Centre to complete boxes 1, 2, 3, 4 and 6 only and name of Teacher-Examiner (NO MARKS TO BE ENTERED BY CENTRE)

Centre No:		1. Language: (e.g. Spanish) FRENCH		5. Part 1		7. Conversation		8.		9.					
		Unit Code: (e.g. SPA4T or SPA4V) FR44V		Response to Material Max. 5		Fluency Max. 5		Interaction Max. 10		Pronunciation/Intonation Max. 5		Grammar overall Max. 15		Total Max. 50	
2. Candidate Number		3. Candidate Name		4. Part 1 Stimulus Card Letter		6. Part 2 - Cultural Topics studied									
		STUDENT 2				UN SAC DE BILLES - JOSEPH TOFFO									
						RENEUD SÉCHAN									
For Office use only						Topic 1:									
						Topic 2:									

Name of Teacher-Examiner.....(PLEASE PRINT) Name of AQA Examiner.....(PLEASE PRINT)

Partially completed form to be given to Visiting Examiner (Visiting Examiner option)
Partially completed form to be sent to AQA Examiner (Centre Conducted option)

A2 Topic Lists



Unit 3

- Environment
 - Pollution
 - Energy
 - Protecting the planet
- The Multicultural Society
 - Immigration
 - Integration
 - Racism
- Contemporary Social Issues
 - Wealth and poverty
 - Law and order
 - Impact of scientific and technological progress

Unit 4 Cultural Topics

- A target language-speaking region / community
- A period of 20th century history from a target language-speaking country / community
- An author from a target language-speaking country / community
- A dramatist / poet from a target language-speaking country / community
- A director / architect / musician / painter from a target language-speaking country / community

How to challenge in a non-threatening way

After the candidate has had the opportunity to outline her/his arguments in defence of the chosen opinion in the first minute of the test in Part 1, the teacher-examiner's role is to "challenge" the candidate to develop points made in the initial outline of arguments.

Challenge at A2 has acquired something of an association with "playing devil's advocate" but this clarification seeks to extend the nature of challenge beyond that. While it would be entirely appropriate for **some** element of this type of challenge to be present in the exchanges, it would be stressful for both teacher-examiner and candidate if this were to be sustained throughout the four minutes of discussion.

Challenges that invite the candidate to develop points could include:

You said "x" – what exactly do you mean?

You said "x" – can you give me some examples?

You said "x" – is that always the case, do you think?

You said we need to do something – what exactly do we need to do?

You seem to be suggesting "x" – can you really justify that?

Is it really that simple?

Why do you think "x": what about the view that ...?

What would you say to those who claim that ...?

Some people think differently: can you understand their point of view?

Do you not agree with them?

Do you think your views are fairly typical of young people's opinions on this?

Is this something you've discussed with friends ... what do they think?

Is this something you've discussed with parents ... what do they think?

What has influenced your views on this issue?

Do you think we need to be better informed about this question? How could we do that?

You seem to be blaming "x": are they the only ones responsible?

Student 1

Commentary

PART 1 STIMULUS CARD D

Outline of point of view: the candidate had prepared a number of points to present in the one minute outline including – everybody has to make an effort if “*les petits gestes*” are to count for anything ; pointless people not using plastic bags if companies don’t reduce packaging; collective effort required for a world problem ; government involvement essential to inform people and influence behaviour ; some people do not take global warming seriously. The candidate did not reach the end of her material but the points made were largely relevant and a wide range of points was made.

In response to the challenges: the candidate kept to her argument about the power of the state and the responsibility of government and sustained the idea that advertising and more draconian measures could work in changing people’s behaviours. There was some repetition of ideas prior to the examiner’s intervention with the question about industry and its responsibility. But overall the candidate responded well to opportunities to develop views and defend opinions.

PART 2 CONVERSATION

The cultural topics discussed were *Bonjour Tristesse* and *Jules et Jim*. A good range of views and opinions was expressed about Cécile and her father and the father-daughter relationship and lack of discipline. Likewise the candidate offered a wide range of reasons to explain the scandal surrounding the publication of the novel in the 50s. On the Truffaut film the candidate’s secure knowledge of the topic was well used to support her views and opinions. The overall impression was that the candidate dealt slightly better with the film topic than the novel but on both the performance was very good in terms of interaction.

Fluency : the candidate was thoroughly confident and able to sustain the conversation at a natural pace. She sustained a meaningful exchange with very little prompting and responded well to regular opportunities to react spontaneously. Her pronunciation was very good.

Her command of the language was very good with evidence of complex structures and a wide range of vocabulary. Her control of language in Part 2 of the test was more secure and confident than in Part 1 but overall this was a Band 1 performance.

Part 1 (AO2)		Part 2 Conversation (AO1)			Grammar (AO3)	Total
In response to the stimulus material	In the face of challenges by the examiner	Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (overall)	
5/5	9/10	5/5	10/10	5/5	14/15	48/50

Student 2

Commentary

PART 1 STIMULUS CARD C

Outline of point of view: the candidate developed a wide range of relevant points including – our good fortune to be living in comfort; nobody has the right to be rich; we have an obligation to help the less fortunate both at home and abroad; nobody deserves to be poor; children living in poverty in the UK and people living in poverty in the developing world. There was some prudent use of statistical data and factual knowledge to defend points and this obviously constitutes very good development.

In response to the challenges: the candidate demonstrated a good understanding of the issues in dealing with the examiner’s questions and could express her ideas generally effectively. There was good evidence of the use of factual topic-knowledge to support views and opinions and the candidate responded readily to all opportunities to develop views and justify opinions. In both the one minute outline and in the ensuing discussion there were times when the candidate allowed her insistence on including some content or language “set pieces” to get in the way and while this did not detract from an overall impressive performance, candidates should be discouraged from having set ideas or structures that they feel they must include at all costs. It can make for a somewhat artificial exchange.

PART 2 CONVERSATION

The cultural topics discussed were *Un sac de billes* and *Renaud Séchan*. The Joffo section was generally well handled with good responses about favourite characters and the relationship between the two brothers but at times the candidate seemed to take a long time to get to the point. She was far less hesitant and much more confident with the second topic and dealt with this very well demonstrating some very mature ideas and opinions in her analysis and appreciation of Renaud’s music.

Fluency: the performance was variable. At times she came over as a very confident speaker but this was not consistent. Generally, however, she was able to sustain the conversation at a natural pace. She sustained a meaningful exchange with very little prompting and she responded very well to opportunities to react spontaneously in developing ideas and countering views. Pronunciation was fairly good.

Overall the candidate demonstrated a very good command of the language and was generally accurate. Some characteristics of a top-band performance at times but overall top of the second band.

Part 1 (AO2)		Part 2 Conversation (AO1)			Grammar (AO3)	Total
In response to the stimulus material	In the face of challenges by the examiner	Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (overall)	
5/5	9/10	5/5	9/10	3/5	12/15	43/50