Cambridge International AS Level

FRENCH LANGUAGE	**8682/01**
Paper 1 Speaking	**May/June 2020**
MARK SCHEME	
Maximum Mark: 100	

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Published

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Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **5** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Section 1: Presentation (20 marks)

- Content and Presentation – 10 marks
- Pronunciation and Intonation – 5 marks
- Language – 5 marks

Candidates who make no specific reference to the contemporary society or cultural heritage of a country where the language is spoken will have their mark for Content and Presentation halved.

Content and Presentation		Pronunciation and Intonation		Language	
Knowledge of facts; ability to express opinions and raise issues for discussion.					
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 (40 marks) and Section 3: General Conversation (40 marks)

- Comprehension and Responsiveness – 10 marks
- Accuracy – 10 marks
- Feel for the Language – 10 marks

Range of vocabulary and structures
- Providing Information and Opinions – 5 marks
- Seeking Information and Opinions – 5 marks

Comprehension and Responsiveness	Accuracy	Feel for the Language
9–10 Very good No problems of comprehension. Responses are natural and spontaneous even to unexpected questions. Able to present and defend a point of view in discussion.	**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 thoughtfully, and copes fairly well with unexpected questions. 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. **OR** Relies heavily on prepared responses.	**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 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 target 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.