



Languages

A Level

French

Exemplar Speaking
Responses with
Commentaries
(Unit F701)

November 2014

CONTENTS

The recordings of these examinations can be downloaded free of charge from Interchange.

To find the recordings:

- 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 *F701 French Exemplar Speaking Responses post-September 2014*.

CANDIDATE 1

PAGE 3

ROLE PLAY A: THE OPEN CHAMPIONSHIP

PAGE 3

TOPIC DISCUSSION: TOURISM IN PARIS

PAGE 4

CANDIDATE 2

PAGE 5

ROLE PLAY D: KINDLE

PAGE 5

TOPIC DISCUSSION: FRENCH FILM

PAGE 6

CANDIDATE 3

PAGE 7

ROLE PLAY B: *GOODTIMES* FRIENDSHIP CLUB

PAGE 7

TOPIC DISCUSSION: TRANSPORT IN FRANCE

PAGE 8

CANDIDATE 4

PAGE 9

ROLE PLAY F: HIGH FORCE WATERFALL

PAGE 9

TOPIC DISCUSSION: OBESITY

PAGE 10

CANDIDATE 5

PAGE 11

ROLE PLAY A: THE OPEN CHAMPIONSHIP

PAGE 11

TOPIC DISCUSSION: TECHNOLOGY

PAGE 12



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

OCR Resources: the small print

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.

© OCR 2014 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:

Thumbs up and down: alexwhite/Shutterstock.com

CANDIDATE 1

Role Play A: The Open Championship

Grid A. *Use of stimulus*

The candidate gave almost all the required information. Although the key points can be given in any order, the most effective approach is usually to progress through the text in order as it is easier for both the candidate and the teacher-examiner. The candidate seems very well trained in how to tackle the key points, and only missed two halves, for key points 13 and 14. Although he refers to tickets for children, there is no reference to price.

Mark 14/15

Grid B. *Response to examiner*

The candidate has no difficulty understanding his teacher, and all elements are completed – initial questions, transactional part and extension questions. Both parties enter completely into the spirit of the task, and the listener could easily believe s/he was hearing a genuine conversation about a suggested outing. Many candidates are able to answer all the teacher-examiner's questions, but what lifts this candidate above the norm is the initiative and imagination that make the conversation sound so real. He refers to an imagined visit with his father previously, and speaks about food, and makes recommendations. There is another very naturally stated addition that the website was easy to navigate.

The candidate was able to give full answers to the extension questions and they were answered very naturally.

Mark 10/10

Grid C1. *Quality of language*

The candidate's performance was very good. Although he made some mistakes, he did correct himself on occasion. He used a variety of verb tenses correctly, and made use of some interesting structures, such as *il n'y avait que 8 joueurs*. It is impressed on examiners that the standard sought is one year beyond GCSE and that perfection is not required for full marks to be awarded in this category.

Mark 5/5

Total for Role Play 29/30

CANDIDATE 1

Topic Discussion: Tourism in Paris

The candidate had chosen to talk about tourism in Paris. As a general note, candidates are penalised if they fail to relate their topic to France or a French-speaking country, or choose a topic that does not directly relate to the AS sub topics listed in the specification (e.g. focus on a historical figure's life story rather than focusing on their work, or speaking about a film/book that does not relate to a sub topic).

Grid D. *Ideas, opinions and relevance*

The discussion was interesting and the candidate had good factual knowledge of his chosen topic. Although the mark scheme refers to ideas and opinions, it is important that they are justified, usually by reference to detailed factual knowledge of the subject. Many candidates respond well to factual questions and then the teacher-examiner tags an opinion question on at the end, and there were some examples of that with this candidate. However, there were also cases where the candidate gave ideas and opinions, backed up by factual material, which is the strategy usually employed by the most successful candidates.

Mark 9/10

Grid E1. *Fluency, spontaneity, responsiveness*

The candidate spoke fluently and did not need questions repeating or clarifying. There are some examples of pre-learned material, but it was not excessive at any point, and there were many places where the candidate appeared to be putting together his sentence entirely spontaneously. The candidate is clearly in the highest band for this category.

Mark 9/10

Grid C1. *Quality of language*

The candidate's mistakes were relatively few and he made some use of complex structures such as subjunctives, although he could have used a wider range. However, the language is used very naturally and the low number of language errors counts in his favour.

Mark 5/5

Grid G. *Pronunciation, intonation*

Pronunciation was mostly good. He made a few errors in pronunciation of individual sounds, and could benefit from working on intonation. However this is overall a very creditable performance.

Mark 4/5

Total for Topic 27/30

Total 56/60

CANDIDATE 2

Role Play D: Kindle

Grid A. *Use of stimulus*

An introduction was given by the teacher-examiner to set the scene.

The candidate gave a reasonable amount of information about the text, but nevertheless missed out some elements. It is important to train candidates to say everything that is in the text, which is normally divided up into six clear sections to match the six bullet points on the candidate and examiner sheets. The teacher-examiner asked the candidate several questions where the wording of the question gave away some key vocabulary. Fortunately, the candidate was sometimes able to find alternative words which meant that she could still be credited. The questions in the examiner's booklet are specifically worded to avoid this, and centres are strongly advised to use that wording. For example in KP14, the candidate was asked if the website gave details about price and delivery, which does not give much scope for the candidate to reword, given that this is the wording of the key point.

Mark 11/15

Grid B. *Response to examiner*

The candidate spoke reasonably fluently although there was some hesitation and the general delivery was relatively slow. She did not seem to have any difficulty in understanding the examiner, and all elements of the role play were completed, although it went slightly over time. Centres should be aware that examiners stop listening at six minutes for the role play, and no account is taken of anything said after that point. However the performance did lack some initiative and imagination.

Mark 7/10

Grid C1. *Quality of language*

The candidate spoke generally well. Although the French used was fairly natural, there could have been an attempt to use a few more complex structures. There were some significant errors, such as *peut-être vous serez intéressant sur les livres électroniques*.

Mark 4/5

Total for Role Play 22/30

CANDIDATE 2

Topic Discussion: French Film

The candidate had chosen to talk about a film. Candidates are very welcome to discuss French films or books, but must discuss the themes of the film/book, which must themselves relate to one or more AS topic areas. For example, 'Les Choristes' fits into education and relationships.

Grid D. *Ideas, opinions and relevance*

The candidate had a reasonably good knowledge of the film and was able to convey some factual information as well as express some opinions. Her speech was relatively slow which limited the amount of information that could be fitted into the ten minutes, and some of the teacher-examiner's questions were quite lengthy. The performance was competent, but more information could have been conveyed, and ideas developed more fully.

Mark 7/10

Grid E1. *Fluency, spontaneity, responsiveness*

The candidate spoke naturally, and any pre-learned material, if used, was subtle and integrated into spontaneous sentences. Her speech patterns are relatively slow, and there were some hesitations.

Mark 7/10

Grid C1. *Quality of language*

The candidate spoke well, although there could have been more use of complex structures. There were a few vocabulary errors, but the impression given was one of competence.

Mark 4/5

Grid G. *Pronunciation, intonation*

Although the majority of candidates aim for a metropolitan French accent, any francophone accent is accepted, including French-Canadian or African ones.

Mark 5/5

Total for Topic 23/30

Total 45/60

CANDIDATE 3

Role Play B: *Goodtimes* friendship club

Grid A. *Use of stimulus*

An introduction was given by the teacher-examiner to set the scene. The candidate had been well trained in a suitable technique for approaching the role plays and attempts every key point. He was let down by his communication of some of the points where the message is not clearly conveyed. There were a large number of the points where only a half mark can be awarded.

Candidates do not need to use the same wording as the original text or the mark scheme, but the idea needs to be stated. In this case, for example, KP1 could only be awarded a half mark as *Goodtimes est un groupe d'amis* cannot be said to convey enough of the required idea, although the second half is conveyed successfully. The teacher-examiner had prepared well and prompted the candidate for information when she realised that he has missed out an element. This is perfectly permissible and is good examining technique.

Overall, the candidate gave just under two thirds of the key points.

Mark 10/15

Grid B. *Response to examiner*

The candidate understood his teacher, and all elements were completed – initial questions, transactional parts and extension questions. He answered promptly and, although there was occasional hesitation, it was not excessive. There was an initial attempt at initiative and imagination, but the candidate was largely concerned with conveying the information in the stimulus text.

The candidate was able to answer both extension questions. His teacher asked him some follow-up questions to enable him to expand more, and he was able albeit with hesitation, to answer these.

Mark 7/10

Grid C1. *Quality of language*

The candidate's performance is inconsistent. He can easily be understood but he makes a fair few errors such as *Je suis ennuyeux, c'est important pour avoir, je ne suis pas heureusement* as well as general verb errors. There are too many errors for 4/5 to be considered, yet there is enough that is worthy to award 3/5

Mark 3/5

Total for Role Play 20/30

CANDIDATE 3

Topic Discussion: Transport in France

The candidate had chosen to talk about transport in France.

Grid D. Ideas, opinions and relevance

The candidate had clearly researched his topic and was able to convey factual information about transport. He had more difficulty in expressing his own ideas and opinions, and although he was able to make some suggestions about a possible future direction that the government could take, although he was rarely able to extend his ideas significantly. Due to the research, a mark of seven was considered, but it was felt that the middle band was more appropriate.

Mark 6/10

Grid E1. Fluency, spontaneity, responsiveness

The candidate did not have any difficulty understanding the questions, but he was clearly less comfortable with questions he was not expecting. He re-started his topic at the beginning, and his performance lacked the degree of fluency necessary for the higher bands. There appeared to be use of some pre-learned material, but never to an extent that there was a problem.

Mark 6/10

Grid C1. Quality of language

The candidate made some attempt to include more complex structures, such as passives and the subjunctive. A higher standard of French is expected in the topic discussion than in the role play because of the opportunity to prepare prior to the examination, and the candidate does produce better language in this section. The impression given in the topic was of competence, even if there were some mistakes.

Mark 4/5

Grid G. Pronunciation, intonation

Pronunciation was perfectly acceptable. The lack of flow in the speech patterns made it difficult for the candidate to produce a convincing French accent and certain vowel sounds are rather anglicised, but there were no major problems with pronunciation for this candidate.

Mark 3/5

Total for Topic 19/30

Total 39/60

CANDIDATE 4

Role Play F: High force waterfall

Grid A. *Use of stimulus*

An introduction was given by the teacher-examiner to set the scene.

The candidate did not give the information in the same order as the text, and consequently missed out quite a few elements. Although taking the text out of order is perfectly permissible, in reality it makes it harder for the teacher-examiner to maintain an awareness of which points the candidate has said, and which need to be specifically picked up. For KP4, the candidate gave a confusing reply and the teacher-examiner tried to help by making a suggestion as to what the candidate might have intended to say. Candidates can be given a second chance at a key point, but it would be better to merely query the answer, perhaps by repeating the incorrect word.

The role play lasted just five minutes. The additional minute could have been used to try to elicit information from the stimulus text that the candidate has missed out.

Mark 8/15

Grid B. *Response to examiner*

The response to the examiner was adequate, and the candidate was able to answer the questions without excessive hesitation. The replies lacked initiative and imagination, and this is necessary to reach the higher bands, even if it is only present in the extension questions, although it needs to be present throughout to reach the top band. The candidate completed the role play successfully, but her answers to the extension questions were relatively short. She could have been asked some additional questions to try to get her to expand as there was time left.

Mark 6/10

Grid C1. *Quality of language*

The candidate's performance was again adequate. She successfully formed some more complex structures, but also made a fair number of mistakes. Many candidates fall into the middle band, and she would have needed to make fewer errors and attempt a little more complex language to justify a higher mark.

Mark 3/5

Total for Role Play 17/30

CANDIDATE 4

Topic Discussion: Obesity

The candidate had chosen to talk about obesity. As it is an international issue, it is always important to ensure that all statistics and examples relate to France or a French-speaking country.

Grid D. *Ideas, opinions and relevance*

The candidate had clearly carried out a good amount of research and had found appropriate statistics and other facts. She was able to convey a good amount of information about the topic, although the discussion was short at just over seven-and-a-half minutes. She had the time, therefore, to discuss the topic in more depth. The candidate seemed less comfortable with questions that asked her to give her opinion, and she sometimes side-stepped these to give more factual information. It is worth noting that for discussions that are full of facts and light on ideas and opinions (or vice versa), examiners do not usually go beyond 6/10. Given that this was short in addition to that, 5/10 was considered.

Mark 6/10

Grid E1. *Fluency, spontaneity, responsiveness*

The candidate generally spoke well, but seemed to be relying on a fair amount of pre-learned material. Again it is worth noting that the standard penalty of a maximum of 4/10 is applied where candidates rely only on pre-learned material and it is difficult to place a candidate in the higher bands without more spontaneous language. She needed one question to be repeated, but generally understood well.

Mark 6/10

Grid C1. *Quality of language*

The candidate's language was better in this part of the examination, as she had had the opportunity to prepare rather more. There were mistakes, although some were perhaps pronunciation mistakes rather than actual language errors, such as *élevé/élève*. It was between inconsistent and good, so the benefit of the doubt was given to the candidate.

Mark 4/5

Grid G. *Pronunciation, intonation*

The candidate made a number of pronunciation errors. Some of them, such as the sounding of silent letters such as the final 's' of a plural word, may stem from the learning of written passages for the discussion. *Principalement* gave difficulty amongst other words and marks of 2 and 3/5 were considered. As the benefit of the doubt had been given previously, the lower mark was chosen.

Mark 2/5

Total for Topic 18/30

Total 35/60

CANDIDATE 5

Role Play A: The Open Championship

Grid A. *Use of stimulus*

An introduction was given by the teacher-examiner to set the scene. The candidate delivered the content of the stimulus text almost without interaction with the teacher-examiner. He missed out many details along the way, and there were five key points that were not mentioned at all. The teacher could have picked this up and prompted the candidate to give the missing information. Candidates can be fully credited with key points where the teacher has prompted as long as the teacher does not give away any of the vocabulary for the key points. The questions in the examiner's booklet are designed so that vocabulary will not be inadvertently given.

Overall, the candidate gave just half of the key points. As half marks cannot be awarded, the candidate is given the whole mark above.

Mark 8/15

Grid B. *Response to examiner*

The candidate asked the two initial questions, but there was subsequently very little interaction with the teacher-examiner, which limits the mark that can be awarded in this grid as he was not able to show understanding and response. Teacher-examiners do not need to ask every question in the booklet as candidates will sometimes combine the information for two bullet points. However, a monologue is unlikely to lead to a good result and should be discouraged.

The candidate was not asked both extension questions, and this lack of task completion is penalised in Grid B. It is important that candidates are asked both questions unless the full six minutes have already elapsed.

Mark 4/10

Grid C1. *Quality of language*

The candidate's performance is inconsistent. There are errors with word order, vocabulary, agreements and verb endings, but he can easily be understood and the performance is patchy and inconsistent rather than weak.

Mark 3/5

Total for Role Play 15/30

CANDIDATE 5

Topic Discussion: Technology

The candidate had chosen to talk about technology. Certain topics, such as technology, alcohol, drugs or eating disorders, need particular care from the candidate to ensure that they relate the topic sufficiently well to France or another French-speaking country.

Grid D. *Ideas, opinions and relevance*

The candidate had difficulty expressing ideas and opinions about the subject, and there was also only limited evidence of research. France and other francophone countries were mentioned, but there was little by way of meaningful statistics or information. Opinions were often rather superficial, and very broad, for example: only young people used technology.

Mark 4/10

Grid E1. *Fluency, spontaneity, responsiveness*

The candidate spoke rather hesitantly and had no interaction whatsoever with the teacher-examiner until three and a half minutes had elapsed. It is a topic discussion, not a topic presentation, therefore there should be interaction and response, and lengthy monologues should be interrupted by the teacher-examiner.

Mark 4/10

Grid C1. *Quality of language*

The quality of language was again inconsistent, with missed agreements such as *la langue anglais* and some incorrect verbs which marred the performance. There was little attempt at more complex structures.

Mark 3/5

Grid G. *Pronunciation, intonation*

Although the majority of candidates aim for a metropolitan French accent, any francophone accent is accepted, including French-Canadian or African ones.

Mark 5/5

Total for Topic 16/30

Total 31/60

www.ocr.org.uk/languages

Contact us

Keep up to date with the latest news by registering to receive e-alerts at www.ocr.org.uk/updates

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

