OCR
RECOGNISING ACHIEVEMENT

GCE

French

Teacher Support Booklet

Exemplar Responses with Commentaries

Contents

The recordings of these examinations can be downloaded free of charge from Interchange. They can be found by following the link : Resources & Materials/exam resources/past papers and mark schemes. Select AS/A Level GCE, select French, click on folders named: "F701 French – Exemplar Speaking Responses 1 and 2".

Candidate A

Role play A : The British Schools Museum, Hitchin (June 2010)

Use of Stimulus Grid A

The candidate makes good use of the stimulus material and attempts to convey the majority of the key points. Sometimes the vocabulary and structures used stand in the way of comprehension, meaning that only partial credit can be given. For example, the candidate says *on peut toucher à l'item* for key point 4 and the message is rather confused for key point 9. Nevertheless, the candidate is well trained in attempting to make maximum use of the stimulus material, and the teacher-examiner prompts him by enquiring what else you can do at the museum. The teacher-examiner also picks up an incorrectly given opening time and gives the candidate the opportunity to correct it, which is perfectly acceptable, and is indeed good practice. **10/15**

Response to Examiner Grid B

The candidate begins by asking the two opening questions and then makes a good link from these into the main part of the role play. He has no difficulty in understanding the teacher-examiner and is often able to give quite full answers to the questions, sometimes giving a brief opinion too. The candidate is enthusiastic and talks about his *idée fantastique*. There is some attempt to be persuasive and to enter into the role. There is little hesitation although the candidate is not a fast speaker and it can take a little too long to convey some ideas. Assessment stops strictly at six minutes, and at this point, the candidate has only answered one of the two extension questions. Non-completion of the role play is taken into account in this grid, so whereas the 7-8 band might have been considered had the role play been completed, the mark is left in the band below. **6/10**

Quality of Language Grid C1

The two opening questions are assessed linguistically. The opening question is expressed as *Combien de gens dans le groupe*?, demonstrating difficulties with manipulating the structures, and the second question provides severe problems for the candidate. He has some lexical difficulties such as *l'item, il y a un edoit de boire* and *une le cas avec une prof*. Although there is an example of the subjunctive, the overall impression is one of linguistic difficulties. **2/5**

Topic: Internet

Ideas, Opinions and Relevance Grid D

The candidate has chosen a topic in which he appears to have a genuine interest. Topics such as the internet are international, and it is particularly important that candidates ensure that they have sufficient information and examples from the target language country. The candidate has several statistics from France, and he does use some French examples as well as British and international examples. He has more factual information than opinions, and he could have enhanced his mark by giving a wider range of developed opinions. It is also important to ensure that opinions are not actually factual information. His performance is borderline between 5 and 6. **5/10**

Fluency, Spontaneity and Responsiveness Grid E1

The candidate speaks naturally without undue reliance on pre-learnt material. He has no difficulties in understanding the examiner, and his responses are prompt and often full. He is, however, hard to follow in places and a balance has to be struck in awarding a mark between crediting the spontaneity and responsiveness and recognising that fluency must involve clear messages. The fact that the listener has to work quite hard to understand the message at times limits the mark that can be given. **6/10**

Quality of Language Grid C1

The candidate has difficulties with the passive, such as *l'internet est utilise beaucoup...serait utilise plus beaucoup*, and also has problems with some verb endings and modal verbs, such as *les Arabes pouvoir avoir* and *la chaîne de télé peuvent*. His performance is borderline between 1 and 2. **2/5**

Pronunciation and Intonation Grid G

The candidate has difficulties with pronunciation, and errors such as crié/créé sometimes impede comprehension. He is influenced by his native tongue, yet there are also many correctly pronounced sounds too. As he speaks relatively quickly during this segment, the listener does not always have time to process an incorrect sound to deduce the meaning. However, the candidate can be understood despite the influence of English. **2/5**

Total 33/60

Candidate B

Role play E : Murder Incorporated Ltd (June 2010)

Use of Stimulus Grid A

The candidate is able to convey some of the key points from the text. He mentions that events start with a drink and that you meet the other 'detectives' and that during the meal you can talk to the characters. However, rather than giving more details about a typical evening, he goes on to give details about plots, missing out a significant portion of the stimulus text. He is able to successfully convey much of the information about the company. Key points 7 and 12 are only partially given. There were many details not mentioned, therefore the candidate could not be placed higher than the middle band. **9/15**

Response to Examiner Grid B

The candidate is lively and convincing at times, showing some evidence of playing the role very successfully. He describes the idea as 'un peu bizarre' and sounds reasonably enthusiastic in places. The candidate understands the teacher-examiner well, and generally does not have excessive hesitation in responding, even if a few sentences are a little slow, or tail off. The extension questions are answered in great depth, and the teacher-examiner asks a number of follow-up questions. The candidate demonstrates an ability to respond to a range of questions (although some of the replies are quite short), but the time could have been used to explore the stimulus material in greater depth to improve the mark for use of stimulus. **8/10**

Quality of Language Grid C1

The candidate demonstrates quite a high level of ability in the language, although there are some lapses. Many genders and agreements are sound, and his structures are appropriate to the task. A few errors mar the performance, such as *mes parents fait*, and *ses fanatiques doit d'aider*, but the overall impression is one of competence. **4/5**

Topic: le tabagisme en France

Ideas, Opinions and Relevance Grid D

The candidate ensures that the topic is firmly rooted in France by the use of statistics from the target language country. There is an occasional comparison with England, but never to the extent that he is speaking about England for any length of time. He has researched his topic well and uses the information to make pertinent points about smoking, health and legislation in France. He is not limited to being able to provide factual information: he also has ideas and opinions which he is able to develop quite well. **8/10**

Fluency, Spontaneity and Responsiveness Grid E1

The candidate is able to respond quite readily to the examiner, although the speed of his speech can be a little variable. The flow of the conversation is natural, and is not pre-learned. He understands the examiner well and does not need questions to be repeated. **7/10**

Quality of Language Grid C1

The candidate's language is generally good, although a little more ambition would be welcome. He is generally accurate with a few lapses, such as *les Français fument beaucoup plus de les Anglais*, *le quinzième novembre, la mesure...il,* and *les aspects sociales*. The candidate's language deteriorates a little towards the end of the discussion. **4/5**

Pronunciation and Intonation Grid G

Although not faultless, the candidate's pronunciation and intonation are generally very authentic, and a real attempt is made to sound French. **5/5**

Total 45/60

Candidate C

Role play A: The British Schools Museum, Hitchin (June 2010)

Use of Stimulus Grid A

The candidate finds it difficult to convey the points from the text. There are a number of key points where the choice of vocabulary changes the meaning of the text, and the mark either cannot be awarded at all, or can only be awarded in part, such as key points 2-4, 6, 8 and 10. Although examiners adopt the position of the sympathetic native speaker, marks cannot be awarded where the message could not be understood. On some occasions, the teacher-examiner corrects the lexical item used, but it cannot be credited unless the candidate has said it first. **4/15**

Response to Examiner Grid B

The candidate manages to ask the initial questions with some success, and after a pause, makes a link to the main transactional part of the role play. However, he is a hesitant speaker and he needs considerable prompting to provide the information asked for. Although he understands most of the questions asked, his speech is often rather halting and there is not much momentum. The candidate gives brief answers to the extension questions. **3/10**

Quality of Language Grid C1

The candidate makes a good number of grammatical errors, and there is evidence that elements of basic grammar have not been mastered. For example, the candidate says *j'ai trouve une visite,* and *le système du éducation.* There is also significant recourse to English lexical items which frequently render the rest of the sentence incomprehensible to a sympathetic native speaker. Examples of this include *une mistress, toucher les exhibits,* April and *un range de sujets.* **2/5**

Topic: le Guide Michelin

Ideas, Opinions and Relevance Grid D

The topic presented is interesting and the candidate seems to have a genuine enthusiasm for the subject. He has found relevant statistics to back up some of his assertions, and he has some interesting ideas in relation to the inspection of restaurants and the consequences of gaining or losing a star. However, the teacher-examiner asks him a number of unprepared questions to which the candidate is able to offer little or no reply. He is offered the opportunity to express further opinions and ideas yet replies frequently with just one or two words, such as *oui*. Although there is much that is good, the limited nature of the opinions expressed affects the mark that can be awarded in this grid. **7/10**

Fluency, Spontaneity and Responsiveness Grid E1

The relative fluency of this part of the test is in contrast to the hesitancy of the role play. The candidate has clearly learnt by heart the majority of his topic. Under normal circumstances, candidates who rely heavily on pre-learnt material will be limited to a maximum of four marks in this grid. In this case, the teacher-examiner does interrupt him reasonably frequently to break up the delivery. The candidate is often unable to provide a satisfactory reply to the teacher-examiner's interjections and additional questions. This example is on the borderline of whether a penalty should be applied or not, as the teacher-examiner has made a fair attempt to stop the candidate from delivering a series of monologues. However, the statement 'fluency is often confined to pre-learnt material' fits this candidate well, therefore a mark of four would be awarded even if no penalty is applied. **4/10**

Quality of Language Grid C1

The candidate makes good use of the structures he has learnt in class, and the language is generally quite ambitious. There are errors, such as des plats...*qui plait, guaranté*, and the use of *auraient* where it should be *seraient*. The candidate is on the borderline between four and five. **4/5**

Pronunciation and Intonation Grid G

The candidate's pronunciation and intonation are quite good, despite the recited nature of much of the discussion. There are problems with a nasal sound, but there is an attempt to sound French. The performance lies on the borderline between three and four. **4/5**

Total 28/60

Candidate D

Role-play B: Wicksteed Park (June 2010)

Use of Stimulus Grid A

The candidate is able to convey a great deal of information about the park from the stimulus text. She gives a detailed account of the park's history, being given the benefit of the doubt for key point 2. She is also able to give information about the facilities as well as admission prices and information about fishing. She makes very full use of the text and gives almost every detail on the page. **14/15**

Response to Examiner Grid B

The candidate asks the opening questions as required. She gives the impression of very much playing the part designated, and manages to sound suitably interested in the park whose merits she is seeking to praise. She expands on the information and puts in little expressions that help the conversation to sound genuine, such as *bien sûr*. The candidate has no difficulty understanding the teacher-examiner, and there is little or no hesitation at any time. She is able to give lengthy answers to the extension questions, and the teacher-examiner is able to ask a follow-up questions. The role play finished before five minutes have elapsed, but the candidate has fulfilled the task well, so there is no need for the teacher-examiner to artificially extend the situation any further, particularly as she had already given the candidate the opportunity to speak further during the extension questions. **10/10**

Quality of Language Grid C1

The candidate gives a competent performance, and is even able to use the subjunctive naturally within the conversation, as well as a passive. However, there are quite a number of errors, including *cette dépliant, la plupart de celles* and *les attractions sont ouvert* which detract from the performance and prevent it from being excellent. **4/5**

Topic: le football en France

Ideas, Opinions and Relevance Grid D

The candidate has researched her topic well and the information given and knowledge shown certainly goes beyond that of the ordinary English football fan. In the early stages of the discussion, the candidate spends some time making comparisons between the English premier league and the league system in France. Had this been prolonged any further, they may have been a problem with the candidate spending too long speaking about England rather than about France or a French-speaking country. However, in the event, the candidate brings the topic around to France and there is little or no reference to England after that point. There is interesting discussion of issues pertinent to football in France including racism, violence and drugs, and the contribution of certain key figures in French football is considered. The candidate has a wide range of opinions to offer, supported by a very good knowledge of the topic. As she is a relatively fluent speaker, a great deal of material is covered within the time allowed. **10/10**

Fluency, Spontaneity and Responsiveness Grid E1

The candidate has no difficulty communicating in French and has the ability to speak at length. There is possibly some pre-learnt material used in the course of the discussion, but the candidate is able to use her preparation flexibly to respond to the teacher-examiner's questions, and the listener is certainly not given any impression of listening to a scripted conversation.   The candidate is very forthcoming. **10/10**

Quality of Language Grid C1

The candidate is a competent speaker and is able to speak a lot of French without becoming inconsistent. However, once again, her performance is nevertheless marred by a number of errors, including *tous les choses, la majoritaire des Français, avant aller au match* and *des opinions très intéressant*. **4/5**

Pronunciation and Intonation Grid G

The candidate makes a good attempt to sound French, even if some sounds are not quite authentic. The mark awarded is close to the four/five borderline. **4/5**

Total 56/60