

**GCE**

**French**

Unit **F703**: Speaking

Advanced 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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## Section A: Discussion of article

Task		Indicative Content	Marks	Guidance
A			30	Mark for Understanding of and Response to Text, Understanding of and Response to Examiner, Quality of Language (Accuracy), and Quality of Language (Range), using Grids K, L, C.1, F.1 in Appendix 1.

Section B: Topic Conversation

Task	Answer	Marks	Guidance
B		30	<p>Using Grids M, E.2, G, C.1 and F.1 in Appendix 1, mark for Development of Ideas, Fluency, Spontaneity, Responsiveness; Pronunciation and Intonation and Quality of Language (Accuracy &amp; Range).</p> <p><b>Grid M guidance</b></p> <ul style="list-style-type: none"> <li>• All topics must relate to A2 topic / sub-topic areas, otherwise max 4.</li> <li>• Max 4 if insufficient reference to TL country</li> </ul> <p><b>Grid E.2 guidance</b></p> <ul style="list-style-type: none"> <li>• Max 2 for pre-learnt non-spontaneous material</li> </ul> <p><b>Grid C.1 and F.1 guidance</b></p> <ul style="list-style-type: none"> <li>• Even if there is pre-learnt material, award marks at face value.</li> </ul>

## APPENDIX 1

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

## UNIT 3 SPEAKING – DISCUSSION OF ARTICLE

<b>GRID K</b>	<b>UNDERSTANDING OF AND RESPONSE TO TEXT 10 marks AO2</b>	<b>GRID L</b>	<b>UNDERSTANDING OF AND RESPONSE TO EXAMINER 10 marks AO1</b>
<b>9–10</b>	Excellent understanding of the text. Fully able to develop ideas and to express and justify points of view.	<b>9–10</b>	No problems of comprehension. Very prompt and fluent response to questions. Readily takes the initiative in developing the topics raised. Confidently deals with unpredictable elements.
<b>7–8</b>	Supplies the main points and details from the text, including points of view where relevant. Able to infer meaning. Able to develop ideas and justify points of view effectively.	<b>7–8</b>	Few problems of comprehension. Responds readily and fluently and takes the initiative in developing the topics raised. Able to deal with unpredictable elements.
<b>5–6</b>	Supplies most of the main points and some details from the text. Shows a reasonable level of understanding of the text, including points of view where relevant. Some ability to infer meaning.	<b>5–6</b>	Understands questions on basic concepts but has some difficulty understanding questions about more complicated ideas. Some delay in response but may take the initiative at times. Needs encouragement to develop the topics raised. Some ability to deal with unpredictable elements.
<b>3–4</b>	Supplies some of the main points and details but shows limited ability to infer meaning. May experience difficulties with more complex language.	<b>3–4</b>	Shows some understanding of examiner's questions but may experience difficulties with more complex language. Generally hesitant. Limited response to the majority of topics raised. Limited ability to deal with unpredictable elements.
<b>0–2</b>	Supplies no relevant information or only one or two of the points from the text. Minimal understanding shown of text.	<b>0–2</b>	Severe problems of comprehension. Very marked hesitation. Limited response. Not able to deal with unpredictable elements.

## UNIT 3 SPEAKING – DISCUSSION OF ARTICLE (Continued)

GRID C.1	QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3	GRID F.1	QUALITY OF LANGUAGE (RANGE) 5 marks AO3
5	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	5	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.
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	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
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	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
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.	2	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
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	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures

## UNIT 3 SPEAKING – TOPIC CONVERSATION

<b>GRID M</b>	<b>DEVELOPMENT OF IDEAS 10 marks AO1</b>	<b>GRID E.2</b>	<b>FLUENCY, SPONTANEITY, RESPONSIVENESS 5 marks AO1</b>
<b>9–10</b>	Well-chosen relevant information to develop a range of ideas and to justify points of view.	<b>5</b>	Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout.
<b>7–8</b>	Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information.	<b>4</b>	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.
<b>5–6</b>	Shows some ability to develop and explain ideas and to express opinions. Able to convey information. Not always relevant.	<b>3</b>	Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times.
<b>3–4</b>	Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive.	<b>2</b>	May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material.
<b>0–2</b>	Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial.	<b>0–1</b>	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 3 SPEAKING – TOPIC CONVERSATION (Continued)**

<b>GRID C.1</b>	<b>QUALITY OF LANGUAGE (ACCURACY) 5 marks AO3</b>	<b>GRID F.1</b>	<b>QUALITY OF LANGUAGE (RANGE) 5 marks AO3</b>
<b>5</b>	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.	<b>5</b>	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.
<b>4</b>	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.	<b>4</b>	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
<b>3</b>	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.	<b>3</b>	Attempts to extend the range of vocabulary, though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
<b>2</b>	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.	<b>2</b>	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
<b>0–1</b>	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	<b>0–1</b>	Only simple sentence patterns. Very limited vocabulary. Very limited range of structures

## UNIT 3 SPEAKING – TOPIC CONVERSATION (Continued)

GRID G	PRONUNCIATION AND INTONATION 5 marks AO1
5	Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation.
4	Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds.
3	Pronunciation and intonation acceptable, in spite of a number of errors that rarely impede communication. Some problems with some more difficult sounds.
2	Pronunciation and intonation may be influenced by candidate's first language, and problems with more difficult sounds sometimes impede communication.
0–1	Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language.

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