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A-LEVEL

**French**

Unit 4 - Speaking Test – FRE4T/V

Mark scheme

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2650

June 2015

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Version 1: Final Mark Scheme

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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' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers 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](http://aqa.org.uk)

**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>
5	Develops a wide range of relevant points
4	Develops a number of relevant points.
3	Some relevant points made.
2	Response is brief and lacking in development.
0 - 1	Very little meaningful response.

<b>Mark</b>	<b>IN THE FACE OF CHALLENGES BY THE EXAMINER</b>
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)**

<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 student'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.

## Amplification of Assessment Criteria

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

#### In Response to the Stimulus Material

- 5 marks.** Relevance to the **specific content** of the card NOT just the topic/sub-topic – 4 or 5 separate points.
- 4 marks** Separation of points may not be clear.
- 3 marks** Geared probably more towards the topic/sub-topic than the specific content of the card.

#### In the Face of Challenges by the Examiner

- 9-10 marks** **NB All** opportunities to **develop, defend, justify** and there are plenty of such opportunities.
- 7-8 marks** Could be that some opportunities provided are missed or could be there are not enough opportunities provided.
- 5 -6 marks** Some evidence occasionally in the course of the exchanges.

### Part 2 Conversation (AO1)

#### Fluency

- 5 marks** Hesitation can only be what we would expect from “natural pace”.
- 4 marks** **Slight** hesitation.
- 3 marks** **Regular** hesitation.
- 2 marks** Delivery is at times **difficult to follow**.
- 0-1 marks** Difficult to follow **most of the time**.

#### Interaction

- 9-10 marks** Quick to see what a question/prompt is getting at and responds meaningfully. Plenty of evidence of this. Can argue their case.
- 7-8 marks** Needs questions to focus explicitly on points; deals with most of these effectively.
- 5- 6 marks** Mostly factual exchanges either because of the nature of the questions or because of how the candidate responds to opinion questions.

#### Pronunciation and Intonation

- 5 marks** Sounds almost authentically French
- 4 marks** Makes a real effort to get it right and usually does so
- 3 marks** Makes some effort to get it right
- 2 marks** Can be understood
- 0-1 marks** Heavy influence of English

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

- 13- 15 marks** Everything there that you would expect in a top band performance – range, appropriateness, accuracy, except for occasional mistakes. Nothing “contrived”.
- 10-12 marks** Good, not very good. Wide range of vocabulary appropriate to the topics and nature of discussion. Complexity is attempted. Manipulation of language is generally accurate.
- 7-9 marks** Awareness of appropriateness of complex structures. Grammar is managed effectively. Serious errors in more complex language. Language generally “fit for purpose”.
- 4- 6 marks** Complexity where it occurs tends to be “set pieces” and register is not always appropriate. Lacks sophistication in vocabulary and structures. Command of language doesn’t really allow for mature discussion.
- 0-3 marks** Gaps are not well plugged; thinly veiled “inventions” derived from English and/or anglicised sentence patterns.

## **Clarification**

### **Part 1**

The first 5 marks are awarded solely on the basis of the student'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 student has spoken, uninterrupted, for one minute maximum, then the teacher-examiner challenges the student'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 student 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 student 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 student who spends less than 4 minutes on one of their Cultural Topics will have their mark for Interaction reduced by one band, eg a student who is judged at 8 marks would have the mark reduced to 6.

If a student 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.





Student Name: \_\_\_\_\_

Student 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 student'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**

<b>/50</b>
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