

**GCE**  
**AS and A Level**

**French**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

**Unit 2:**  
**Specimen mark scheme**

**Version 1.1**





**FRENCH – UNIT 2**

**MARK SCHEME**

**SPECIMEN PAPERS**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

## Unit 2

The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
AO1	Response to spoken language	16	25
AO2	Response to written language	6	10
AO3	Knowledge of grammar	9	15
	<b>TOTAL</b>	31	50

The marks will be allocated in the following way.

		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Part 1	Stimulus material		10	
Part 2	Conversation	25		
Overall	Knowledge of grammar			15

The following criteria will be used.

## UNIT 2

### Part 1 Discussion of stimulus card (A02)

Mark	IN RESPONSE TO THE STIMULUS QUESTIONS
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made but with little development.
2	Responses brief and lacking in development.
0 - 1	No or very little meaningful response.

Mark	IN THE MORE GENERAL DISCUSSION
5	Responds to all opportunities to express and develop ideas and opinions.
4	Some evidence of developing ideas and opinions.
3	Ideas and opinions are simplistic and under-developed.
2	Meaningful ideas and opinions are rarely expressed.
0 - 1	No or very little meaningful response.

### Part 2 Conversation (A01)

Mark	Fluency
9 - 10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
7 - 8	Prompt to respond but hesitating regularly between and during utterances.
5 - 6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
3 - 4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.
0 - 2	Little or no fluency.

Mark	Interaction
9 - 10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7 - 8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5 - 6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3 - 4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0 - 2	Little or no significant reaction.

<b>Mark</b>	<b>Pronunciation and Intonation</b>
5	Good
4	Fairly good
3	Intelligible
2	Poor
0 – 1	Barely intelligible

### **Knowledge of Grammar (A03)**

This is an overall assessment of the candidate's performance in both parts of the test.

<b>Mark</b>	
13 – 15	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
10 – 12	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
7 – 9	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.
4 – 6	Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive.
0 – 3	Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.

**Total for Paper = 50 marks.**