

# Teacher Support Booklet

Exemplar Responses with Commentaries

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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: “F703 French – Exemplar Speaking Responses 1 and 2”.

## **Candidate A** **3**

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Commentary

Text A : Le traitement des personnes âgées (June 2010)

Topic Conversation: La nouvelle technologie

## **Candidate B** **5**

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Commentary

Text B: L'enseignement au Rwanda sera désormais en anglais (June 2010)

Topic Conversation: L'exemple français ... la protection de l'environnement

## **Candidate C** **7**

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Commentary

Text E: L'hôpital public peut-il encore nous soigner? (June 2010)

Topic Conversation: Les Français et l'environnement

## Candidate A

### Text A: Le traitement des personnes âgées (June 2010)

This candidate is asked the seven sample questions provided in the Teacher/Examiner's Booklet, plus four supplementary questions where the Teacher/Examiner requests clarification or where she provides opportunities for the candidate to flesh out a previous answer.

### Commentary

The Teacher/Examiner's introductory question seeks to open up the text's subject matter. It meets with a perfunctory of reply: *le texte parle de le traitement des personnes âgées*.

Sample Q1: The grammar of the first part of the candidate's response to this question (*la journaliste s'est? faire passer pour une infirmière dans une maison de retraite*) conceals the extent to which he has really understood the journalist's role; however, his choice of *pour filmer les actes de maltraitement* confirms that he has in fact understood and therefore he gains full credit.

Sample Q2: The answer *le ministre est ... souhaite les voir disparaître complètement* might indicate comprehension, but remained an incomplete answer, with *les* (taken directly from the text) read out but not explained. When the Teacher/Examiner picked up on this and asked the candidate to explain the reference, he did so correctly, even if his French was minimal.

Sample Q3: Here, too, difficulties with language leave us in some doubt about the candidate's full comprehension of the French, although he is clearly reading the 'right' part of the text. His answer, containing no elaboration, explanation or paraphrase, shows little ability to infer meaning. The examiner attempts to guide the candidate towards greater overall communication by asking *À quoi ça correspond le numéro 3977?* His reply (*C'est un numéro qu'on téléphone si vous suspectez les actes des maltraitance*) certainly helps to establish that he understands this part of the government's response to the reported forms of abuse.

Sample Q4: The majority of the candidate's response to this question is incomprehensible and earns little credit, especially as the figure *250,000* is read as *25,000*. The concept of *augmenter des contrôles* does however make sense, but is wholly unexplained / unexemplified.

Sample Q5: The candidate's response to this question indicates a degree of comprehension in so far as it introduces two relevant facts: viz. more unannounced checks and an increase

in staffing. However, these latter questions are designed to invite candidates to develop ideas mentioned in the text, and here we see barely any development at all in *Je suis d'accord. Je pense qu'il y a devrait plus des contrôles surprise ... et devrait plus des infirmières professionnelles.*

Sample Q6: A simplistic but slightly more developed reply emerges in response to this question: *Je crois que les personnes âgées devraient rester avec leurs familles ... chez leur(s)?, parce que les personnes âgées n'aiment pas quitter leurs maisons ... et les personnes dans les maisons de retraite, quelque temps, voler leur argent...*

Sample Q7: It is difficult to understand the candidate's response : *Les personnes ne sont pas respectées, parce que ... ils les pensent que sont ennuyeux et ils combattent? Pas...??* The examiner follows up with a precise scenario: *Si votre grand'mère habitait l'une de ces maisons de retraite et si elle souffrait de telles violences, que feriez-vous?* Again, without resorting to reasoned guesswork, it is virtually impossible to extract meaningful communication from *Je feriez... téléphonerais la police et j'écris à la gouvernement et ... je feriez [j'impatez?] ça.*

#### **Summary of assessment:**

- Grid K**            The candidate shows limited ability to infer meaning. He provides scant detail and communication is impeded by linguistic difficulties: **4/10**
- Grid L**            The candidate demonstrates a limited ability to deal with questions asked and is hesitant in his responses:**4/10**
- Grid C1**           The candidate's speech is characterised by frequent errors: **2/5**
- Grid F1**           The candidate's performance reveals a restricted range of vocabulary and structures:**2/5**

Total mark for Discussion of Article: **12/30**



## Candidate B

### Text B: L'enseignement au Rwanda sera désormais en anglais (June 2010)

This candidate is asked the seven sample questions provided in the Teacher/Examiner's Booklet.

#### Commentary

Sample Q1: The candidate's response to this question covers all the relevant information, even though it contains a number of language errors e.g. ... *elle dit que elle veule? que Rwanda se joindre au Commonwealth*; for the most part, these errors do not distort the communication value of the reply.

Sample Q2: There is, however, some distortion in this answer when the candidate announces: ...*la France a tué beaucoup des gens*. The response to the follow up question: *Comment étaient les relations avant?* shows that we cannot be sure that the candidate has fully understood; his linguistic ability lets him down: ...*je pense que ... on parle français dans cette pays ... et je pense que les relations étaient très bien*. Does he intend: because Rwanda's population spoke French, relations were good?

Sample Q3: Here, too, difficulties with language leaves us in some doubt about the candidate's full comprehension of the text. Whilst his opening statement is fine, we are left to assume that his [*promovir*] is *promouvoir* and that *il veut changer la zone* carries the message that Rwanda seeks to create new economic opportunities by co-operating more closely with its English-speaking neighbours.

Sample Q4: With a little prompting, the candidate gives an appropriate response to this question. [*Promovir?*] would not be re-penalised.

Sample Q5: When asked to comment on the relative popularity of English, his reply (slip of the tongue: *français?* aside) was a little simplistic in scope: *beaucoup de personnes apprendre l'anglais à l'école ... et je pense que l'anglais est plus facile que français!*

Sample Q6: Here, errors abound, but do not obscure the meaning which is conveyed with a reasonable degree of success: *C'est très important d'apprendre une autre langue d'anglais, parce qu'on apprendre aussi la culture de cette pays ... et je pense que on dit toujours que l'anglais est le seule langue qui chacun peut parler ... je pense que ce n'est pas vrai dans tous les pays et c'est une bonne chose d'apprendre le français à l'école ... et c'est gratuite aussi!*

Sample Q7: The candidate's answer to this question contains no new thoughts and it fizzles out rather quickly.

Summary of assessment:

- Grid K            The candidate is able to supply the main ideas of the text, including points of view where relevant. However, he misses a few key points, especially the detail from Paragraphs 2, 3 and 4. He can be awarded a mark at the upper end of the middle band: 6/10
- Grid L            Responds readily and fluently, for the most part dealing comfortably with the sample questions asked. He is able to develop some of his answers and therefore justifies a mark of 7/10.
- Grid C1           Whilst some simple sentences are reasonably accurate, there is a clear patchiness of performance across this test, earning the candidate a mark of 3/5
- Grid F1           The candidate's performance relies rather a lot on repetition of simple structures: it is therefore worth 3/5

Total mark for Discussion of Article:      19/30

**Topic: L'exemple français [...] la protection de l'environnement**

The candidate's contributions tend to be rather superficial. When asked a question, he offers little of substance. His ideas are largely limited to generalities and his views lack depth and detail. His opening comments about choice of topic are relatively simplistic and therefore opinions and justifications tend to be reduced to *c'est bien* or *c'est une bonne chose*.

Summary of assessment:

- Grid M            Some ability to explain ideas and express opinions, but veering to the 'limited': 5/10
- Grid E2           Little hesitation; keeps the momentum going: 4/5
- Grid C1           Frequent errors of an elementary kind (endings, verb forms, adjectival agreements etc.) e.g. *est crée / la grand chose à France / l'énergie renouvelable ... ne produise pas... / beaucoup de personnes veut / plus de personnes sont meurent / demandent à eux de changer quelque chose /*

*des personnes veut / à l'avenir le pétrole était and dans le future il n'y a pas de pétrole / un grande problème etc.: 2/5*

Grid F1 Attempts to extend range of structures, but still lots of repetition (e.g. '*une bonne chose*'): 3/5

Grid G Pronunciation and intonation generally accurate despite occasional errors with more difficult sounds: 4/5

Total mark for Topic Conversation: 18/30

**Total mark for A2 Oral: 37/60**



## Candidate C

### Text E: *L' hôpital public peut-il encore nous soigner?*

This candidate is asked six of the sample questions provided in the Teacher/Examiner's Booklet, plus two additional ones. The Teacher/Examiner sticks closely to the sample questions, but probes whenever it is appropriate to do so.

### Commentary

The examiner's choice of opener (*De quoi s'agit-il dans ce texte?*) meets with a comprehensible if grammatically flawed *Le texte s'agit des hôpitaux publics qui sont mis au sondage; ils ne font pas ce qu'ils devraient pour aider les gens avec des [malades]* (=maladies)?

Sample Q1: The candidate's response to this question is sound. She provides three correct statements, summarising the content of Paragraph 1 of the text, including its essence: *les hôpitaux ont plus d'employés ... qu'avant, mais ... ne peuvent pas aider les gens qui ont besoin d'eux.*

Sample Q2: Here, we call upon the (native-speaker) listener to be sympathetic as the candidate's answer follows a less than grammatically coherent path: this is speech, after all, and speech is often imperfect. If we are generous, we can accept that communication is for the most part achieved with *Le directrice des Hôpitaux de Paris a dit qu'elle pense que la cause de ce problème c'est le projet installé et qui est bon pour le personnel mais qui crée? Des inquiétudes pour les patients qui est le 35 heures de travail par semaine donné? Pour les infirmiers et les gens qui travaillent dans les hôpitaux.*

The Teacher/Examiner is not wholly convinced, however, and quite rightly seeks clarification with *C'est bénéfique pour qui les 35 heures?* We think that the candidate has understood when she replies: *il est bénéfique pour les gens qui travaillent à l'hôpital mais il est inconvéniencé pour les gens qui ont (=sont)? dans l'hôpital.*

Sample Q3: Here, the candidate gives a full and accurate summary of the content of the paragraph in question; the few linguistic blemishes (*toutes les patients / les patients qui ne reçoit pas... / un suffisient nombre des infirmières*) do not interfere with comprehension in any way.

Sample Q4: The candidate gives an appropriate response to this question, with the only serious error being her use of *pire(s)*.

Sample Q5: When asked for her reaction to the ideas of the text, the candidate provides a full, comprehensible and appropriate response: *c'est assez choquant ... il y a beaucoup*

*d'infirmières, mais parce que le gestion n'est pas efficace les infirmières ne peut pas faire cet emploi ... alors c'est un problème pour les patients qui ne peuvent pas reçoit l'aide qu'ils ont besoin ... je ne pense pas que ce soit juste pour les patients ou les infirmières ... le gestion devrait être changé pour rendre le système plus efficace et meilleur pour patients ainsi que les infirmières...*

Sample Q7: A grammatically weak response damages the impact here: *...la priorité est de changer le système et je changerais le gestion de le temps pour les infirmières pour rendre leur temps le plus efficace pour ils d'aider toutes les gens qu'ils peuvent mais pour qu'ils ... de n'avoir pas le sentiment d'avoir trop de travail pour assez de temps.* Ideally, the candidate could have been asked to re-phrase *le gestion de le temps*, and most probably also *pour ils d'aider toutes les gens*.

#### Summary of assessment:

- Grid K            The candidate supplies the main points and is able to develop ideas and justify her opinions, though she misses some points that could / should have been brought out, e.g. in response to Q4 when she focuses only on the final sentence of the text: she makes no attempt to explain the *déficit chronique* or the *hospitalisations inappropriées* or the concept of *l'erreur médicale*. However, she shows comprehension and infers meaning perfectly well most of the time: 7/10
- Grid L            Responds readily and fluently, taking the initiative in developing the topics raised; she always elaborates her answers, dealing satisfactorily with unpredictable elements. Her performance is closer to the descriptors in the 9/10 box than it is to those in the 5/6 box; it is therefore awarded 8/10.
- Grid C1           Clearly, there is some inconsistency in application of grammatical rules, even though some units are accurate. As in the candidate's first utterance, the issue for the marker is as follows: to what extent should one focus upon *... les infirmières ne peut pas faire... / ...les patients qui ne peuvent pas reçoit l'aide qu'ils ont besoin...* and to what extent upon *je ne pense pas que ce soit juste... / je pense que le gestion devrait être changé pour rendre le système plus efficace...?* Usage in the latter 2 instances is better than 'simple' sentence structure and so, in awarding a mark, we probably fall somewhere between 3/5 and 4/5. Because some of the errors are glaring, and punctuate much of the performance, we are unable to award the higher mark for accuracy; however, the candidate gets the benefit of the doubt in Grid 1 (see below):3/5.

Grid F1            Positive attempt to introduce variety and to use a range of complex sentence structures, though not always able to maintain correct usage: 4/5

Total mark for Discussion of Article:        22/30

### **Topic: Les Français et l'environnement**

The candidate is very well prepared, she has plenty of ideas and her delivery is confident. She responds promptly and spontaneously to the examiner's excellent challenges: e.g. *Tu penses que c'est réaliste d'utiliser des voitures électriques? / Est-ce que les Français s'inquiètent de l'environnement? / Tu penses qu'ils sont efficaces? / Tu penses que c'est plutôt les Français – les individus – qui sont motivés ou c'est plutôt le gouvernement?* Not only are these challenges impressive in so far as they are invariably based on the last thing the candidate has said, but also each interruption invites the candidate to justify what she has just said and to express opinions. There is no doubt at all that the high quality of the examining helps to get the very best out of this candidate.

Summary of assessment:

Grid M            Well chosen relevant information justifying points of view. Lots of ideas based on facts presented: 9/10

Grid E2           Keeps the momentum going; mainly fluent; hesitates little: 4/5

Grid C1           Some inconsistency in level of accuracy, but errors are relatively infrequent. Overall, a sound grasp of A2 structures: 4/5

Grid F1           Effective range of vocabulary and structures: e.g. *...encourager le public à acheter/faire... / ...une organisation qui se mobilise pour lutter pour l'environnement... / grâce à des subventions / les panneaux photovoltaïques / je pense que le public a plus de volonté de faire des sacrifices que le gouvernement* (with supporting statistics: 40% v 30%). Even if usage is not always correct, there is a positive attempt to introduce variety: 4/5

Grid G            Pronunciation generally accurate despite occasional errors. The candidate tries hard to sound French and seeks, more often than not successfully, to intone à la française: 4/5

Total mark for Topic Conversation:            25/30

**Total mark for A2 Oral:                            47/60**