

A Level FRENCH

Component 1

Speaking

Teaching and Learning

Resources

Component 1: Speaking

The Speaking (or *Non-exam assessment*) is worth **30%** of the total A Level qualification.

The assessment consists of two tasks -

Task 1

(a) Presentation of independent research project (2 minutes)

An oral presentation by the candidate of his or her research project. This is to last two minutes. No credit will be given for any part of the presentation which falls outside of the prescribed two minutes. Once the two minutes are up the examiner will proceed to the second part of the task.

(b) Discussion on independent research project (9-10 minutes)

A discussion on the Independent Research Project. This lasts between 9 and 10 minutes.

Task 2

A discussion in the language of study based on a stimulus card comprising an image with related text on one of the sub-themes and a point for discussion, as set out in this A level specification.

Assessment objectives and weightings

In **Component 1** learners must demonstrate their ability to:

AO1

Understand and respond:

- in speech to spoken language including face-to-face interaction
- in writing to spoken language drawn from a variety of sources

AO2

Understand and respond:

- in speech to written language drawn from a variety of sources
- in writing to written language drawn from a variety of sources

AO3

Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure

AO4

Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken

The weighting of each assessment objective for **Component 1**.

AO1	AO2	AO3	AO4	Total
5%	5%	10%	10%	30%

The Speaking or 'Non-exam assessment' is marked out of **60**.

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1a: Presentation of independent research project		5		5	10
Task 1b: Discussion of independent research project	5		15	10	30
Task 2: Theme based discussion using stimulus card	5	5	5	5	20
Total marks	10	10	20	20	60

The Independent Research Project Marking Grids

Task 1a - Speaking assessment grid for discussion of the independent research project (10 Marks)

Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
5	<ul style="list-style-type: none"> Excellent presentation and understanding of research findings, based on information drawn from a wide variety of sources. 	5	<ul style="list-style-type: none"> Excellent knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
4	<ul style="list-style-type: none"> Very good presentation and understanding of research findings, based on information drawn from a wide variety of sources. 	4	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
3	<ul style="list-style-type: none"> Good presentation and understanding of research findings, based on information drawn from a variety of sources. 	3	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
2	<ul style="list-style-type: none"> Reasonable presentation and understanding of research findings, based on information drawn from a limited range of sources. 	2	<ul style="list-style-type: none"> Reasonable knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
1	<ul style="list-style-type: none"> Basic presentation and understanding of research findings, with some evidence of research having been undertaken. 	1	<ul style="list-style-type: none"> Superficial knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

Task 1b - Speaking assessment grid for the discussion of the independent research project (30 Marks)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	<ul style="list-style-type: none"> Excellent responses to all questions on the independent research project; always detailed and assured. Excellent interaction: engages very well, with spontaneity, and sustains discussion. 	13-15	<ul style="list-style-type: none"> Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic. 	9-10	<ul style="list-style-type: none"> Excellent knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and always supported by relevant evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.
4	<ul style="list-style-type: none"> Very good responses to most questions on the independent research project; mostly detailed. Very good interaction: engages well, with some spontaneity, and sustains discussion. 	10-12	<ul style="list-style-type: none"> Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation. 	7-8	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and usually supported by relevant evidence. Conclusions are based on very good analysis and evaluation of relevant issues.

3	<ul style="list-style-type: none"> • Good responses to most questions on the independent research project; sometimes detailed. • Good interaction: engages reasonably well, with a little spontaneity, and sustains discussion for the most part. 	7-9	<ul style="list-style-type: none"> • Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation. 	4-6	<ul style="list-style-type: none"> • Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency. 	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the culture and society of France and/or French-speaking countries and communities sometimes relevant to the topic. • Ideas and points of view are expressed and sometimes supported by evidence. • Conclusions are based on limited analysis with some evaluation of relevant issues. 	5-6	<ul style="list-style-type: none"> • Good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic. • Ideas and points of view are generally convincingly argued and usually supported by reasonably relevant evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	<ul style="list-style-type: none"> • Reasonable responses to some questions on the independent research project; occasionally detailed. • Attempts made to interact; engages to a limited extent only, with little or no spontaneity; prompting required at times. 	1-3	<ul style="list-style-type: none"> • Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult. 	1-3	<ul style="list-style-type: none"> • Superficial knowledge and understanding of the culture and society of France and/or French-speaking countries and communities often irrelevant to the topic. • Few ideas and points of view are expressed and they are not supported by evidence. • Conclusions are superficial, with little evidence of analysis or evaluation of relevant issues. 	1-2	<ul style="list-style-type: none"> • Nothing of value 	
1	<ul style="list-style-type: none"> • Limited responses to questions on the independent research project; rarely detailed. • Limited success in establishing a meaningful exchange; engages to a very limited extent, with no spontaneity, and relies on prompts. 	0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value 	
0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value 	0	<ul style="list-style-type: none"> • Nothing of value 	

The Independent Research Project

Exercise 1: Using the Speaking assessment grids for **Task 1a** (the presentation of the independent research project) and **Task 1b** (the discussion of the independent research project) identify the marks you would award for **Candidate 1**.

Candidate 1 - Baron Hausmann



Candidate 1 IRP.mp3

Marks awarded and commentary for Candidate 1's presentation

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO2	5	5	Excellent presentation and understanding of research findings, based on information drawn from a variety of sources.
AO4	5	5	Excellent knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
Total Marks	10	10	

Principal Examiner Top Tip

To achieve the AO4 marks in the presentation, a candidate needs to show knowledge and understanding of different aspects of the culture and society of countries/communities where French is spoken, and which is relevant to the topic to the subject chosen. Even a short presentation can show the extent and depth of understanding, analysis and evaluation of issues raised by the topic under discussion. The presentation serves as a springboard for the discussion that follows as it is likely to provide the examiner with possible lines of enquiry. It needs to be well ordered and self-contained.

Marks awarded and commentary for Candidate 1's discussion

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	5	5	Excellent responses to all questions on the independent research project; always detailed and assured. Excellent interaction: engages very well, with spontaneity, and sustains discussion.
AO3	15	15	Excellent level of accuracy in manipulation of grammar; almost error free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic.
AO4	10	10	Excellent knowledge and understanding of the culture and society of France and and/or French-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and always supported by relevant evidence. Conclusions are based on excellent analysis and evaluation of relevant issues
Total Marks	30	30	

Principal Examiner Top Tip

During preparation for the IRP the candidate will want to consider questions the examiner might ask on their live IRP. Questions such as -

- "What made you choose...?"
- "Give an example of..."
- "What are your reasons for...?"
- "What are your feelings about...?"
- "I take a different point of view... "
- "Tell me more about... "

Exercise 2: Using the Speaking assessment grids for **Task 1a** (the presentation of independent research project) and **Task 1b** (the discussion of the independent research project) identify the marks you would award for **Candidate 2**.



Candidate 2 IRP
Brigitte Bardot.mp3

Candidate 2 - Brigitte Bardot

Marks awarded and commentary for Candidate 2's presentation

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO2	5	3	Good presentation and understanding of research findings, based on Information drawn from a variety of sources.
AO4	5	3	Good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
Total Marks	10	6	

Marks awarded and commentary for Candidate 2's discussion

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	5	4	Very good responses to most questions on the independent research project; mostly detailed. Very good interaction, engages well, with some spontaneity, and sustains discussion.
AO3	15	9	Good level of accuracy in manipulation of grammar; with some errors Good idiomatic use of language and a variety of structures employed. Generally accurate pronunciation and intonation.
AO4	10	6	Good knowledge and understanding of the culture and society of France and and/or French-speaking countries and communities relevant to the topic. Ideas and points of view are generally convincingly argued and usually supported by relevant evidence. Conclusions are generally based on good analysis and evaluation of relevant issues
Total Marks	40	19	

Exercise 3:

Using the Speaking assessment grids for **Task 1a** (the presentation of independent research project) and **Task 1b** (the discussion of the independent research project) identify the marks you would award for **Candidate 3**.

Candidate 3

À quel point l'écriture inclusive a-t-elle affecté le patrimoine linguistique en France et dans les pays francophone du 21^{ème} siècle ?



Candidate 3 IRP.mp3

Marks awarded and commentary for Candidate 3's presentation

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO2	5	4	Very good presentation and understanding of research findings, based on information drawn from a wide variety of sources.
AO4	5	5	Excellent knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic.
Total Marks	10	9	

Principal Examiner Top Tip

There is no single model of a very good presentation, but the following might be useful pointers.

- a) The introduction to the IRP topic is very short as is any invitation at the end of the presentation to continue with the conversation.
- b) The candidate explains the importance of the topic, outlines the issues or interesting features and briefly mentions sources of ideas.
- c) The candidate gives the minimum amount of description, (explaining succinctly the sources of ideas and their reliability if desired but not essential) to support the ideas being discussed.
- d) Any conclusions or answers (or lack of answers) to issues raised are stated and justified.
- e) A short conclusion encapsulating the result of the research ends the presentation.

We state again, however, that it is the presentation's detailed argument that allows an evaluation of the research undertaken rather than stating or listing the sources used.

The presentation serves as a springboard for the discussion that follows, as it is likely to provide the examiner with possible lines of enquiry.

As only two minutes are allotted to the presentation, there is no time for a candidate to go into great detail about the sources they have used. However suitable short references to the sources, for example, where and when found, or quotations from whom, do strengthen the examiner's evaluation of the amount and quality of the research a candidate has undertaken. Nevertheless, the greatest indicator of the quality of the candidate's research remains the content of the presentation itself rather than any oblique reference to a source.

Marks awarded and commentary for Candidate 3's discussion

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	5	4	Very good responses to most questions on the independent research project; mostly detailed. Very good interaction: engages well, with some spontaneity, and sustains discussion.
AO3	15	9	Good level of accuracy in manipulation of grammar, with some errors. Good idiomatic use of language and a variety of structures employed. Generally accurate pronunciation and intonation.
AO4	10	8	Very good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and usually supported by relevant evidence. Conclusions are based on very good analysis and evaluation of relevant issues.
Total Marks	30	21	

Principal Examiner Top Tip

The candidate needs to consider their choice of IRP topic very carefully.

- A good title is often a question
- The title must relate directly to the country or communities where French is spoken
- The IRP must be about an issue that requires personal research
- If the IRP is about a world-renowned person, then it must refer to that person's contribution to the country – not sport, science, philosophy or art in general

- If the IRP is about a book or a film then it should be about the plot or a character, but about what issues the book or film raises which are relevant to the country

Here are some examples of some good titles

- *To what extent has Coco Chanel influenced fashion in France?*
- *To what extent has the LGBTQ+ movement in France progressed so far?*
- *How significant were Jacques-Louis David's paintings as a form of propaganda in supporting the revolutionaries during the French Revolution?*
- *To what extent did Yves Saint Laurent influence fashion in France during the post-war period and does this influence still exist today?*

Here are some examples of some unsuitable titles

- *The importance of X, Y, Z for science, sport, theatre in general*
- *Food in France*
- *Traditions in France*

These titles are **too** vague as they **do not** focus on a **debatable** issue. There is a danger that the *IRP* becomes very **descriptive** and **will not** enable students to access the highest marks.

Points for consideration in guiding students

- *How to choose a suitable topic*
- *the principles of effective research*
- *the validity and reliability of sources*
- *dealing with contradictions or uncertainty arising from the research*
- *general hints, expressions for writing up the project (for oral delivery)*

The Theme-Based Discussion

Task 2 - Speaking assessment grid for the theme-based stimulus card 20 marks in total

<p>Marks</p> <p>AO1: understand and respond in speech to spoken language including face-to-face interaction</p>	<p>Marks</p> <p>5</p> <ul style="list-style-type: none"> Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion. 	<p>Marks</p> <p>5</p> <ul style="list-style-type: none"> Full understanding of the stimulus material demonstrated by clear and relevant responses. 	<p>Marks</p> <p>5</p> <ul style="list-style-type: none"> Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic. 	<p>Marks</p> <p>5</p> <ul style="list-style-type: none"> Excellent knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are convincingly argued and supported by appropriate evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.
<p>4</p> <ul style="list-style-type: none"> Very good responses to most questions seen, set unseen and possible follow-up questions; most in detail. Very good interaction: engages well, asking relevant questions, and sustains discussion. 	<p>4</p> <ul style="list-style-type: none"> Very good understanding of the stimulus material demonstrated by mostly clear and relevant responses. 	<p>4</p> <ul style="list-style-type: none"> Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation. 	<p>4</p> <ul style="list-style-type: none"> Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are generally convincingly argued and supported by appropriate evidence. Conclusions are based on very good analysis and evaluation of relevant issues. 	

<p>Marks</p>	<p>AO1: understand and respond in speech to spoken language including face-to-face interaction</p>	<p>Marks</p>	<p>AO2: understand and respond in speech to written language drawn from a variety of sources</p>	<p>Marks</p>	<p>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</p>	<p>Marks</p>	<p>AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken</p>
<p>3</p> <ul style="list-style-type: none"> • Good responses to most questions (seen, set unseen and possible follow-up questions); some in detail. • Good interaction: engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part. 	<ul style="list-style-type: none"> • Sound understanding of stimulus material, demonstrated by relevant responses. 	<p>3</p> <ul style="list-style-type: none"> • Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation. 	<p>3</p> <ul style="list-style-type: none"> • Good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues. 				
<p>2</p> <ul style="list-style-type: none"> • Reasonable responses to most questions (seen, set unseen and possible follow-up questions); generally lacking detail. • Attempts made to interact; engages to a limited extent only, asking partly relevant questions, prompting required at times. 	<ul style="list-style-type: none"> • Limited understanding of stimulus material demonstrated by partial responses. 	<p>2</p> <ul style="list-style-type: none"> • Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency. 	<p>2</p> <ul style="list-style-type: none"> • Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are occasionally argued and supported by appropriate evidence. • Conclusions are based on some analysis and evaluation of relevant issues. 				

Exercise 1: Using the speaking assessment grid for **Task 2** identify the marks you would award for this candidate for the following theme-based discussion –



Candidate C
(card).mp3

Card 3 – Being a young person in French-speaking society

Le lycée professionnel en France



Le lycée professionnel permet aux étudiants français d'acquérir un diplôme professionnel pour s'insérer dans la vie active ou poursuivre des études à un niveau supérieur. Les matières d'enseignement général font partie du programme.

À DISCUTER :

Le lycée professionnel en France/ailleurs dans le monde francophone offre d'importantes possibilités aux étudiants.

(June 2019)

Marks awarded and commentary for the theme-based discussion

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	5	5	Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion.
AO2	5	5	Full understanding of the stimulus material demonstrated by clear and relevant responses.
AO3	5	5	Good level of accuracy in manipulation of grammar, with some errors. Good idiomatic use of language and a variety of structures employed. Generally accurate pronunciation and intonation.
AO4	5	5	Excellent level of accuracy in manipulation of grammar; almost error-free. Excellent idiomatic use of language and a wide variety of structures employed. Consistently accurate pronunciation and intonation which sounds authentic.
Total Marks	20	20	Excellent knowledge and understanding of the sub-theme covered in the discussion. Ideas and points of view are convincingly argued and supported by appropriate evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.

Marks awarded and commentary for the theme-based discussion

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	5	3	Good responses to most questions (seen, set unseen and possible follow-up questions); some in detail. Good interaction: engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part.
AO2	5	3	Sound understanding of stimulus material, demonstrated by relevant responses.
AO3	5	3	Good level of accuracy in manipulation of grammar, with some errors. Good idiomatic use of language and a variety of structures employed. Generally accurate pronunciation and intonation.
AO4	5	3	Very good knowledge and understanding of the culture and society of France and/or French-speaking countries and communities relevant to the topic. Ideas and points of view are convincingly argued and usually supported by relevant evidence. Conclusions are based on very good analysis and evaluation of relevant issues.
Total Marks	20	12	Good knowledge and understanding of aspects of the sub-theme covered in the discussion. Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. Conclusions are generally based on good analysis and evaluation of relevant issues.

Exercise 3: Using the speaking assessment grid for Task 2 identify the marks you would award for candidate A for the following theme-based discussion –



card 12.mp3

Card 12 – France 1940-1950: The Occupation and post-war years



Le courage de la Résistance ne peut pas faire oublier que la France a été vaincue par l'Allemagne. C'est l'armée américaine qui a libéré le pays en 1944.

À DISCUTER :

Les Américains ont aidé à libérer la France et ont participé à sa reconstruction après la guerre. (June 2019)

Marks awarded and commentary for the theme-based discussion

Assessment Objective	Maximum Mark	Mark Awarded	Commentary
AO1	5	5	Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion.
AO2	5	5	Full understanding of the stimulus material demonstrated by clear and relevant responses.
AO3	5	4	Good level of accuracy in manipulation of grammar, with some errors. Good idiomatic use of language and a variety of structures employed. Generally accurate pronunciation and intonation.
AO4	5	5	Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. Very good idiomatic use of language and a wide variety of structures employed. Mostly accurate pronunciation and intonation.
Total Marks	20	19	Excellent knowledge and understanding of the sub-theme covered in the discussion. Ideas and points of view are convincingly argued and supported by appropriate evidence. Conclusions are based on excellent analysis and evaluation of relevant issues.

Principal Examiner Top Tip

Many candidates lack the depth of knowledge (AO4) expected. Each theme has its own challenges. The cards on “France 1940-50: The Occupation and post war years”, for example, require historical knowledge and the ability to evaluate historical events. Discussions on cards relating to “Being a young person in French speaking society” often become discussions about young people in general, and candidates simply transfer their knowledge about the UK to France or a French-speaking country. In particular, candidates often lack sufficient knowledge to be able to discuss “Understanding the French-Speaking world,” and “Diversity and Difference” fully.

Reference exemplar material of candidate responses, Principal Examiner commentaries for Component 1 as well as the examination papers used as part of the CPD sessions are available via the WJEC secure website www.wjecservices.co.uk. The commentaries are very useful as a point of reference. The files are entitled Eduqas A level French CPD 2019.zip and Eduqas A level French Webinar 2018.zip. Further examples are available in the GCE French section of the Eduqas OER website <https://oer.eduqas.co.uk/>.