

GCE

French

Unit **F701**: Speaking

Advanced Subsidiary GCE

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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Annotations

Annotation	Meaning
1 or tick	Both parts of role play key point are successfully conveyed
1/2	One part of role play key point is successfully conveyed
0 or cross	Role play key point is unsuccessfully attempted
-	Role play key point is not attempted

Subject-specific Marking Instructions

The annotations for the 15 key points should be made on the Working Mark Sheet.

It is not necessary to convey the exact wording: it is the idea that should be credited.

Original markers should mark in black or blue pen.

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:

Question		Answer	Mark	Guidance
	A	<ol style="list-style-type: none"> 1. Improve your technique + with dynamic teachers 2. Work every day + with professional dancers 3. At the end of the week + dance show 4. Parents and friends + can see what you have learnt 5. Morning choice of classes + ballet, contemporary 6. Afternoon group work + to prepare for the show 7. Evening relax with others + variety of fun activities 8. <u>Must be</u> 13-18 + <u>will be</u> grouped by ability 9. Member of dance school + not for beginners 10. Runs in Leicester + from 15-22 August 11. Costs £525 + includes <u>all</u> meals 12. Accommodation in shared rooms + with en-suite 13. Tuition + colourful costumes 14. 10% discount + for returning participants 15. (Website gives) more details + photos from last year 		<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 + C.1 in Appendix 1.</p> <p>'Suitable' INV Idea of start and finish needed</p> <p>Retourner INV</p>

Question	Answer	Mark	Guidance
	<p>B</p> <ol style="list-style-type: none"> 1. Newest technology shop + in the region 2. Sells a range of phones + tablets and game consoles 3. Highly trained staff are + enthusiastic and knowledgeable 4. Help you choose product + which meets your needs 5. They never forget + the customer is king 6. (If you want) a simple phone + to make calls and send texts 7. (Or) a phone with internet and camera + just what you need 8. Can be connected + to any network 9. Contracts last 12 months + to 2 years 10. Start at £15 + including 60 free minutes 11. European insurance + £3 per month 12. Gives protection for loss + damage and theft 13. Must be taken out + at time of purchase 14. (Website) gives details + the complete range 15. Competitions + special offers 		<p>Tolerate shop in the region + with newest technology</p> <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 + C.1 in Appendix 1.</p> <p>Allow camera Allow 'anything you want' Allow 'all networks'</p> <p>Accept 3 euros</p>

Question		Answer	Mark	Guidance
	C	<ol style="list-style-type: none"> 1. Describes family life + over last 300 years 2. Uses fascinating photos + letters and recordings 3. Family has remained important + despite immense social changes 4. Many families worked together + in the fields 5. Children were seen + as mini-adults 6. Industrial Revolution + families left countryside 7. Children worked in factories + bad conditions 8. Families had to adapt + to changing role of women 9. New problems caused + by increasing divorce 10. Easily accessible + from A303 11. Parking spaces for + 150 cars 12. Nearest station + 10 minutes' walk away 13. Open every day + between 10 and 4 14. Cost £7 for adults + £3.50 for children 15. Reduction for families + admissions after 2pm 		<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 + C.1 in Appendix 1.</p> <p>Past tense required</p> <p>Reject: voir. Need: considerer</p>

Question	Answer	Mark	Guidance
	<p>D</p> <ol style="list-style-type: none"> 1. Small family-run hotel + in Norfolk countryside 2. 23 rooms + give individual attention to guests 3. To business people + during the week 4. Couples of all ages + at weekends 5. (Looking for) trainee to learn about + all aspects of working in a hotel 6. 9-month programme + adapted to candidate 7. Answering telephone + greeting guests/working in reception 8. Cleaning the rooms + waiting at table 9. Ideally have experience + in restaurant or shop 10. Must speak English + and another language 11. Driving licence + useful but not essential 12. Interviews <u>will be</u> in July + start in September 13. Travel expenses paid + <u>within</u> 28 days 14. (Website) gives details of + how to apply 15. Pay rates + a virtual tour (of hotel) 		<p>Reject: paysage Reject: invités 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 + C.1 in Appendix 1. Allow 'trainee' instead of 'successful candidate' Do not penalise incorrect word for guests again</p> <p>Reject: dans 28 jours</p>

Question		Answer	Mark	Guidance
	E	<ol style="list-style-type: none"> 1. Travel agency + specialises in holidays in England 2. Participants undertake + an ecological project 3. Established in 1998 + by a young couple 4. Have fun + do something useful 5. Projects last between + 1 and 4 weeks 6. Cleaning a beach + before the holiday (season) 7. Creating a garden + for patients at a hospital 8. Repairing a play area + for an inner-city school 9. Participants work + from 10 to 4 10. Evening is free + activities are organised 11. Sports competitions + parties for all the family 12. Accommodation in local hotels + spacious caravans 13. Can choose full board + or self catering 14. Participants should arrive by public transport + bicycles provided for duration of holiday 15. Website has details of programmes + currently available 		<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 + C.1 in Appendix 1.</p> <p>Reject: faire un jardin Accept: banlieue</p> <p>Allow explanation of full board Allow 'must'</p>

Question	Answer	Mark	Guidance
	F 1. Spectacular event + held last weekend of July 2. Unique opportunity + for young British designers 3. To show and sell + their original creations 4. Friday evening + fashion parade 5. Latest ideas + for men and women 6. Most popular clothes + on sale at Town Hall 7. Variety of activities + for 5-12 year olds 8. Paint a t-shirt or hat + make and eat ice cream 9. Creche for under fives + with qualified staff 10. Weekend ticket + £10 adults and £6 children 11. Reduced rates for seniors + and unemployed 12. Leave the car + at home 13. <u>Parts of</u> the town centre + <u>will be</u> closed 14. (Website) gives profiles + of the participants 15. Download programme + buy tickets		Accept key points from indicative content in any order. Allow: dessinateur <u>de mode</u> Reject: parade Mark for Use of Stimulus, Response to Examiner and Quality of Language, using Grids A, B + C.1 in Appendix 1.

APPENDIX 1

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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