

GCE

French

Advanced Subsidiary GCE

Unit **F701**: Speaking

Mark Scheme for June 2013

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Subject-specific Marking Instructions

- If the recording exceeds 6 minutes for the role play and/or 10 minutes for the topic discussion, do not assess work after the time limits have been reached.

MARK SCHEME

Section A: Role Play

Task			Indicative Content	Marks	Guidance
A			1. Film and TV companies + are (always) looking		Accept key points from indicative content in any order.
			2. For extras of any age + for projects		
			3. Extras can be of any appearance + or personality		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C.1 in Appendix 1.
			4. can work + full-time		
			5. Part-time + or (just) a couple of days a month/time to time		
			6. Agency will/can help(s) you + to find opportunities/jobs		
			7. Give advice + how to present yourself		
			8. Your profile and photos + will be seen by (top) directors		Allow 'directeur'; do not allow 'photographe(s)'
			9. Be professional + listen to instructions		
			10. It is important + not to waste time		
			11. Don't ask for autographs / bring a friend or pet / look at the camera (2 of 3)		Do not allow 'appareil-photo'
			12. Average pay + is £80 per day		Allow 'euros'
			13. May be called + at the last minute		
			14. Make arrangement + for travel <u>quickly</u>		Do not allow 'préparer' or 'arrangement'
			15. (Website) gives details + of jobs near you		

Task			Indicative Content	Marks	Guidance
B			1. Family lived there + for 41 years		Accept key points from indicative content in any order.
			2. Rare to find + two (great) writers in a family		
			3. All three sisters + wrote novels/books		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
			4. Museum gives a <u>fascinating</u> (look) + at the life of the girls		
			5. They were forced to work as governesses + before writing		
			6. In 19 th century (Haworth) was an industrial town + (life) was hard		
			7. Average at death + was age 25		
			8. (Nearly) half of children + did not reach 6		
			9. No guided tours + but leaflet in several languages		Do not allow 'langage'
			10. Provides information + on (each of) the rooms		
			11. Museum provides educational activities + for all ages		
			12. Adapted + to suit your group		
			13. Shop sells + books and souvenirs		
			14. (All) income helps + maintain museum / collections		Allow 'maintenir'
			15. Website gives details of ticket prices + and opening times		

Task			Indicative Content	Marks	Guidance
C			1. Garmin has been developing GPS/SatNav technology + for 20 years		Allow 'pour'
			2. Makes products for ships / planes + and sports (sector)		
			3. Superior products + at affordable prices		Accept key points from indicative content in any order. Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
			4. Allows you to (enjoy) driving/drive + without worrying about		
			5. Reading maps + and getting lost		
			6. Enter destination + to get clear/good directions		
			7. In language + of your choice		Do not allow 'langage'
			8. Has large screen / easy to read + and maps of (all) European countries		
			9. Warns you + of traffic problems		
			10. And temporary + and permanent speed cameras		
			11. Can find hotel + near destination or en route		
			12. Connect mobile phone to SatNav/GPS + for hands free calls		
			13. Choice of + male and female voices		
			14. Celebrity voices + can be downloaded		
			15. (Sold) online + or from major retailers		Allow 'magasins'

[illegible]

Task			Indicative Content	Marks	Guidance
E			1. DSi is (much) <u>more</u> than a games console + (that you hold) in your hand 2. Sophisticated technology + allows you to 3. Share photos + play music. Allow ‘listen’ 4. Record + using the microphone 5. Can surf web + and download games (directly) 6. XL version available in 5 colours + offers all the above features 7. Plus screen + twice as big 8. TG offers unique and easy + way to play 9. Range (quantity/variety) of games + for every generation 10. Don’t have to be + young to play 11. Learn to create + artwork 12. You will be proud + to show your friends 13. Your tutor / Vincent will help you + with examples and techniques 14. Console and two games + £125 15. Website has latest news + and details of club Nintendo		<p>Accept key points from indicative content in any order.</p> <p>Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.</p> <p>Allow ‘euros’</p>

Task			Indicative Content	Marks	Guidance
F			1. RM provides a service + to every address in the UK		Accept key points from indicative content in any order.
			2. Will be busy + over the Christmas period		Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C1 in Appendix 1.
			3. Will handle + 130 million items per day		
			4. Double the normal amount + so will need help		Allow 'gens'
			5. Jobs for 15,000 + additional staff		
			6. Opportunities across the UK + flexible working hours		Allow 'livrer' and 'délivrer' but not 'délivérer'; allow 'véhicule' and 'camion' but not 'voiture'
			7. (Roles include) delivering mail + driving a van		
			8. Working indoors + sorting mail		
			9. (Need) people who can work independently + and as part of a team		
			10. Can get up + early		
			11. Carry + (up to) 16kg		
			12. RM does not accept + paper applications		Do not allow 'application'
			13. Apply online + when application has been received		
			14. Choose a location and date + to talk to a manager		Allow 'manager'
			15. See website for further details + of (all) jobs		

Section B: Topic Discussion

Task			Answer	Marks	Guidance
				30	<p>Using Grids D, E.1, C.1 and G in Appendix 1, mark for Ideas, Opinions and Relevance; Fluency, Spontaneity, Responsiveness; Quality of Language (Accuracy); and Pronunciation and Intonation.</p> <p>Grid D guidance</p> <ul style="list-style-type: none"> • All topics must relate to AS topic/sub-topic areas, otherwise max 4 • Max 4 if insufficient reference to TL country. <p>Grid E.1 guidance</p> <ul style="list-style-type: none"> • Max 4 for pre-learnt non-spontaneous material. <p>Grid C.1 guidance</p> <ul style="list-style-type: none"> • Even if there is pre-learnt material, award marks at face value.

APPENDIX 1

Examiners allocate marks to candidates' work on a best-fit basis using the following marking grids.

UNIT 1 SPEAKING – ROLE-PLAY

GRID A	USE OF STIMULUS 15 marks AO2	GRID B	RESPONSE TO EXAMINER 10 marks AO1
13–15	Full use of the stimulus material. Successfully conveys all or nearly all of the points.	9–10	Responds fluently and fully to the examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance.
10–12	Good use of the stimulus material. Successfully conveys about three quarters of the points.	7–8	Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers.
6–9	Reasonable attempt to use the stimulus material. Successfully conveys about half of the points.	5–6	Responds satisfactorily to the examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent.
3–5	Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Shows little initiative or imagination.
0–2	Little or no attempt to use the stimulus material. No relevant information or supplies one or two of the points.	0–2	Has some difficulty in understanding and is hesitant in responding to many of the examiner's questions and comments. Shows very little initiative or imagination.

UNIT 1 SPEAKING – ROLE-PLAY (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

UNIT 1 SPEAKING – TOPIC DISCUSSION

GRID D	IDEAS, OPINIONS AND RELEVANCE 10 marks AO1	GRID E.1	FLUENCY, SPONTANEITY, RESPONSIVENESS 10 marks AO1
9–10	Well-chosen relevant information to develop a range of ideas and to justify points of view.	9–10	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.
7–8	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	7–8	Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going.
5–6	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	5–6	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
3–4	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	3–4	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
0–2	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	0–2	Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material.

UNIT 1 SPEAKING – TOPIC DISCUSSION (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.
4	Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
3	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.	3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
2	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
0–1	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.

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