

Standards Booklet

A/AS Level French: Speaking Test

Syllabus code: 9716/8682/8276/8281

CONTENTS

	Page
INTRODUCTION	2
I ADMINISTRATION OF THE SPEAKING TEST	
1 General Instructions	3
(a) Absentees	3
(b) Additional candidates	3
2 Administrative Arrangements	3
(a) Timetabling the Speaking test	3
(b) Conduct of the Speaking test	3
(c) Appointment of examiners	3
(d) Size of sample	4
(e) Provision of mark sheets	4
(f) Despatch and return of mark sheets and recorded sample	4
(g) Arrangements for the examination	5
(h) Recording of candidates	5
3 Completing the Working Mark Sheet	6
4 Arrangements for External moderation	6
II CONDUCTING AND ASSESSING THE SPEAKING TEST	
1 Conduct of the Speaking test	7
2 Marking the Speaking test	9
III COMMENTARY ON SAMPLE CANDIDATES	11
IV MARK SCHEME	16
WORKING MARK SHEET	18
FORM N.O.E.	19

This Standards Booklet is to be used in conjunction with the accompanying cassette/CD

INTRODUCTION

This Standards Booklet for the AS/A level French Speaking Test provides guidance on the conduct and assessment of the Speaking Test and includes examples (on cassette) of Speaking Test practice (taken from the June 2002 examination) together with a commentary and suggested marks.

December 2002

I ADMINISTRATION OF THE SPEAKING TEST

1 GENERAL INSTRUCTIONS

(a) Absentees

If there are candidates on the Attendance register who do not attend for examination, they must be shown on the mark sheet as 'absent'. If the examiner knows that they have withdrawn from the examination he/she should indicate this on the mark sheet. If a candidate is absent because of illness and the examiner makes arrangements to test him/her later at another Centre, this should be noted. Care must be taken to ensure that the marks for any candidate who is transferred and examined at a Centre other than his/her own are entered on one of the blank sheets provided, the candidate's full name and candidate number and the name of the school being quoted.

(b) Additional candidates

If any candidate is presented for examination whose name is not on the entry form, he/she should be examined in the normal way and a separate mark sheet should be made out, bearing name, candidate number and marks.

2 ADMINISTRATIVE ARRANGEMENTS

(a) Timetabling the Speaking test

The speaking tests take place before the main examination period, ie between 1 April and 1 June for the June examination, and 15 October and 15 November for the November examination. Dates for speaking tests are arranged locally.

Dates are given for the completion of the speaking tests and for the receipt of mark sheets and recordings at CIE (see paragraph 5). It is important that these dates are adhered to in order to allow sufficient time for moderation.

(b) Conduct of the Speaking test

Candidates must be examined singly. Only one examiner is permitted to conduct the test. No other person should normally be present during the examination.

(c) Appointment of examiners

(i) For Ministries:

For Ministry Centres, the Ministry will appoint the examiner and make arrangements for the candidates to be tested.

(ii) For non-Ministry Centres:

In the interests of standardisation there will be only one examiner per Centre. Each Centre selects its own examiner. This is normally a teacher from within the Languages Department, but could be a suitably-qualified person from outside the Centre. A group of neighbouring Centres might also choose the same examiner. CIE is not responsible for any fees agreed. Where a Centre wishes to use additional examiners because it has a large number of candidates, permission to do so must be sought from the CIE Languages Team before the start of each oral examination period.

(iii) All Centres must notify CIE of the name and qualifications of their chosen examiner on Form NOE (External). A copy of Form NOE is included in the syllabus and should be photocopied by Centres, as required – one form is required for each examiner/language.

(d) Size of sample

(i) For Ministries:

Examiners appointed by a Ministry to cover more than 1 Centre should record the speaking tests of 6 candidates in total, taken from 2 Centres. Separate cassettes should be used for each Centre. If possible, the candidates selected should be spread evenly across the range of marks (2 good, 2 middling, 2 weak). This will enable CIE Moderators to verify that the conduct of the test and the accuracy of the assessment are in line with the syllabus requirements. The recording should be carried out in accordance with the instructions headed 'Recording of Candidates'.

(ii) For non-Ministry Centres:

Each examiner will be required to record a sample of candidates from each Centre at which he or she examines. The examiner is asked to select and record six candidates, covering as wide a range of ability as possible. The candidates selected should be spread as evenly as possible across the range of marks (2 good, 2 middling, 2 weak). This will enable CIE to check accurately the standard of assessment. The recording should be carried out in accordance with the instructions headed 'Recording of Candidates'.

(e) Provision of mark sheets

Two types of mark sheet are provided:

(i) One mark sheet (the **Working Mark Sheet**) is intended as a working document, on which the marks should be completed at the time of the conduct of the test, as specified in the Marking Instructions. Be very careful to check all additions. A copy of the Working Mark Sheet is included in this syllabus and should be photocopied by teachers/examiners for use in the examination, as required.

(ii) The total marks should then be transferred accurately from the Working Mark Sheet(s) to the **Internal Assessment Mark Sheet (MS1)**.

(f) Despatch and return of mark sheets and recorded sample

(i) For Ministries:

Examiners should return mark sheets and cassettes to the Ministry or the Ministry agent for onward transmission to CIE. The deadline for receipt by CIE of these items is 7 June for the June examination and 22 November for the November examination. Do not wait until the end of the assessment period before despatching them.

Copies of both types of mark sheets are to be retained by the examiner/Ministry in case of postal losses or delays.

(ii) For non-Ministry Centres:

Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for receipt by CIE of these items is 7 June for the June examination and 22 November for the November examination. Do not wait until the end of the assessment period before despatching them.

- The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.
- The Moderator copy of the completed Internal Assessment Mark Sheet(s) (MS1), a copy of the completed Working Mark Sheet(s) and the recorded sample must be sent to reach CIE no later than 7 June for the June examination and 22 November for the November examination.

Copies of both types of mark sheet are to be retained by the examiner/Centre in case of postal losses or delays.

(g) Arrangements for the examination

Examination conditions must prevail in the area where the examination takes place. Adequate supervision should be provided to ensure that candidates leaving the interview room do not communicate with those waiting to enter.

(h) Recording of candidates

Centres should ensure well in advance of the test that a suitably quiet room will be available and that their recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential that unnecessary background noise should be excluded. Any telephone in the room should be unplugged and all mobiles turned off.

Care should be taken to ensure the good quality of recordings. The cassette recorder to be used should be tested before the actual test in the room where the examination is to take place. It is essential that new unrecorded cassettes are used. Where possible it is advisable to use a cassette recorder with external microphones so that separate microphones can be used for the candidate and the examiner. If only one microphone is being used, it should be placed facing the candidate. With a softly-spoken candidate the microphone should be placed nearer to the candidate before the start of the test. Adjustments to the volume control during an examination should normally be avoided.

Recording should be done as unobtrusively as possible and candidates who are chosen for recording should not be made to feel that they are being singled out in any way. It should be emphasised that the recording is being carried out to check the examiner not the candidate.

The recording should begin at the start of side 1 and care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. It is helpful if, at the end of examining on each side of a cassette, the teacher/examiner states 'No further recordings on this side'. If 60 minute cassettes are used, only one candidate should be recorded per side, as it is disruptive to a candidate to have to change cassette part way through an examination, and parts of the test are lost. If 90 minute cassettes are used it should be possible to fit two speaking tests on each side of the cassette.

The examiner should make sure that the leader tape of the cassette has passed before introducing each cassette with the following information: Centre Number, Centre Name, Examination Number, Examination Name, Name of Examiner, Date, eg

*'WY 312
International School
9716
A level French
Mr R Peters
October 17th 2003'*

Each candidate should be introduced as follows by the examiner:

*'Candidate Number eg 047
Candidate Name eg Jane Williams'*

At the end of the sample, please state 'End of sample'.

Once a test has begun the cassette should run without interruption. On no account should you stop and re-start the cassette during a test.

The contents of each cassette should be clearly labelled, both on the box and on the cassette itself. Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of side 1.

If by accident it is discovered that a candidate has not been recorded, there is no requirement to redo the test. In such a case, however, a letter must be sent to CIE detailing the problems, a copy of which should be included with the tape.

3 COMPLETING THE WORKING MARK SHEET

At the end of this booklet, you will find a copy of the Working Mark Sheet for the Speaking Test in Advanced and Advanced Subsidiary Level Languages (other than English). Teachers/examiners should copy this for use in the examination, as required. The form should be completed in ink.

- (a) Complete the information at the head of the form.
- (b) List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (MS1) at a later stage (ie in candidate index number order, where this is known).
- (c) Enter marks for the Presentation, Topic Conversation and General Conversation in the appropriate columns: there should be a mark entered in **each** column of the Working Mark Sheet.
- (d) Add the marks to give a total out of 100. Enter this figure in the 'Total' column.
- (e) Check all additions.

4 ARRANGEMENTS FOR EXTERNAL MODERATION

- (a) Centres* will receive a computer-printed mark sheet (MS1) showing the names and index numbers for each candidate. Transfer the total mark for each candidate from the Oral Examination Summary Mark Sheet to the computer-printed mark sheet (MS1). The marks should be entered in pencil following the instructions on the back of the MS1. Care must be taken to ensure that the marks entered are identical to those on the Working Mark Sheet(s).
- (b) The top copy of the computer-printed mark sheet (MS1) must be despatched in the envelope provided to arrive at CIE as soon as possible but no later than 7 June for the June examination or 22 November for the November examination.
- (c) A sample of the candidates' work must be recorded as specified above and the recordings sent, with a copy of the Working Mark Sheet and the moderator copy of the computer-printed mark sheet (MS1), to reach CIE by 7 June for the June examination or 22 November for the November examination.

* In the case of Ministry Centres, the computer-printed mark sheets (MS1) should be retained by the Ministry rather than forwarded to the Centre. However, should the MS1 mark sheets be sent to the Centre they must be passed to the examiner when s/he comes to conduct the Oral Examinations so that candidates' marks can be transferred from the Working Mark Sheet(s) and returned to CIE.

II CONDUCTING AND ASSESSING THE SPEAKING TEST

1 CONDUCT OF THE SPEAKING TEST

This should be read in conjunction with Section I, Administration of the Speaking Test, and Section IV, Mark Scheme. There is no question paper for the Speaking Test. The information and forms required for the conduct and assessment of the test are provided at the back of this Standards Booklet. They also appear in the syllabus booklet for the appropriate year.

Ministries/Centres must appoint a local examiner to conduct the test. The name and qualifications of the examiner are to be notified to CIE on form NOE.

In order to put candidates at their ease when they enter the room, the examiner should smile and indicate where the candidate should sit. A good examiner will usually send a candidate out of the interview smiling, no matter how good or bad the performance has been.

There should be no smoking in the examination room.

Other recommendations: do not walk about or distract candidates in any way (eg by doodling or fiddling with papers, etc); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; never correct a candidate.

It is important that the timings listed for the individual parts of the test be adhered to, within the tolerances given.

Section 1: Presentation (no more than 3 ½ mins) (20 marks)

The candidate is expected to give a presentation of about 3 minutes on a specific topic.

The subject matter of the presentation should have been chosen from one of the topic areas listed in the syllabus, or may be a matter of personal interest to the candidate. It **must** be treated in such a way as to reflect a knowledge of the contemporary society or cultural heritage of a country where French is spoken. Candidates should be warned that if they make no reference to the contemporary society or cultural heritage of a country where French is spoken, they will have their mark for content/presentation halved (see marking scheme). For A level candidates and candidates taking both AS French Language and AS French Literature, there must not be a close relationship between the subject matter of the presentation and texts studied for Component 4. Centres wishing to seek advice on the acceptability of subject matter are welcome to contact the CIE Languages group.

The candidate will be expected to show evidence of the ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion. Candidates would be well advised to think about how a conversation might develop on their chosen topic: if they cannot themselves think of half a dozen questions which might be asked, the topic is unlikely to be easy to talk about. Very factual topics present their own difficulties, as there is little scope to express ideas and opinions.

The intention is that the candidate should have prepared a topic in which they have a personal interest and that they give a lively and interesting presentation. Candidates may prepare a 'cue card' (about postcard size) in French to remind them of the main points they wish to make, to bring into the examination room. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. A script of their presentation is not allowed. This is the only element of the examination where candidates can prepare in advance, but they should beware of over-preparation. It is better to be familiar with the material rather than to have learnt a speech off by heart, as pronunciation and intonation are often badly affected by rote delivery.

Examiners will only interrupt candidates to ask questions where the speech shows no sign of finishing after about 3½ minutes, or to prompt candidates having obvious difficulty in continuing with their speech.

Section 2: Topic conversation (7-8 mins) (40 marks)

The presentation will lead into a conversation about the chosen topic. During the delivery of the presentation, examiners are likely to make notes in order to help them ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions will be of the 'tell me more about...', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'. The examiner's objective will be to encourage the candidate to contribute as much as possible to the conversation.

As part of this conversation section, the candidate will be required to seek information and the opinions of the examiner and will be given every opportunity to do so – where questions do not occur naturally, the examiner should prompt the candidate, or no marks can be awarded for this element of the examination. However, the examiner should keep his/her own responses to questions to a minimum in order to allow the candidate as much time as possible to express his/her own ideas and opinions.

Section 3: General conversation (8-9 mins) (40 marks)

At the end of the Topic Conversation the examiner will probably indicate the start of the General Conversation by saying something like '... lets move on to more general topics...'. This section will begin with fairly straightforward questions about the candidate's background and interests and will move quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

Candidates should be able to discuss some matters of current interest though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern: if the candidate seems unresponsive, the examiner should try a change of topic.

The subjects covered in this section will depend on the candidate's interests and the subject of the presentation: it would not be appropriate to continue talking about the environment/green issues when the candidate has already chosen to discuss ecology as the subject for the Presentation.

This is an opportunity for the examiner to explore other areas, and encourage the candidate to express ideas and opinions. No two examinations would be expected to follow the same routes, and there should be no feeling that there is a 'right' answer to any question, even with topics that have been discussed during the course. Candidates should be encouraged not to restrict themselves to single sentence answers to questions, but rather to develop their answers with reasons, comparisons, or in any way that seems appropriate: the aim should be to develop a conversation, rather than conduct a question and answer session. It is better to explore two or three subjects in depth than to touch on half a dozen where little interchange of ideas has taken place.

For example, examiners might start the General Conversation section with questions such as 'How long have you lived here', 'What subjects are you studying', leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate's interests, but 'why...?', 'how...?', 'what do you think about...?' will give the candidate scope to expand his/her responses.

Each of the 'starter' questions mentioned above could, depending on the reactions of the candidate, lead away from factual matters towards more abstract areas, for example:

- 'How long have you lived here?' could lead on to 'What do you think of the area?'→'What would attract people to the area/make them leave it?'→'What would be your ideal place to live and why?'
- 'What subjects are you studying?'→'What do you think of the way you've been taught?'→'How could it be improved?'→discussion of school/education system, comparison with other countries.

To give a possible outline of the way the General Conversation section might develop:

- 'What do you do in your spare time?'

Answer: 'Sport'

Supplementary questions – taking part?/ watching?; team/individual?

→Why?

This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams

→Feelings of nationalism/nationality; drugs in sport etc, all according to the responses of the candidate. Any of these areas of discussion could lead to violence in sport → society, the need for government intervention/control → politics etc

Answer: 'Watch TV'

Supplementary questions – what sort of programmes/news?

This might develop along the lines of whether the news is unbiased/censorship in general

Films? → what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc

Documentaries? → are they merely entertainment, or a genuine educational experience? are they sensationalised? → power of the media, etc

Candidates are also required to seek information and the opinions of the examiner in the General Conversation, and will be given every opportunity to do so: once again, examiners should prompt candidates to ask questions if none has occurred, or no marks can be awarded for this.

The General conversation section might only cover 2/3 topic areas, but might touch on more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at a level appropriate to a 17/18+ examination when given every opportunity to do so cannot expect a high mark.

Reference may be made to a candidate's reading but candidates will not be examined in detail on the content of any set books. Questions will act as stepping stones to the discussion of wider issues.

Important Note:

It is intended that both conversation elements will be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material since CIE's Moderators will have been advised to penalise candidates who do so. Equally, teachers who may be also conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of speaking tests (eg pre-prepared questions, candidates or teachers using pre-determined scripts) will be dealt with in accordance with CIE's Malpractice procedures.

2 MARKING THE SPEAKING TEST

In an examination, candidates do not always perform as expected: weaker candidates sometimes rise to the occasion and better candidates become tongue-tied – listen to what is actually said and mark what you hear. When examining a candidate, make your assessment during the examination itself. However difficult this sounds, it is fairer to candidates than marking from the tape after the event. As you will hear in the examples following, errors become much more apparent, and the temptation is to mark negatively, rather than reward the candidates appropriately for what they show that they can do.

Beware of marking your own contribution – when candidates ask questions, you should respond, but aim to keep your answers to a minimum, in order to allow candidates time to develop.

Candidates do not always fit neatly into one band of the mark scheme: comprehension is almost always better than accuracy or feel for language and is frequently awarded a mark from a higher band. Not all descriptors from one band will fit a candidate's performance, which may contain one or more elements from the band above or below. It is a matter of judgement of where the candidate's performance best fits – it may be necessary to try the descriptors from three bands before settling on a mark for a particular candidate.

Remember that candidates should ask questions – if they do not ask any, no marks can be awarded for this element. Candidates should be warned about this beforehand; even the best intentions are defeated when the examiner prompts a candidate to ask a question, and the candidate replies that s/he doesn't want to ask a question.

Each column of the Working Mark Sheet should be filled in, following the order of the mark scheme. Moderators can give better advice on marking pitch if it is possible to see exactly how marks have been awarded for comprehension/responsiveness, accuracy, etc – remember that the maximum possible mark in each of the two final columns of each section is 5. The addition of marks must be checked carefully as must the transfer of totals from the Working Mark Sheet to the MS1.

When assessing candidates, it is important to be consistent in applying the mark scheme: marks may not require adjustment, but if they do, where marking is consistent, any scaling will be straightforward.

III COMMENTARY ON SAMPLE CANDIDATES

This commentary is based on the recordings contained on the accompanying cassette. These recordings are of candidates entered for the June 2002 examination.

SIDE A: CANDIDATE 1

Presentation (3 mins)

The topic is rather limited and pedestrian, and consists mainly of lists of requirements for *au pairs* or *bonnes d'enfants*. The candidate is two minutes into the presentation before any mention is made of France, and the reference is slight, but the topic conversation develops this point so her mark for content/presentation would not be halved.

First impression would suggest that this may not be a very suitable choice of topic, as there seems little scope for development. Another candidate might, however, have developed a similar topic in an entirely different way and illustrated it with personal experiences, or perhaps comparisons between the attitudes of different countries/nationalities.

This candidate has obviously learnt her presentation by heart and hardly pauses for breath in her haste to say it all before she forgets. Her intonation and expression are much affected by this and her pronunciation shows consistent errors such as *er* sounds and inappropriate pronunciation of final consonants (...*quelques différences...*; ...*et elle reçoit...*).

The language used tends to be simple and the syntax is rather repetitive, but it is generally adequate and unambiguous.

Content/presentation	5
Pronunciation/intonation	2
Language	3

Topic Conversation

Questioning starts at a low level and rises little during the topic conversation. The candidate often needs questions repeated or rephrased, but she does usually respond, though her answers tend to be quite short or to repeat material from her presentation. Even when she hasn't quite understood, she makes an effort to say something in response. For comprehension and responsiveness she falls into the satisfactory band, whereas for accuracy her performance fits the criteria from the weak band, with constant errors of structure (...*elle peut de sortir...*; ...*c'est un petit village n'est pas loin de...*; ... *il y a beaucoup des au pairs...*).

As for feel for language, she does show some feeling, but is clearly influenced by her mother tongue; as regards providing information and opinions, what she is able to say is rather limited, but not ambiguous. She asks one question when prompted, and this is appropriate to the discussion, but inaccurate (*Qu'est-ce que vous pense...?*).

The topic conversation is a little too long.

Comprehension & responsiveness	5
Accuracy	4
Feel for the language	5

Range of vocabulary and structures

Providing information & opinions	3
Seeking information and opinions	3

General Conversation

The general conversation covers a number of areas and though once again the candidate does not always understand, she is more forthcoming and volunteers a little more in response to questions, but her performance still does not rise above the satisfactory. For both accuracy and feel for language, the descriptors from the weak band provide the best fit: some of her statements are confusing (*neige/nuage/nage?*), but apart from this lapse, her vocabulary and structures are generally satisfactory.

She asks questions spontaneously during the conversation, and they are better structured, though very similar, with several supplementary questions depending on an initial *Qu'est-ce que tu penses de...?*

Comprehension & responsiveness	5
Accuracy	4
Feel for the language	4

Range of vocabulary and structures

Providing information & opinions	3
Seeking information and opinions	4

This gives an overall total of 50.

At A level, this would give this candidate a Grade E for this component. As well as the overall grade for the syllabus, this candidate's certificate would also record the achievement of Pass in Speaking.

At AS level, this would give this candidate a Grade D for this component. As well as the overall grade for the syllabus, this candidate's certificate would also record the achievement of Pass in Speaking.

SIDE A: CANDIDATE 2

Presentation (3 ½ mins)

Although the presentation is a little pedestrian, the candidate has prepared her material well and has structured her presentation to deal with particular aspects of education, for instance her own preferences as a would-be-teacher, the role of a *professeur médiateur* in France, and the qualities of a good teacher. The presentation ends with a rhetorical question on the justice or otherwise of punishing a family for its delinquent children.

Pronunciation is generally good, with a fair attempt at correct intonation and expression.

The language used is also generally good (*Etant donné que...; ...quant à moi...; ...quoique je ne sois pas dans...*), though with a number of errors, and a little halting in terms of fluency.

Content/presentation	8
Pronunciation/intonation	4
Language	4

Topic Conversation

The candidate shows good comprehension and responsiveness, responding immediately and generally at some length. She is clearly in the good category here, though her accuracy is not quite as good, and her feel for language belongs more in the satisfactory band – some syntax is rather tortured as she struggles to express her ideas in appropriate language.

She has sufficient range of vocabulary to deal with reasonably mature subjects, and she asks two good questions.

Comprehension & responsiveness	8
Accuracy	7
Feel for the language	6

Range of vocabulary and structures

Providing information & opinions	4
Seeking information and opinions	4

General Conversation

The conversation covers a range of topic areas, from French elections to the euro, the Internet and the use of mobile phones (more usually *portables*, though both words are in use). The candidate is less confident in her responses here, though her comprehension is still good: she always answers, but generally less

expansively, and she makes no attempt to steer the conversation. Her accuracy is slightly better, because the language she uses is less ambitious, but her feel for language remains at the satisfactory level.

For both providing and seeking information, she falls into the good category, with sufficient control of vocabulary to maintain the conversation. Her questions are slightly less accurate, but both are connected with the Internet/personal computer area of conversation.

This is a candidate who has worked hard to prepare for this examination, both with her presentation and in thinking what questions she might be asked. Her grammatical inaccuracies tend to spring from her attempts to express more advanced ideas.

Comprehension & responsiveness	7
Accuracy	7
Feel for the language	6

Range of vocabulary and structures

Providing information & opinions	4
Seeking information and opinions	4

This gives an overall total of 73.

At A level, this would give this candidate a Grade B for this component. As well as the overall grade for the syllabus, this candidate's certificate would also record the achievement of Merit in Speaking.

At AS level, this would give this candidate a Grade A/1 for this component. As well as the overall grade for the syllabus, this candidate's certificate would also record the achievement of Distinction in Speaking.

SIDE B: CANDIDATE 3

Presentation (3m 45sec)

This candidate has chosen an interesting and unusual topic and prepared it very well. She has structured her presentation to deal with the history and development of the French *bande dessinée* up to the present, with particular reference to popular characters such as *Tintin* and *Astérix*. She has, perhaps, learnt and rehearsed it rather too well, making it sound a little stilted, but she does include ideas and opinions and it is a full and well-organised presentation.

Her pronunciation is a little variable, with the occasional intrusive consonant (*Etats-Unis*) and some mispronunciation (*é/ais/ai*). Her intonation seems a little laboured, perhaps because of over-rehearsal, but the language is generally good, with the odd unexpected lapse (eg dates).

Content/presentation	9
Pronunciation/intonation	4
Language	5

Topic Conversation

The candidate's comprehension is very good and she responds promptly to questions. She is quite forthcoming and tries to develop her answers, but doesn't direct the conversation, a characteristic of only the very best candidates. She was given the opportunity to lead the conversation if she wished, but failing that, questioning returned to factual details of the life of the authors, or favourite characters, rather than looking for any reasons for the success of one style of *bande dessinée* over another, or why it is considered the '*neuvième art*', or the development of the graphic novel. Ultimately, the conversation proved rather lightweight – disappointing, given the possibilities. The questions the candidate asked could profitably have been exploited to add depth, as could her definition of the genre as the *neuvième art*.

The candidate was not able to sustain the fluency and accuracy levels of the presentation, there were a number of errors, including for example the use of *pouvoir* and adjective agreements, and her feel for the language belongs in the good rather than very good category – she generally shows a competent use of relevant idiom, with the occasional lapse (*Il y a beaucoup de bds qui sont traduits que l'opposite; ...je n'aime pas Tintin aussi que j'aime Astérix...*).

Her vocabulary range is good, and she asked two rhetorical questions in her presentation (*Savez-vous que...?*), one question in the topic conversation using the same form, and a final prompted question at the end of the topic conversation.

Comprehension & responsiveness	9
Accuracy	8
Feel for the language	8

Range of vocabulary and structures

Providing information & opinions	4
Seeking information and opinions	4

General Conversation

The general conversation touches on eight different topic areas, obviously covered during the course. There are no problems of comprehension here, but equally, there are no really testing questions. Each new topic is introduced by, for example, *Parlez-moi de... / Qu'est-ce que vous pensez de...?* but no attempt is made to explore any particular area. The candidate is responsive and gives an opinion on each area, but generally restricts herself to answering the initial prompt – better to discuss fewer topics in more depth and try to establish a more genuine style of conversation and interaction between candidate and examiner.

There is more inaccuracy here, gender/adjective agreements, some difficulties with verb constructions (*la père travaille...; la/un famille...; à cause de les immigrés...; les femmes qui veut travailler...*), but the feel for the language is still generally good, with the odd glitch of something like *le revers du coin*, a clear mistranslation.

She has sufficient range of vocabulary to handle reasonably mature subjects, and asks one question at the end, with a supplementary rider – not quite error-free.

Both topic and general conversation sections were too long – the total time is something like 25 minutes, and the candidate was probably tiring a little by the end.

Comprehension & responsiveness	8
Accuracy	7
Feel for the language	8

Range of vocabulary and structures

Providing information & opinions	4
Seeking information and opinions	4

This gives an overall total of 82.

At A level, this would give this candidate a Grade A/2 for this component. As well as the overall grade for the syllabus, this candidate's certificate would also record the achievement of Merit in Speaking.

At AS level, this would give this candidate a Grade A/1 for this component. As well as the overall grade for the syllabus, this candidate's certificate would also record the achievement of Distinction in Speaking.

SIDE B: CANDIDATE 4

Presentation (5m 10sec)

This candidate has chosen to talk about poverty and the differences in the perception of poverty for a Westerner as opposed to someone from the Third World, using both France and Senegal as examples.

The presentation itself is rather disorganised, with no clear line of thought between the points made.

The speech is often difficult to understand because of the very strong mother tongue influence on pronunciation and intonation, and the language used is fairly basic but adequate.

The presentation is far too long, at 5 minutes 10 seconds: the examiner made one interjection at 2m 30 and another at 4m 30, but should have broken in and begun asking questions earlier.

Content/presentation	6
Pronunciation/intonation	2
Language	3

Topic Conversation

This candidate is unusual, in that his comprehension and responsiveness belong in a much higher band than his accuracy and feel for language, presumably because of the relationship between his native language and that of the examination. In both conversation sections, he shows a very high level of comprehension and responsiveness: he responds to every question immediately and is very forthcoming.

His language is littered with inaccuracies and omissions, but these do not impede communication. He shows some feel for the language, but also a good deal of mother tongue influence.

He has sufficient range of vocabulary to handle reasonably mature subjects, and he asks questions very naturally and spontaneously, though tending to restrict himself to *Est-ce que...* or a simple rising intonation.

Comprehension & responsiveness	9
Accuracy	6
Feel for the language	5

Range of vocabulary and structures

Providing information & opinions	4
Seeking information and opinions	4

General Conversation

The general conversation covers sport, fitness, the candidate's future and the environment, and shows similar characteristics to the topic conversation, except that the candidate does not perform quite as well. He is less accurate, and less able to recall the necessary vocabulary and syntax. He is still able to ask questions throughout, but these are less accurate than in the topic conversation. Overall, this candidate is a good communicator, showing an ability to take part in a reasonably mature conversation, in spite of problems encountered with the language.

(NB Only the last 10 seconds of the examination have been cut off.)

Comprehension & responsiveness	9
Accuracy	5
Feel for the language	5

Range of vocabulary and structures

Providing information & opinions	3
Seeking information and opinions	4

This gives an overall total of 65.

At A level, this would give this candidate a Grade C for this component. As well as the overall grade for the syllabus, this candidate's certificate would also record the achievement of Pass in Speaking.

At AS level, this would give this candidate a Grade B for this component. As well as the overall grade for the syllabus, this candidate's certificate would also record the achievement of Merit in Speaking.

IV MARK SCHEME

SECTION 1: PRESENTATION

The presentation will be marked out of 20 marks: Content / Presentation 10; Pronunciation / Intonation 5; Language 5.

Candidates who make no reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for content/presentation halved.

Content / Presentation Knowledge of facts; ability to express opinions and raise issues for discussion.	Pronunciation / Intonation	Language
9/10 Full and well organised coverage of the topic; ideas and opinions included as well as factual points; lively presentation; examiner's interest sustained.	5 Outstanding pronunciation and intonation; an occasional slight mistake or hesitation. Not necessarily a native speaker.	5 Has a very good feeling for the language; speaks fluently and accurately; shows good use of relevant idiom and uses a wide range of structures and vocabulary.
7/8 Good exposition and sound organisation of the topic; makes relevant factual points though may be less good in ideas and opinions; presentation somewhat stilted though keeps examiner's interest.	4 Good pronunciation, makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	4 Speaks fairly fluently and accurately; uses idiom with a reasonable range of structures and vocabulary.
5/6 Adequate exposition of the topic; few ideas or opinions; evidence of preparation but presentation pedestrian.	3 A fair degree of accuracy in pronunciation; quite a number of errors; some attempt at intonation and expression.	3 May speak with hesitation; adequate range of structures and vocabulary; no ambiguity of meaning.
3/4 Material thin; rambling, repetitious; hardly any ideas or opinions; in danger of losing the examiner's interest.	2 Intelligible but shows marked influence of mother tongue and very many errors of pronunciation.	2 Marked hesitation; limited range of structures and vocabulary; leading to some ambiguity of meaning.
0/1/2 Very little factual information; material irrelevant; vague, arguments incoherent; little effort at presentation.	0/1 Very poor; many gross errors; frequently incomprehensible.	0/1 Very marked hesitation; severe limitations of structures and vocabulary; thought processes basically influenced by mother tongue.

SECTION 2: TOPIC CONVERSATION AND SECTION 3: GENERAL CONVERSATION

Examiners will mark out of 40 for each part: Comprehension and Responsiveness (10 marks), Accuracy (10 marks), Feel for the Language (10 marks), Range of Vocabulary and Structures (total out of 10, divided between Providing Information and Opinions and Seeking Information and Opinions – see below).

Comprehension & Responsiveness	Accuracy	Feel for the Language
9-10 Very good No problems of comprehension. Prompt response to examiner's questions. Very forthcoming in developing topics: able to guide the discussion, offering/seeking opinions as appropriate.	9-10 Very good Consistently accurate. Only occasional minor slips.	9-10 Very good Has a very good feeling for the language and is able to express concepts fluently in appropriate idiom. Negligible influence from the mother tongue.
7-8 Good Few problems of comprehension. Responds readily and without undue hesitation. Reasonably forthcoming but tends to follow examiner's lead.	7-8 Good Accuracy generally good, with more frequent errors than in the very best candidates. Shows a sound basic understanding of grammatical usage.	7-8 Good Has a very good feeling for the language. Shows competent use of relevant idiom. Avoids significant influence from mother tongue.
5-6 Satisfactory Understands questions on basic situations and concepts, but has difficulty with more complicated ideas. Some delay in response. Needs encouragement to develop topics.	5-6 Satisfactory Accuracy indicates a measure of competence but with some obvious and significant gaps in grammatical usage.	5-6 Satisfactory Feeling for the language evident with some occasional use of relevant idiom. Thought processes and expression are influenced by mother tongue.
3-4 Weak Has general difficulty in understanding. Limited response to questions on the majority of topics raised.	3-4 Weak Generally inaccurate use of the language.	3-4 Weak Has scant feeling for the foreign idiom. Generally translates literally from the mother tongue.
0-2 Poor Severe problems of comprehension. Very marked hesitation. Limited responsiveness.	0-2 Poor No grasp of grammatical accuracy. Errors constant and repeated.	0-2 Poor Has no feeling for the foreign language.

Range of Vocabulary and Structures

Providing Information and Opinions	Seeking Information and Opinions*
5 Very good Extensive range of appropriate vocabulary. Able to use a wide range of structures with confidence.	5 Very good More than one question asked with confidence. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. High level of accuracy, using a range of question forms.
4 Good Has sufficient range of vocabulary and structures to handle reasonably mature subjects.	4 Good Asks more than one question confidently. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Questions largely accurate, but forms may be limited.
3 Satisfactory Limited expression of ideas (but not ambiguity) caused by limitations in range of vocabulary and some structures.	3 Satisfactory Capable of asking a minimum of one question. Spontaneous or prompted, but arising out of conversation and relevant to topic under discussion. Has difficulty in formulating questions, but questions comprehensible.
2 Weak Severe limitations of vocabulary and structures restrict discussion to a very basic level.	2 Weak Severe limitations in asking questions – possibly one question only. Question(s) will probably not arise naturally or be relevant to the topic under discussion. Question(s) difficult to understand.
0-1 Poor Very restricted vocabulary. Only simple sentences and no variety of structure.	0-1 Poor Questions attempted, but incomprehensible. (1) No questions, even when prompted. (0)

* In the case of candidates who do not ask any questions by the end of the Topic Conversation, examiners must prompt by asking *Do you have any questions to ask of me?* in the appropriate language. The same prompt should be used at the end of the General Conversation. Candidates will not be penalised for being prompted in this way.

CAMBRIDGE

INTERNATIONAL EXAMINATIONS

AFRIKAANS (8679/1), FRENCH (8682/1, 9716/1), GERMAN (8683/1, 9717/1), PORTUGUESE (8684/1, 9718/1), SPANISH (8685/1, 9719/1)

WORKING MARK SHEET GCE AS AND A LEVEL

A separate form is to be used for each syllabus.

June/November 2 0 0

Centre Number		Centre Name				
Language		AS <input type="checkbox"/>	A Level <input type="checkbox"/>	(Please tick one)	Syllabus Number	

Candidate Number	Candidate Name Names should be listed in the same order as they will be written on the entry forms for the written papers. First Name, Initial, Surname	For the use of the Oral Examiner						TOTAL (Max 100)
		A		B		C		
		Presentation (Max 20)		Topic Conversation (Max 40)		General Conversation (Max 40)		

Name of Examiner		Signature		Date	
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This form must reach The Languages Team, CIE, Syndicate Buildings, Cambridge, by 1 April for the June examination and 1 October for the November examination.

GENERAL CERTIFICATE OF EDUCATION

AS and A LEVEL

NOMINATION OF ORAL EXAMINER IN LANGUAGES (other than English)

Centre Number						
Centre Name						
Language				Level of Examination	AS <input type="checkbox"/> A Level <input type="checkbox"/> (please tick one)	
Syllabus Number				Date	June/November 2003 (please delete as appropriate)	

(Separate forms should be used for each examiner.)

NAME OF EXAMINER		
OCCUPATION		
QUALIFICATIONS		
NAMES/CENTRE NUMBERS OF OTHER CENTRES AT WHICH S/HE WILL EXAMINE AND NUMBERS OF CANDIDATES	Centre Name(s)/Number(s)	No. of Candidates

Statement to be signed by the person who has made the nomination shown above.

I certify that to the best of my knowledge the person I have nominated on this form is well qualified to undertake the work. The nominee has agreed to undertake the work.

SIGNED _____ DATE _____

OFFICIAL POSITION _____