



## GCE Conduct of Speaking Test Training Meetings

### GCE French (2650) Unit 4

	<i>Pages</i>
Unit 4 Assessment Criteria	2-4
Unit 4 Examiner Marking Summary	6-7
Unit 4 Stimulus Card for Candidates A & B	8-9
Unit 4 Specimen Stimulus Card for activity	10
Page for activity	11
Unit 4 Suggested Starter Questions for Conversation	12-13
A2 Topic Lists	14
Unit 4 Extract from Instructions for conduct	15
How to challenge candidates	16
Commentaries	17

## BOOKLET 2

Autumn 2010

## UNIT 4

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.

<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 candidate's performance in both parts of the test.

<b>Mark</b>	
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.

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**GCE Advanced  
Unit 4 – Speaking  
Examiner Marking Summary**



Candidate Name: \_\_\_\_\_

Candidate Number 

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Stimulus card:      **A    B    C    D    E    F**  
(please circle as appropriate)

Centre Number: 

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

Mark	In the face of challenges by the examiner
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 20 marks**

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	Pron. & Int.
5	Very good
4	Good
3	Fairly good
2	Intelligible
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
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CARTE F	
Topic	<b>CONTEMPORARY SOCIAL ISSUES</b>
Sub-topic	<b>Impact of scientific and technological progress</b>

- 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

## La science contre la nature...?

### Opinion 1

On devrait interdire toute recherche scientifique ou médicale qui est contre la nature, surtout en ce qui concerne le clonage. Les risques sont trop graves.

### Opinion 2

Tout progrès scientifique est avantageux. Plus nous comprenons, plus nous serons capables de résoudre tous les problèmes.



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## Notes for Examiners

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

- Quels risques?
- On devrait interdire le progrès alors?
- La nature ne facilite pas toujours le progrès?
- Pourquoi le clonage en particulier?

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

- Et la bombe atomique ... ?
- Le progrès peut créer de nouveaux problèmes.
- Toute recherche scientifique devrait-elle être autorisée?
- Utiliser l'argent pour d'autres priorités.

CARTE C	
Topic	<b>CONTEMPORARY SOCIAL ISSUES</b>
Sub-topic	<b>Law and order</b>

- 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

## Pour et contre la peine de mort

### Opinion 1

Moi je suis pour. Pas seulement pour le meurtre mais également pour les actes de terrorisme et le viol. C'est le seul moyen efficace de dissuader ces criminels.

### Opinion 2

A mon avis, il est impossible de justifier la peine de mort dans une société civilisée. C'est une punition barbare qui est indigne de l'Autre humain.

## Notes for Examiners

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## 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<sup>ème</sup> 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?

# A2 Topic Lists



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## 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

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## 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

## Extract from Instructions for Conduct – Unit 4

### *Part 1 – Discussion of a Stimulus Card*

Each candidate should be given two stimulus cards from a set of six cards according to the sequence list provided in paragraph 28. All cards are based on aspects of the three topics prescribed for A2, ie Environment, the Multicultural Society and Contemporary Issues. Two cards will be set on each topic, each card covering a different sub-topic.

Candidates should prepare **one** of these stimulus cards during the 20 minutes preparation period, choosing one of the two opinions expressed on their chosen card. They will be required to present this opinion for no more than one minute and then justify and defend it. Candidates can make notes on an Additional Answer Sheet during their preparation time which can be taken into the examination room and referred to during this part of the test. The *Examiner's Material* supplied by AQA will contain a number of suggested points in the target language which may be used by the teacher-examiner during the discussion. These points are suggestions to assist the teacher-examiner in his/her preparation. They are not prescriptive and teacher-examiners may wish to add their own points to those provided.

**This part of the test must last no more than five minutes.**

At the end of Part 1, the candidate must hand the stimulus card and his/her notes to the examiner.

### *Part 2 – Conversation*

The teacher-examiner will encourage a conversation on the two Cultural Topics studied by the candidate during the A2 course. Approximately five minutes should be spent discussing each Cultural Topic. Candidates will not be permitted to use any notes or visual material during this part of the test. They are not permitted to have a prompt card.

Teacher-examiners will follow up candidates' responses, giving them the opportunity to develop ideas and respond spontaneously. This will allow them to access the higher mark bands for Interaction. Candidates should be advised that they will not be permitted to deliver lengthy sections of pre-learnt material and attempts to do so will have an adverse effect on their marks for Interaction.

Teacher-examiners should react to what the candidate says, rather than relying on a pre-prepared list of questions. There may be some overlap of starter questions from one candidate to another but following these with attentive and responsive questioning will avoid the same conversation being repeated from one candidate to the next.

**This part of the test should last no more than 10 minutes.**

## 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?



# A-level French: Unit 4 Commentaries

## Autumn 2010

### Candidate A

#### Unit 4 Speaking Test Commentary

#### PART 1: STIMULUS CARD F

**Outline of point of view:** preparation time could have been used to better effect by this candidate. Her outline lasted only 30 seconds and to achieve the highest marks available, candidates really must make the most of every second of the one minute available. This candidate's outline contained few points and what points there were lacked any real development. The response was thus brief and lacking in development. Some exemplification of a couple of the points made could have taken this to a mark of 3. So brief an outline in Part 1 gives the examiner very few starting points for the wider discussion in Part 2.

**In response to the challenges:** overall the candidate sustained the discussion and there was some evidence of developing views but little evidence of opinions and views being justified. There was significant hesitation in the delivery of answers and while fluency *per se* is not assessed in this section, a slow or halting pace of delivery means that valuable time is under-used. This candidate relies on the examiner to provide the steer in the discussion and in this sense is fairly typical of the majority of candidates: they will deal with a point when it is raised explicitly. This candidate linked the question about GM foods to aid for developing countries when the issue was raised by the examiner: she did not make the link prior to that when the examiner asked if funds ought not to be spent on more urgent priorities such as famine.

In response to the stimulus material	In the face of challenges by the examiner
2/5	6/10

#### PART 2: CONVERSATION

Both Cultural Topics were generally well-handled and the response was band 2 – reasonably good with some evidence of spontaneity in reacting to opportunities to develop ideas. The examiner was very supportive in the steer provided to the conversation, allowing the candidate to link her early responses on Maupassant to a story she was familiar with and had enjoyed, and then broadening the discussion to draw on other examples of stories in the collection. On both topics the questions were phrased in such a way as to allow the candidate to use her knowledge of the texts to support, justify and/or illustrate her views and opinions rather than demonstrate knowledge for its own sake. The challenges were of a type that the candidate could cope with confidently... *il est lâche dans tous les aspects de sa vie?*

Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (AO3)
3/5	7/10	3/5	9/15

**Marks for overall test = 30/50**

# Candidate B

## Unit 4 Speaking Test Commentary

### PART 1: STIMULUS CARD F

**Outline of point of view:** preparation time has been used very effectively by this candidate and the outline has a clear, logical structure with good development of a range of points. This shows that within the time available a candidate can develop a wide range of relevant points. There are three quite distinct areas or issues identified here viz medical research and possibility of finding cures; contribution of science in the fight against crime and DNA testing; potential use of GM crops in dealing with famine and malnutrition. At this very early stage the candidate has made it clear that he has a good grasp of the topic and its various facets and this signals to the examiner a confidence that in the wider discussion he will be able to deal with any or all of these aspects in more depth.

**In response to the challenges:** the examiner uses a subtle but very effective approach to challenge the candidate to defend a point of view, keeping this initially to a very general perspective then focussing on alternative priorities. The specific issue of cloning then becomes the focus of the debate. Despite some gaps in his linguistic knowledge, this candidate is very secure in his handling of opinions and views and in defending and justifying these. This is an excellent example of how this part of the test can be highly challenging but in a relatively non-threatening and non-aggressive way: despite this, the candidate's relief at the end of the discussion is obvious and this was typical of how many candidates reacted.

In response to the stimulus material	In the face of challenges by the examiner
5/5	9/10

### PART 2: CONVERSATION

The discussion of both Cultural Topics is very well handled by the candidate. The examiner begins this section with a very general question which allows the candidate to set his own agenda and to deliver some familiar material, thus getting the conversation off to a confident start. There are then plenty of challenges which enable the candidate to respond spontaneously to opportunities to develop ideas and counter views. At times the candidate's maturity of expression is hindered by gaps in his linguistic knowledge but while this may not be a top band performance for AO3, the candidate's effective handling of his material and his ability to adapt this to respond enthusiastically to the questions asked make up for any linguistic shortcomings.

Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (AO3)
5/5	9/10	3/5	12/15

**Marks for overall test = 43/50**