AS
FRENCH
7651/3V+7651/3T

PAPER 3 SPEAKING

Mark scheme

v0.1

This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to AS French. Further changes may be required and no assurance can be given that this proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2016 and first award in August 2017.

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

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.

The discussion of each of the two sub-themes will be assessed using the criteria below. **Maximum mark for test 60.**

DISCUSSIONS OF SUB-THEMES							
AO1		**AO2**		**AO3**		**AO4**	
5	Delivery is very fluent with excellent accent and regular evidence of spontaneous thinking and reaction.	**5**	The material on the stimulus card is accurately interpreted.	**10/9**	A very good range of vocabulary, structures and idiom is demonstrated and is manipulated with only occasional errors, allowing for immediate comprehension.	**10/9**	Very good knowledge and understanding of culture and society relevant to the topic discussed. This knowledge is used effectively to support opinions and views.
4	Delivery is fluent although there may be some hesitation. Accent is good. There is some evidence of spontaneous thinking and reaction.	**4**	Most of the material on the stimulus card is accurately interpreted.	**8/7**	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 generally impede immediate comprehension.	**8/7**	Good knowledge and understanding of culture and society relevant to the topic discussed. This knowledge is generally used effectively to support views and opinions.
3	There is some fluency in delivery but there may be regular hesitation. Reasonable accent and occasional evidence of spontaneous thinking and reaction.	**3**	Some of the material on the stimulus card is accurately interpreted.	**6/5**	The range of vocabulary and structures is sufficient for the discussion to be sustained but gaps in language and awkward phrasing impede immediate comprehension. Some serious errors occur.	**6/5**	Reasonable knowledge and understanding of culture and society relevant to the topic discussed. This knowledge is sometimes used effectively to support views and opinions.
2	Fluency is limited and there is frequent hesitation. Accent may be poor and there is limited evidence of spontaneous thinking and reaction.	**2**	A limited amount of the material on the stimulus card is accurately interpreted.	**4/3**	The range of vocabulary and structures is limited and serious and recurrent errors make immediate comprehension difficult. Errors occur frequently and are very basic.	**4/3**	Limited knowledge and understanding of culture and society relevant to the topic discussed. This knowledge is occasionally used effectively to support views and opinions.
1	Delivery lacks fluency and accent is very poor. There is very little if any evidence of spontaneous thinking and reaction.	**1**	Little material on the stimulus card is accurately interpreted.	**2/1**	The range of vocabulary and structures is severely limited and the frequency and gravity of errors in the manipulation of language make immediate comprehension virtually impossible.	**2/1**	Very limited knowledge and understanding of culture and society relevant to the topic discussed. This knowledge is rarely used effectively to support views and opinions.
0	Nothing in the performance is worthy of a mark.	**0**	Nothing in the performance is worthy of a mark.	**0**	Nothing in the performance is worthy of a mark.	**0**	Nothing in the performance is worthy of a mark.

4 September 2015