
AS LEVEL **FRENCH**

7651/3 Speaking
Report on the Examination

7651
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Administration

Centres entering students for the teacher-examiner option (7651/3T) dealt efficiently with the new requirement this year to upload recordings to the AQA Portal and many centres sent the appropriate paperwork to the examiner. In this documentation from T option centres, it is helpful to provide the name(s) of the teacher-examiner(s) so that if a Teacher Tester Performance Report needs to be completed, the examiner can be identified. Teacher-examiners are reminded that specific instructions for the conduct of the test are provided by AQA and it is expected that these will be adhered to, especially in relation to how the test should be introduced, how the stimulus cards should be identified just by reference to the letter and not to themes or sub-themes, and also the timings for each discussion. Most of the tests were conducted in general terms according to the guidelines but there were still cases where errors and oversights in the conduct of the test impacted on the assessment of the student's performance. These are dealt with below.

Assessment Objective 2

The mark here was awarded for the understanding of the material on the card that the student demonstrated in response to the first printed question as well as for the requirement of a question asked of the examiner in each stimulus card discussion. The understanding of the material can be judged to be very limited, limited, some understanding, good or very good. Many teacher-examiners accepted the student's response to the first question and then moved immediately on to the second printed question. This meant that if the student gave only a brief response about one piece of information on the card, the understanding was assessed – at best – as limited and was awarded 2 marks maximum. Teacher-examiners who asked supplementary questions about the material on the card allowed their students to give more information, thus demonstrate a better understanding and so achieve a higher mark. Examiners are reminded that the heading on the card above the photograph should not be overlooked when inviting students to demonstrate their understanding of the material. Equally, it should be emphasised that there is no credit given for descriptions of the images on the card.

How the discussion is conducted between the first and second printed questions can therefore have a significant impact on the score a student achieves for AO2.

Perhaps because of the two-year gap since speaking tests were last conducted, there was some confusion about what was required of the student when phrasing the question for the examiner. The questions must have a conjugated verb. Statements in the first person in French followed by *Et vous?* (*Moi je pense que c'est une bonne chose. Et vous ?*) did not meet the requirement and in such cases the mark for AO2 was moved down by one band. Many students formulated and wrote down their questions in the preparation time and this proved to be a very effective strategy.

Assessment Objective 4

The nature of the questions used in the discussion, in some cases, had a significant impact on the mark awarded for this AO. What was rewarded in this Assessment Objective was the knowledge and understanding of the aspects of the sub-theme under discussion in the context of France and/or the French-speaking world. Where the whole of the discussion was focused on aspects of France and/or francophone regions, countries or communities, students achieved high scores for AO4. Many of the AS discussions, however, were related too much to the student's own experiences and tastes (their family relationships; their use of technology; their preferred genre of music or film; their involvement in voluntary work, and so on) with only passing reference to a

French or francophone context, and, as a consequence, these performances did not score high marks for AO4.

Observations about individual cards

In general terms, there was evidence this year that students had some understanding of the main points on the cards, but, as stated previously, opportunities to demonstrate good or very good understanding were rarely given by teacher-examiners.

Carte A: a significant number of students had problems pronouncing *Pelissard* and *Besançon*, this perhaps due to limited opportunities to practise reading aloud. The cost of raising children as well as parents prioritising careers and work were given as factors explaining why families tend to be smaller.

Carte B: few students used the opportunity here to outline the case studies presented on the card and instead just made a general comment that older children are still dependent on parents. For both this and the previous card, when the discussion became more generally linked to family life and structures in France and/or the French-speaking world, there was some detailed knowledge demonstrated.

Carte C: the content of this card was generally not well-handled, and the discussion of the topic became somewhat generic. The reference to professional people using the internet for work purposes caused confusion for many.

Carte D: the general discussion again dealt only with generalities for the most part. Some familiarity with specifically French and/or francophone websites, their target-users, and how they facilitate life for their users would help provide more specific material for the discussion of this topic.

Carte E: the card was generally understood in terms of its main message but students tended to select a couple of examples of the type of organisations in which volunteers work rather than dealing with them all. There was some good, specific material used in the general discussion for both this and the following card.

Carte F: again, a couple of the bullet points were targeted in summarising the content of the card. The key message of the recruitment advertisement – that of joining the fight against poverty and exclusion – was overlooked by almost all students.

Carte G: as with voluntary work, the theme of the *patrimoine* was taken as a good opportunity for students to demonstrate some quite specific and detailed knowledge, and here there was clear evidence that students had researched sites and monuments beyond those dealt with in coursebooks.

Carte H: the fragility and the need to protect sites mentioned in this text prompted many in the general discussion to acknowledge both the benefits and drawbacks of tourism. Again, there was some good knowledge of measures introduced to mitigate against the impact of tourism.

Carte I: it is encouraging to see, with this theme, how students have “adopted” certain French and/or francophone musicians and singers. Many spoke with enthusiasm of their discovery and appreciation of such artists. This translated into some good scores for AO4.

Carte J: again, in the discussion of this card, there was a lot of knowledge demonstrated of the French rap scene.

Carte K: cinema is a topic-area where familiarity with a film or a number of films would provide scope for demonstrating good AO4 knowledge but all too often, the discussion became focused on the part the cinema or watching films played in the student's own life.

Carte L: the same point applied to this card too.

Assessment Objective 3

The quality of language in terms of range of vocabulary, awareness and application of grammar, and pronunciation and intonation, generally reflected the limited opportunities students have had over their course for regular and sustained face to face exchanges with their teachers. Given the circumstances, students are to be congratulated on what they have achieved. Language was generally never so inaccurate as to impede communication or comprehension but the nature of some of the mistakes and errors showed that fewer opportunities to practise over time – inevitably – had had an impact. That said, there were some excellent performances with students demonstrating a good grasp of accuracy and an impressive range of vocabulary and structures.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.