
A-level
FRENCH
7652/3T+7652/3V

PAPER 3 SPEAKING

Mark scheme

v0.1

Draft

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' performances. Alternative performances not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual performances which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

A performance which contains nothing of relevance to the question must be awarded no marks.

DISCUSSION OF SUB-THEME					
AO1		AO3		AO4	
5	<p>Delivery is very fluent and confident with little or no hesitation.</p> <p>The student achieves authentic sounding accent, intonation and pronunciation.</p> <p>The student throughout almost all of the discussion demonstrates spontaneous thinking and communication.</p>	10/9	<p>A very high level of linguistic maturity across vocabulary, structures and idiom is consistently demonstrated and is manipulated with few errors, allowing for immediate comprehension.</p>	10/9	<p>A very high level of knowledge and understanding of culture and society relevant to the topic discussed. Focus is consistently related to the target-language country or community.</p> <p>Knowledge is nearly always used effectively to justify opinions.</p>
4	<p>Delivery is generally fluent with some slight hesitation between and / or during utterances.</p> <p>Authentic sounding accent, intonation and pronunciation are generally achieved.</p> <p>Spontaneous thinking and communication are demonstrated throughout most of the discussion.</p>	8/7	<p>A good range of vocabulary, some variety of structure and some use of idiom. Some errors occur in the manipulation of language but these do not impede comprehension.</p>	8/7	<p>A good level of knowledge and understanding of culture and society relevant to the topic discussed. Focus is mostly related to the target language country or community.</p> <p>Knowledge is often used effectively to justify opinions.</p>
3	<p>There is some hesitation between and/or during utterances.</p> <p>There is some success in achieving authentic sounding accent, intonation and pronunciation.</p> <p>Spontaneous thinking and communication are occasionally demonstrated.</p>	6/5	<p>The range of vocabulary and structures is sufficient for the discussion to be sustained but gaps in language and awkward phrasing impede immediate comprehension. Errors are likely to occur in the manipulation of language, some of which may be serious.</p>	6/5	<p>A reasonable level of knowledge and understanding of culture and society relevant to the topic discussed. Focus is sometimes related to the target-language country or community.</p> <p>Knowledge is sometimes used effectively to justify opinions.</p>
2	<p>The delivery is often hesitant.</p> <p>There is little success in achieving authentic sounding accent, intonation and pronunciation.</p> <p>Spontaneous thinking and communication are rarely demonstrated.</p>	4/3	<p>The range of vocabulary and structures is limited.</p> <p>Some serious errors occur in the manipulation of language which make comprehension difficult.</p>	4/3	<p>A limited level of knowledge and understanding of culture and society relevant to the topic discussed. Focus is occasionally related to the target-language country or community.</p> <p>Knowledge is only occasionally used effectively to justify opinions.</p>
1	<p>The delivery is often impaired by excessive hesitation. There is almost no success in achieving authentic sounding accent, intonation and pronunciation. Spontaneous thinking and communication are very rarely, if ever, demonstrated.</p>	2/1	<p>The range of vocabulary and structures is very limited. Frequent serious errors occur in the manipulation of language which make comprehension very difficult.</p>	2/1	<p>A very limited level of knowledge and understanding of culture and society relevant to the topic discussed. Focus may not be related to the target language country or community.</p> <p>Knowledge is rarely, if ever, used effectively to justify opinions.</p>
0	<p>The student fails completely to engage with the discussion.</p>	0	<p>The student fails completely to engage with the discussion.</p>	0	<p>The student fails completely to engage with the discussion.</p>

Maximum mark for discussion of sub-theme 25

RESEARCH-BASED TOPIC PRESENTATION			
	AO3		AO4
5	Highly accurate language is used wholly successfully to deliver a presentation that is very clear and immediately comprehensible.	5	There is a very wide range of ideas and opinions relevant to the target-country or community focus of the topic that can form the basis of a meaningful discussion.
4	Mostly accurate language is used for the most part successfully to deliver a presentation that is mostly clear and immediately comprehensible.	4	There is a good range of ideas and opinions relevant to the target-country or community focus of the topic that can form the basis of a meaningful discussion.
3	Generally accurate language is used with some success to deliver a presentation that is generally clear and immediately comprehensible.	3	There is a reasonable range of ideas and opinions relevant to the target-country or community focus of the topic that can form the basis of a meaningful discussion.
2	There is limited accuracy in the language used and the presentation sometimes lacks clarity and is sometimes not immediately understood.	2	There is a limited range of ideas and opinions relevant to the target-country or community focus of the topic that can form the basis of a meaningful discussion.
1	Inaccuracies in the language are such that the presentation is often unclear and little can be immediately understood.	1	There is a very limited range of ideas and opinions relevant to the target-country or community focus of the topic that can form the basis of a meaningful discussion.
0	There is no meaningful content conveyed in the presentation because of linguistic inaccuracies.	0	Nothing in the presentation can form the basis of a meaningful discussion.

Maximum mark for presentation 10

RESEARCH-BASED TOPIC DISCUSSION							
AO1		AO2		AO3		AO4	
10/9	Delivery is very fluent and confident with little or no hesitation Authentic sounding accent, intonation and pronunciation are achieved Spontaneous thinking and communication are demonstrated throughout almost all of the discussion.	5	There is a very wide range of research sources and the source material has been thoroughly understood and assimilated.	5	A very high level of linguistic maturity across vocabulary, structures and idiom is consistently demonstrated and is manipulated with few errors, allowing for immediate comprehension.	5	A very high level of knowledge and understanding of culture and society relevant to the topic discussed. Focus is consistently related to the target-language country or community. Knowledge is nearly always used effectively to justify opinions.
8/7	Delivery is generally fluent with some slight hesitation between and / or during utterances Authentic sounding accent, intonation and pronunciation are generally achieved. Spontaneous thinking and communication are demonstrated throughout most of the discussion.	4	There is a wide range of research sources and most of the source material has been understood and assimilated.	4	A good range of vocabulary, some variety of structure and some use of idiom. Some errors occur in the manipulation of language but these do not impede comprehension.	4	A good level of knowledge and understanding of culture and society relevant to the topic discussed. Focus is mostly related to the target language country or community. Knowledge is often used effectively to justify opinions.
6/5	There is some hesitation between and/ or during utterances There is some success in achieving authentic sounding accent, intonation and pronunciation Spontaneous thinking and communication are occasionally demonstrated.	3	There is a range of research sources and some of the source material has been understood and assimilated.	3	The range of vocabulary and structures is sufficient for the discussion to be sustained but gaps in language and awkward phrasing impede immediate comprehension. Errors are likely to occur in the manipulation of language, some of which may be serious.	3	A reasonable level of knowledge and understanding of culture and society relevant to the topic discussed. Focus is sometimes related to the target-language country or community. Knowledge is sometimes used effectively to justify opinions.
4/3	The delivery is often hesitant There is little success in achieving authentic sounding accent, intonation and pronunciation. Spontaneous thinking and communication are rarely demonstrated.	2	Research sources are limited but there is occasional evidence of the source material being understood and assimilated.	2	The range of vocabulary and structures is limited. Some serious errors occur in the manipulation of language which make comprehension difficult.	2	A limited level of knowledge and understanding of culture and society relevant to the topic discussed. Focus is occasionally related to the target-language country or community. Knowledge is only occasionally used effectively to justify opinions.

RESEARCH-BASED TOPIC DISCUSSION							
AO1		AO2		AO3		AO4	
2/1	The delivery is often impaired by excessive hesitation There is almost no success in achieving authentic sounding accent, intonation and pronunciation Spontaneous thinking and communication are very rarely, if ever, demonstrated.	1	Research sources are very limited and little of the material has been understood and assimilated.	1	The range of vocabulary and structures is very limited. Frequent serious errors occur in the manipulation of language which make comprehension very difficult.	1	A very limited level of knowledge and understanding of culture and society relevant to the topic discussed. Focus may not be related to the target language country or community. Knowledge is rarely, if ever, used effectively to justify opinions.
0	The student fails completely to engage with the discussion.	0	The student fails completely to engage with the discussion.	0	The student fails completely to engage with the discussion.	0	The student fails completely to engage with the discussion.

Maximum mark for discussion of research topic 25

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