



# Languages

**A Level**

**French**

Exemplar Speaking  
Responses with  
Commentaries  
(Unit F703)

November 2014

# CONTENTS

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- Follow the path:  
*Resources & Materials > exam resources > past papers and mark schemes*
- Select *AS/A Level GCE* and then select *French*.
- Click on the folders for *F703 French Exemplar Speaking Responses post-September 2014*.

<b>CANDIDATE 1</b>	<b>PAGE 4</b>
TEXT A: <i>DISCRIMINATION RACIALE</i>	PAGE 4
TOPIC: <i>JUSQU'À QUEL POINT EST-CE QUE LA FRANCE SOUTIENT-ELLE L'ÉNERGIE ÉOLIENNE ?</i>	PAGE 5
<b>CANDIDATE 2</b>	<b>PAGE 6</b>
TEXT C: <i>DES SOURCES D'ÉNERGIE POUR L'AVENIR ?</i>	PAGE 6
TOPIC: <i>L'INTÉGRATION ET L'EXCLUSION EN FRANCE</i>	PAGE 7
<b>CANDIDATE 3</b>	<b>PAGE 8</b>
TEXT F: <i>RELATIONS FRANCO-ALLEMANDES DEPUIS LA FIN DE LA DEUXIÈME GUERRE MONDIALE (1945)</i>	PAGE 8
TOPIC: <i>LA SURPOPULATION CARCÉRALE EN FRANCE</i>	PAGE 9
<b>CANDIDATE 4</b>	<b>PAGE 10</b>
TEXT D: <i>QUE NOUS RÉSERVE LA MÉDECINE DE DEMAIN ?</i>	PAGE 10
TOPIC: <i>LA FRANCE RACISTE ?</i>	PAGE 11
<b>CANDIDATE 5</b>	<b>PAGE 12</b>
TEXT B: <i>LE PLAISIR DE LIRE BAISSÉ CHEZ LES JEUNES DE 16 ANS</i>	PAGE 12
TOPIC: <i>L'INÉGALITÉ DES SEXES EN FRANCE</i>	PAGE 13

**CANDIDATE 6**TEXT E: *CHÔMAGE... LES CONSÉQUENCES POUR LE COUPLE*TOPIC: *LES ÉNERGIES RENOUVELABLES EN FRANCE***PAGE 14**

PAGE 14

PAGE 15



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# CANDIDATE 1

## Text A: *Discrimination raciale*

In Q1 the candidate provides an overview of the applicant's search for employment; he sums up her current situation in his own words. When asked to clarify the detail, he replies precisely and promptly.

The candidate isn't as clear as he might have been in Q2 and seems to go a little astray linguistically in the middle of his response, but is able to demonstrate full comprehension when challenged.

The candidate is able to give in Q3 a full account of the features of the employment circumstances referred to in the third paragraph. His answer moves - as does the text - from the particular to the general; he finishes by expressing a personal opinion on the phenomenon described. The candidate supplied another appropriate opinion in Q7

Once again the candidate finds in Q4 his own terminology to provide a precise answer to the question posed. He is also able to respond appropriately to the two examiner challenges.

An excellent answer to the *Que pensez-vous de...?* question 5. The candidate expresses both surprise and disappointment in response to the ideas contained in the text, offering a judgement upon the apparent prevalence of racial prejudice in job applications: ...*d'abord, il faut éduquer les enfants d'un âge très bas qu'il n'existe aucune disparité raciale à l'embauche dans notre société en général* ... and ... *cela permettra aux générations suivantes d'être des adultes plus informés*.

In Q6, in spite of linguistic wobbles, his meaning is clear as he endeavours to elaborate his answer to an unexpected question.

### Grid K. *Understanding of and response to text*

The candidate is fully able to develop ideas and justify points of view.

Mark 9/10

### Grid L. *Understanding of and response to examiner*

The candidate responds promptly and fluently. He is also able to deal with unpredictable elements.

Mark 8/10

### Grid C1. *Quality of language (accuracy)*

The candidate shows a sound grasp of A2 structures, even though some errors appear in more complex areas such as ...*elle avait beaucoup de mal en trouvant*... (perhaps surprising as he also used correctly elsewhere *j'ai du mal à expliquer*).

Mark 4/5

### Grid F1. *Quality of language (range)*

Although he is not always able to maintain correct usage, the candidate's performance suggests a positive attempt to introduce variety and to use a range of complex sentence structures: *le paragraphe souligne le fait que / précise que / nous explique que...* / *en trouvant des exemples des actes racistes et en obtenant des condamnations...* / *faire l'appel aux autorités...* / *j'espère qu'il n'existera plus d'ici dix ans, vingt ans*.

Mark 4/5

## Total for Article 25/30

# CANDIDATE 1

**Topic:** *Jusqu'à quel point est-ce que la France soutient-elle l'énergie éolienne*

**Grid M. Development of ideas**

A wealth of well chosen, relevant information supports a range of ideas and opinions.

Mark 9/10

**Grid E2. Fluency, spontaneity, responsiveness**

The candidate responds readily and shows an ability to take the initiative. He has prepared his material thoroughly but is perfectly capable of manipulating it flexibly and responds promptly to the numerous challenges. Indeed, he seems unfazed by any interruption!

Mark 5/5

**Grid C1. Quality of language (accuracy)**

The candidate's language demonstrates a high level of accuracy, even though a few errors do occur.

Marks 5/5

**Grid F1. Quality of language (range)**

Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures.

Mark 5/5

**Grid G. Pronunciation and intonation**

Pronunciation is generally accurate, even if intonation is from time to time a little stilted.

Marks 4/5

**Total for Topic 28/30**

**Total 53/60**

## CANDIDATE 2

### Text C: *Des sources d'énergie pour l'avenir ?*

Despite the fact that the examiner has to press the candidate for detail in Q1, she is able to show that she has fully understood the focus of the first paragraph of the text.

In Q2, the candidate outlines the value of the new German technology and is once again able to respond without undue hesitation to the examiner's prompt for clarification.

IN Q3, the examiner wants to be absolutely sure that the candidate has fully understood the fourth paragraph, but when cross-examined she shows herself to be up to the task, both linguistically and in terms of comprehension.

In Q4, although the examiner refrains from demanding the meaning of *épluchures*, the candidate otherwise wholly expresses the sense of the energy experiment in question.

Excellent answers in Q5, 6 and 7, especially in so far as the candidate justifies her view with strong supporting arguments and provides clear and accurate responses.

#### Grid K. *Understanding of and response to text*

The candidate supplies the main points and details from the text. She develops her ideas effectively and is able to infer meaning.

Mark 8/10

#### Grid L. *Understanding of and response to examiner*

Taking time to think, the candidate responds readily. She is also able to deal with unpredictable elements.

Mark 7/10

#### Grid C1. *Quality of language (accuracy)*

The candidate demonstrates a sound grasp of A2 structures. Tenses and agreements are mainly good: eg *les panneaux solaires pourraient être vendus...* and *j'essaie d'éteindre les lumières ... pour économiser*.

Mark 4/5

#### Grid F1. *Quality of language (range)*

The candidate uses an effective range of vocabulary and structures: eg *à cause de l'efficacité de cette méthode* and *il est généralement admis maintenant qu'on est en train d'épuiser [certains] ressources*.

Mark 5/5

**Total for Article 23/30**

## CANDIDATE 2

### Topic: *L'intégration et l'exclusion en France*

#### Grid M. Development of ideas

The candidate shows an ability to develop ideas and express opinions; she also offers relevant information in support.

Mark 8/10

#### Grid E2. Fluency, spontaneity, responsiveness

The candidate responds readily and keeps the momentum going by taking the initiative from time to time. There was relatively little hesitation.

Mark 4/5

#### Grid C1. Quality of language (accuracy)

The candidate's language is generally accurate, though a few errors appear in the more complex areas: eg *jusqu'à la crise est finie*.

Mark 4/5

#### Grid F1. Quality of language (range)

Effective use of a range of vocabulary and structures, appropriate to the task: eg... *favorable à l'immigration / un véritable casse-tête / au fil des années / c'est vrai qu'à cause de la crise économique il n'y a pas suffisamment d'emplois et pour les immigrés et pour les Français de souche / bien que je sois favorable à plus de parité... je dirais qu'avec les quotas les femmes pourraient se sentir qu'[elles] ont été embauchées seulement parce qu'elles sont des femmes – pas pour leurs compétences / etc.*

Mark 4/5

#### Grid G. Pronunciation and intonation

Pronunciation and intonation – both accurate.

Mark 4/5

**Total for Topic 24/30**

**Total 47/60**

# CANDIDATE 3

## Text F: *Relations franco-allemandes depuis la fin de la deuxième guerre mondiale (1945)*

The candidate provides in Q1 an overview of the treaty's purpose as described in the first two paragraphs. He could have amplified his answer, taking in a little more of the detail.

In Q2, the candidate explains fully De Gaulle's suspected motivation for working towards a Franco-German accord: distancing France from further American influence whilst attempting also to keep the United Kingdom at arm's length in terms of the 'leadership' of a widening European Community.

Although he gets a bit lost linguistically in the middle of his answer to Q3, it is clear that he has grasped the essential meaning of the fourth paragraph.

In Q4, the candidate deals with the ideas of the final paragraph satisfactorily, though he doesn't make it clear (with his ... *après une moitié d'un siècle rien n'a changé*) that he understands fully the focus of the *50 ans plus tard* referred to in the text.

In questions 5 and 7, the candidate provides excellent answers, especially in so far as the candidate justifies his views with several supporting arguments and relevant examples.

In Q6 the candidate justifies his opinion well, but fails to make a clear contrast between advantages and what he perceives as disadvantages.

### Grid K. *Understanding of and response to text*

The candidate supplies the main points and details from the text. He develops his ideas effectively and is able to infer meaning.

Mark 8/10

### Grid L. *Understanding of and response to examiner*

The candidate responds readily and takes the initiative. He is also able to deal with unpredictable elements.

Mark 8/10

### Grid C1. *Quality of language (accuracy)*

The candidate demonstrates a fair understanding of grammatical usage. However, a number of his structures are not fully articulated. Accuracy ranges from *pour assurer que tout le monde travaille* to *cette proposition était fait pour France*.

Mark 3/5

### Grid F1. *Quality of language (range)*

The candidate's performance suggests a positive attempt to introduce variety and to use a range of complex sentence structures, though he is not always able to maintain correct usage.

Mark 4/5

**Total for Article 23/30**



# CANDIDATE 3

**Topic: *La surpopulation carcérale en France*****Grid M. Development of ideas**

The candidate shows the ability to develop ideas and express opinions; however, his conversation is rather heavily weighted towards facts and statistics.

Mark 7/10

**Grid E2. Fluency, spontaneity, responsiveness**

The candidate responds readily and keeps the momentum going throughout.

Mark 4/5

**Grid C1. Quality of language (accuracy)**

The candidate's language is generally accurate, though a few errors appear in the more complex areas.

Mark 4/5

**Grid F1. Quality of language (range)**

Effective use of a range of vocabulary and structures, appropriate to the task : eg *ils font l'objet des mesures de sécurité / c'est les enfants auxquels on doit penser / une exécution ratée ... échouée / etc.*

Mark 4/5

**Grid G. Pronunciation and intonation**

Pronunciation and intonation - both acceptable.

Mark 3/5

**Total for Topic 22/30**

**Total 45/60**

## CANDIDATE 4

### Text D: *Que nous réserve la médecine de demain ?*

In questions 1 and 2, the candidate provides the minimum amount of information to demonstrate that he has understood the content of the first two paragraphs of the text. His reply contains grammatical errors, but these do not impede communication.

Questions 3 and 4; with *La télé-médecine... peut diriger sur un patient loin de cette patient... avec les interventions robotiques*, he requires assistance to clarify his meaning; he then struggles linguistically to express an opinion on the new technology.

Communication emerges weakly from the candidate's answer to Q5: *Les spécialistes pour certains opérations peut aider un personne qui habite loin de eux-mêmes*.

Q6 the candidate deals with the ideas of the final paragraph satisfactorily, identifying both of the *freins* referred to in the question.

In questions 7, 9 and 10 the candidate provides brief but correct opinions and in Q8 is able to justify his opinion.

#### Grid K. *Understanding of and response to text*

Most of the main points are supplied, as well as some detail from the text. However, although he does express a few opinions towards the end, it couldn't be said that he elaborates his views. For that reason, it is not justifiable to look higher than the 5-6 band.

Mark 6/10

#### Grid L. *Understanding of and response to examiner*

The candidate understands the questions put to him, but needs some encouragement to develop an argument in the topics raised. He is not particularly fluent, and his ideas are sometimes circular and simplistic.

Mark 6/10

#### Grid C1. *Quality of language (accuracy)*

The candidate is generally accurate in his use of simple structures, but overall his grammatical accuracy does lack consistency.

Mark 3/5

#### Grid F1. *Quality of language (range)*

Although the candidate attempts more complex language, he is sometimes repetitive in his use of syntax and structures.

Mark 3/5

**Total for Article 18/30**

# CANDIDATE 4

## Topic: *La France raciste ?*

### Grid M. Development of ideas

The candidate shows that he is able to develop ideas and express opinions, backed up by relevant factual detail.

Mark 7/10

### Grid E2. Fluency, spontaneity, responsiveness

The candidate responds reasonably promptly to the examiner. He is spontaneous and fluent at times.

Mark 3/5

### Grid C1. Quality of language (accuracy)

There is some inconsistency in grammatical usage: accurate units of language such as: *je ne pense pas que les Français soient racistes* but: *les gens a peur de perdre les emplois / les immigrés veulent faire ça / les Français souche ne font pas... / le peur est un grand part de racisme / l'économie français / un bon chose* (repeatedly) etc.

Mark 3/5

### Grid F1. Quality of language (range)

He attempts a range of syntax and sentence structures appropriate to the task and this is partly successful : eg *ils estiment que les immigrés s'intègrent mal / François 1er a fait venir les artistes italiens pour bâtir des châteaux / ... associés avec les métiers plus pénibles...* etc.

Mark 3/5

### Grid G. Pronunciation and intonation

Pronunciation and intonation are largely acceptable, in spite of a number of errors. There are some pronunciation difficulties with certain vowels sounds such as: *culture / devenu / favorisent / perdre / Maghrebins* etc. There is also difficulty with the pronunciation of "ation" as in *génération / intégration / organisation* etc. and with "Le pays" as [*le paille*].

Mark 3/5

**Total for Topic 19/30**

**Total 41/60**

# CANDIDATE 5

## Text B: *Le plaisir de lire baisse chez les jeunes de 16 ans*

The candidate's reply to Q1 is comprehensible, although it does contain significant inaccuracies in the grammar.

There are difficulties in comprehension of the response to Q2, although some parts match linguistic features from the text.

In Q3 there is confusion between *livrent* as *lisent*; which may cause confusion for a native speaker, to distinguish it from *livrer*. The remainder of the response cannot be credited.

The response to Q4 lacks clear comprehension of the text. Some comprehension is achieved in *l'afflux d'accès au Internet pour les jeux* and *la lecture en forme physique est devenant un passe-temps de la passé* - a challenge from the examiner might have brought out the candidate's meaning more fully.

The candidate gave an acceptable answer to Q5 although with some inaccuracies.

Parts of the response to Q6 communicate comprehension of the text, although the inaccuracies in use of language do create barriers to comprehension: *l'achetant des kindles sont en croissant!*

In Q7 the candidate's reply is quite reasonable, with the candidate bringing *une campagne médiatique* and *consacrer des fonds* into her answer.

In Q8 there are some positive expressions too, even though it is poor linguistically.

### Grid K. *Understanding of and response to text*

Only some of the main points are communicated, therefore the 3-4 band is the most appropriate.

Mark 4/10

### Grid L. *Understanding of and response to examiner*

In spite of linguistic inadequacies, the candidate appears to understand the questions put to her and replies promptly.

Mark 6/10

### Grid C1. *Quality of language (accuracy)*

"Frequent errors of an elementary kind" is the best descriptor of the accuracy of her language.

Mark 2/5

### Grid F1. *Quality of language (range)*

There is some attempt to use more complex structures, but this is rarely successful.

Mark 3/5

**Total for Article 14/30**

# CANDIDATE 5

## Topic: *L'inégalité des sexes en France*

### Grid M. Development of ideas

The candidate shows some ability to develop ideas and express opinions; however, there is little evidence of justification. She does convey relevant information.

Mark 6/10

### Grid E2. Fluency, spontaneity, responsiveness

The candidate responds reasonably promptly to the examiner. She is 'spontaneous' within the limits of what she has pre-learned, but does not lean exclusively upon it.

Mark 3/5

### Grid C1. Quality of language (accuracy)

Her grammatical usage is inconsistent. The units that have been learned are acceptable, but where her speech requires on the spot manipulation, it is often poor: eg *on doit considère / une loi a été introduire / à la Suède* etc.

Mark 3/5

### Grid F1. Quality of language (range)

The candidate does attempt more complex language - with some success, especially in the sections she has learned: eg *la dépenalisation / la classe ouvrière / autorisés en vertu de la constitution française / la parité / mettant l'accent sur le secteur tertiaire / briser le plafond de verre / les pays en voie de développement* etc. These must be credited. A number of her utterances reveal a range of syntax and sentence structures appropriate to the task.

Mark 3/5

### Grid G. Pronunciation and intonation

Pronunciation and intonation are largely influenced by the candidate's own language: eg *persistent [-ashion] sounds for manifestation, accusation, organisation, situation* etc. Similarly, a range of errors occur both in vowel [*soulement / un petit pou*] and consonant [*un droite humain*] sounds.

Mark 2/5

**Total for Topic 17/30**

**Total 36/60**

# CANDIDATE 6

## Text E: *Chômage... les conséquences pour le couple*

There is some hesitancy in the candidate's response to Q1 resulting in a lack of clarity eg the expression ... *ça peut ... détruire ... les relations avec l'autre part du couple*.

In Q2 again the hesitancy of the candidate causes issues for comprehension although a sympathetic native speaker would understand the essence of the candidate's reply to this question.

After rephrasing, the candidate comprehends the focus of the third question and is able to target the correct section of text in his reply; however, linguistically, *c'est tout dépendant sur les personnes parce que ils ont besoin de leur secteur propre* does not communicate the response adequately.

In Q4 the candidate appears to show that he has understood the relevant part of the text and answers appropriately, although the language lacks grammatical accuracy.

Inaccuracies in the use of language in the answer to Q5 cause difficulties in understanding the meaning eg *les risques sont tout de cerveaux* (all in the mind), *je pense que je suis mauvais* (I think I'm worthless), *je suis une corps, c'est tout, ils ne sont pas un individu* (I am merely a shell... not an individual.)

The response to Q6 is broadly that *dans le [temp] maintenant* cars are built by robots, thereby removing jobs from young people: apprentices learn nothing in apprenticeships.

In Q7 there are some limited expressions even though the linguistic range is limited.

### Grid K. Understanding of and response to text

Only some of the main points are communicated, therefore the 3-4 band is the most appropriate. General questions elicited a few ideas.

Mark 4/10

### Grid L. Understanding of and response to examiner

The candidate demonstrates a limited response to the majority of questions put to him, though requiring some paraphrasing.

Mark 4/10

### Grid C1. Quality of language (accuracy)

'Frequent errors of an elementary kind' is the best descriptor of the accuracy of his language.

Mark 2/5

### Grid F1. Quality of language (range)

There is a limited range of vocabulary and structures.

Mark 2/5

**Total for Article 12/30**

# CANDIDATE 6

## Topic: *Les énergies renouvelables en France*

### Grid M. *Development of ideas*

The candidate shows some ability to develop ideas and express opinions. He does convey relevant information, but relies too heavily on factual detail. His ability to deliver figures and statistical detail lacks consistent accuracy.

Mark 6/10

### Grid E2. *Fluency, spontaneity, responsiveness*

The candidate responds reasonably promptly to the examiner.

Mark 3/5

### Grid C1. *Quality of language (accuracy)*

The topic conversation is characterised by errors of an elementary kind: *ils veut...* / *les personnes peut...* / *le gouvernement peut donne...* / *de nombreuses années pour se débarrasse...* Infinitives are sometimes used where a tense is required.

Mark 2/5

### Grid F1. *Quality of language (range)*

The candidate uses a restricted range of vocabulary and structures.

Mark 2/5

### Grid G. *Pronunciation and intonation*

Pronunciation and intonation are acceptable, in spite of a number of errors. The candidate experiences some problems with the more difficult sounds, with a tendency not to articulate sufficiently word endings.

Mark 3/5

**Total for Topic 16/30**

**Total 28/60**

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