



GCE Conduct of Speaking Test Training Meetings

GCE French (2650) Unit 2

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BOOKLET 1

Autumn 2011

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.

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)

(Delete topic of selected card)

Part 1: Discussion of stimulus card AO2 10 marks

Mark	<i>In response to the stimulus questions</i>
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	<i>In the more general discussion</i>
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	<i>Fluency</i>
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	<i>Interaction</i>
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	<i>Pron. & Int.</i>
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		PART 2			AO3 Overall
Response	General Discussion	Fluency	Interaction	Pronunciation/Intonation	/15
/5	/5	/10	/10	/5	

TOTAL /50

Candidate Name: _____

Candidate Number:

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

Centre Number:

--	--	--	--	--

(please circle as appropriate)

(Delete topic of selected card)

Part 1: Discussion of stimulus card AO2 10 marks

Mark	<i>In response to the stimulus questions</i>	Topic	
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	<i>In the more general discussion</i>		
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	<i>Fluency</i>	Mark	<i>Interaction</i>
9-10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.	9-10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7-8	Prompt to respond but hesitating regularly between and during utterances.	7-8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5-6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.	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	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.	3-4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0-2	Little or no fluency.	0-2	Little or no significant reaction.
Mark		Mark	<i>Pron. & Int.</i>
5		5	Good
4		4	Fairly good
3		3	Intelligible
2		2	Poor
0-1		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				PART 2					AO3 Overall
Response	General Discussion			Fluency	Interaction	Pronunciation/Intonation			
/5	/5			/10	/10	/5			/15

TOTAL

/50

CARTE D	
Topic	MEDIA
Sub-topic	Communication technology

Internet : tout est positif alors ?



- ✓ Communication globale immédiate.
- ✓ Accès à des informations sans limites.
- ✓ Sites disponibles 24 heures sur 24, 7 jours sur 7.
- ✓ Pratique, facile et de plus en plus disponible.

Questions

- De quoi s'agit-il ?
- Selon vous, est-ce que tout est positif en ce qui concerne Internet ?
- Comment utilisez-vous Internet ?
- A votre avis serait-il possible de vivre sans Internet ? Pourquoi / pourquoi pas ?
- Etes-vous optimiste ou pessimiste en ce qui concerne les nouvelles technologies ? Pourquoi ?

CARTE F	
Topic	HEALTHY LIVING / LIFESTYLE
Sub-topic	Holidays

Faites-nous confiance. Tout est organisé.



Laissez-nous organiser votre séjour de vacances. Visites, excursions, transports, repas, hébergement. Avec un programme d'activités qui vous offre chaque jour quelque chose de différent. Vous vous levez le matin...et nous, on fait le reste !

Questions

- De quoi s'agit-il ?
- Que pensez-vous des vacances proposées ?
- Quels peuvent être les avantages et les inconvénients d'un tel séjour de vacances ?
- Comment aimez-vous passer vos vacances ?
- Pourquoi est-ce que nous attachons une si grande importance aux vacances ?



FRE2T

Nominated Topic Prompt Card

Student 1

Healthy living

- L'importance d'un bon régime alimentaire
 - Problèmes de santé chez les jeunes
 - Comment rester en forme
 - Effets des drogues et de l'alcool
 - Comment décourager l'alcool et le tabac
-

Student 2

Marriage

- L'évolution du mariage
- Le mariage aujourd'hui
- Mon partenaire idéal
- Les conséquences du divorce sur les enfants
- L'importance d'avoir de bons parents

FRENCH UNIT 2 SUGGESTED STARTER QUESTIONS

MEDIA

All of the suggested questions are designed to elicit views, opinions and ideas. Not all questions are aimed directly at the candidate i.e. they are not all “vous” questions. This is because we want to encourage views, opinions and ideas about more general issues.

Television

Quel rôle la télévision joue-t-elle dans votre vie?
Comment expliquez-vous la popularité de la télé-réalité?
Est-ce que nous avons vraiment besoin de tant de chaînes de télévision?
Est-ce que la télé est quelque chose de positif ou de négatif, selon vous?

Advertising

Quelle est l'importance de la pub?
Est-ce que la pub exerce une influence positive ou négative?
Pour quels produits ou quels services devrait-on interdire la publicité? Pourquoi?
Vous personnellement, comment êtes-vous influencé(e) par la pub?

Communication technology

Quels sont les dangers ou les risques des téléphones portables?
Et quels en sont les avantages?
Comment utilisez-vous votre téléphone portable?
Comment utilisez-vous l'Internet?
Est-ce qu'il serait possible pour vous de vivre sans Internet?
Est-ce qu'il serait possible pour vous de vivre sans votre téléphone portable?

POPULAR CULTURE

Cinema

Pour vous, c'est quoi, un bon film?
Le cinéma est devenu plus populaire dans les années récentes. Comment expliquez-vous cela?
Est-ce qu'on regarde un film pour s'échapper de la réalité?
Louer un DVD, c'est mieux que d'aller au cinéma ou pas?

Music

Quelles sortes de musique aimez-vous écouter et pourquoi?
Qu'est-ce qui a influencé vos goûts?
Avez-vous les mêmes goûts que vos parents en ce qui concerne la musique?
Pensez-vous que la musique qui est populaire maintenant sera toujours populaire dans dix ans?
Pourquoi / pourquoi pas?

Fashion/trends

Pourquoi est-ce que certaines personnes cherchent à changer leur apparence physique?
A votre avis est-ce que nous sommes devenus obsédés par le look?
Pourquoi sommes-nous fascinés par les personnes célèbres, selon vous?
Est-ce que les personnes célèbres ont un rôle positif à jouer dans la société?

HEALTHY LIVING / LIFESTYLE

Sport/exercise

Quel rôle est-ce que le sport joue dans votre vie?

Pourquoi est-ce qu'on attache tant d'importance au sport?

Si quelqu'un n'est pas sportif, est-ce que c'est vraiment un désavantage?

Pourquoi est-ce que certains sports sont considérés comme plus sérieux ou valables que d'autres?

Health and well-being

Quels sont les dangers du tabac / de l'alcool / des drogues?

Beaucoup de jeunes aujourd'hui disent qu'ils sont stressés. Pourquoi?

Pourquoi faut-il faire attention à ce qu'on mange?

Est-ce que nous sommes trop préoccupés par notre santé?

Holidays

Comment aimez-vous passer les vacances?

Pourquoi est-il important de partir en vacances?

Est-ce que le tourisme est toujours quelque chose de positif?

Quand il est question de vacances, préférez-vous partir en famille ou avec des ami(e)s? Pourquoi?

FAMILY / RELATIONSHIPS

Relationships within the family

Les disputes entre enfants et parents – c'est toujours quelque chose de négatif?

Est-il essentiel qu'il y ait toujours deux parents – un père et une mère?

Que pensez-vous des couples homosexuels qui veulent adopter des enfants?

Etre un bon parent – ça veut dire quoi pour vous?

Friendships

Quelles sont les qualités d'un(e) meilleur(e) ami(e) ?

Qu'est-ce qui peut provoquer des disputes entre ami(e)s?

Pourquoi est-il important d'avoir des ami(e)s?

Les ami(e)s sont-ils (elles) plus important(e)s que la famille?

Est-ce que les garçons perçoivent l'amitié d'une façon différente des filles?

Marriage/partnerships

Pour vous quelle est l'importance du mariage?

Est-ce que la séparation ou le divorce est toujours quelque chose de négatif?

Quels sont les avantages / inconvénients de rester célibataire?

Que pensez-vous des pères qui restent à la maison pour s'occuper des enfants?

Topic Lists

AS Unit 2

Media

- Television
- Advertising
- Communication technology

Popular Culture

- Cinema
- Music
- Fashion / trends

Healthy Living / Lifestyle

- Sport / exercise
- Health and well-being
- Holidays

Family / relationships

- Relationships within the family
- Friendships
- Marriage / partnerships

Student 1

Commentary

PART 1: STIMULUS CARD D

In response to the printed questions: the candidate provided answers which had a good range of relevant ideas and opinions and there were plenty of concrete examples to support the points made. Preparation time had been well-used and the candidate had considered her responses very carefully and structured them well both in terms of content and of language. Particularly noteworthy was the way in which she developed a general perspective in her answers and moved beyond the personal perspective.

In the wider discussion: the candidate dealt well with the questions and provided well-developed answers, using all opportunities to express and develop opinions and views. The examiner remained within the sub-topic in selecting questions for the wider discussion.

PART 2: CONVERSATION

The candidate's nominated topic was healthy living. Bullet points for this were:

- L'importance d'un bon régime alimentaire
- Problèmes de santé chez les jeunes
- Comment rester en forme
- Effets des drogues et de l'alcool
- Comment décourager l'alcool et le tabac

The examiner chose to cover all of the above aspects and the discussion was slightly over the recommended time but fortunately this did not have a negative impact on the two remaining topics in terms of time taken to deal with them. The remaining topics were cinema and marriage so the examiner fulfilled the requirement to cover all four topic areas across the test. Across all topics there were some challenging questions which gave the candidate ample opportunities to develop ideas: this candidate was challenged to demonstrate of her very best consistently across the topics. She was a confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances and she sustained a meaningful exchange throughout the second part. She responded well to regular opportunities to react spontaneously in developing ideas and sustained a meaningful exchange throughout. Her pronunciation was fairly good.

For AO3 there were attempts at some quite ambitious language and this is mainly where the more serious errors occurred although at times some of the more straightforward verb forms were not very "secure".

Part 1 (AO2)		Part 2 Conversation (AO1)			Grammar (AO3)	Total
In response to the stimulus questions	In the more general discussion	Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (overall)	
5/5	5/5	9/10	10/10	4/5	13/15	46/50

Student 2

Commentary

PART 1: STIMULUS CARD F

In response to the printed questions: the candidate provided too detailed an answer to the *De quoi s'agit-il?* question. Candidates should be discouraged from giving a detailed description of the different elements on the card. This candidate's responses to the printed questions lasted almost three minutes which risks reducing the marks available for the wider discussion as the number of questions that can be asked is reduced. Notwithstanding this, however, the responses to the other printed questions were very well considered and delivered with plenty of evidence of wide-ranging but relevant points.

In the wider discussion: the examiner's first question was slightly lengthy but thereafter the questions were very well-chosen to elicit opinions and views and the candidate responded to all opportunities to express and develop views and opinions. Timings were accurate and this is an important aspect of the conduct of tests : some teacher-examiners have still not realised that examiner stop marking after 15 minutes and if at that point the third conversation topic has not been discussed for two and a half minutes, the Interaction score is reduced by 2 marks.

PART 2: CONVERSATION

The candidate's nominated topic was marriage and the bullet-points were:

- L'évolution du mariage
- Le mariage aujourd'hui
- Mon partenaire idéal
- Les conséquences du divorce sur les enfants
- L'importance d'avoir de bons parents

The examiner chose not to ask questions on the third bullet-point and this was a good decision as there would have been less scope with this bullet point for views and opinions to be developed. The remaining topics covered were communication technology (Media) and fashion (Popular Culture) so the four topic areas were dealt with across the test. Both candidates were asked questions on one sub-topic which often produces a more in-depth and coherent discussion and challenges the more able candidates more effectively. There was a naturalness about this candidate's spoken expression which meant that there was slight hesitation in the fluency but clear spontaneity in the interaction. Pronunciation and intonation were good and the handling of grammar was very good with a variety of structures used very effectively.

Part 1 (AO2)		Part 2 Conversation (AO1)			Grammar (AO3)	Total
In response to the stimulus questions	In the more general discussion	Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (overall)	
5/5	5/5	9/10	10/10	5/5	14/15	48/50