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GCSE

FRENCH

8652/SF+SH

Paper 2 Speaking

Foundation and Higher

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**Mark scheme**

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Version: 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **Level of response marking instructions**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

### **Step 1 Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### **Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

## General principles of marking

In all parts of the test, students can answer using the defined content (vocabulary and grammar) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

When asking questions, teacher-examiners and students may use informal or formal address with equal credit. This includes the Role-play task.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. Students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in French-speaking countries.

## Timing of the test for marking purposes

Timings for each of the three parts within the test are **recommended but not prescribed**. Therefore, it is the total time for the test for each student which should be observed for assessment purposes.

Timing of the test starts when the teacher-examiner begins the Role-play using the introductory text and ends for the purposes of marking when the maximum time allowed is reached for the tier.

The maximum time is **nine minutes at Foundation tier** for the whole test and **twelve minutes at Higher tier** for the whole test. Once the maximum time is reached for the tier, you must stop marking.

## Part 1 – Role play

This part of the test consists of a Role-play which is prepared by the student in the preparation time. Each student completes one Role-play at the tier for which they have been entered. The Role-play is recommended to last between one and one and a half minutes at both tiers.

There are five tasks, each of which is awarded up to two marks for AO2.

## Assessment criteria for each role-play task

Mark	AO2
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

## Notes

- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes

The maximum mark will be 10 (2 x 5 tasks). See **Appendix A** for a detailed mark scheme for each role play.

**Part 2 – Reading aloud task**

The Reading aloud task has two elements:

- reading aloud of a text
- answering four compulsory questions specified in the Teacher’s role

Each student prepares one short text in the preparation time. After reading the text out loud, the student takes part in a short unprepared conversation on the topic of the text.

This part of the test is recommended to last between two and two and a half minutes at Foundation tier and between three and three and a half minutes at Higher tier, for both elements of the task combined.

**Reading aloud of the text (5 marks AO3)**

If students self-correct their pronunciation of a word or words, it is the final, corrected, version that is assessed. If students restart the reading aloud task, it is the final attempt which is marked.

Reading aloud of the text is marked according to the following criteria:

**Foundation Tier**

Level	Mark	AO3
5	5	There may be minor errors and a few major errors in pronunciation.
4	4	There are regular minor and some major errors in pronunciation.
3	3	There are frequent minor and frequent major errors in pronunciation.
2	2	Pronunciation is rarely accurate.
1	1	Pronunciation is very rarely accurate.
0	0	Does not meet the standard required for Level 1 at this tier.

**Higher tier**

Level	Mark	AO3
5	5	Pronunciation is always or nearly always accurate but there may be an occasional minor error.
4	4	There are a few minor errors in pronunciation.
3	3	There are some minor errors and very occasional major errors in pronunciation.
2	2	There are minor errors and a few major errors in pronunciation.
1	1	There are regular minor and some major errors in pronunciation.
0	0	Does not meet the standard required for Level 1 at this tier.

**Notes**

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

### Marking guidance

These are examples of major errors of pronunciation that affect communication:

- pronunciation which changes the meaning of a word, eg *ville* rendered as *vie*
- third person plural endings of present tense verb forms pronounced eg *ils mangent*
- hard *c* produced for *ç* as in *garçon*
- *g* in *campagne* produced as in bag
- final letter of *et* pronounced
- *s* pronounced, or all letters pronounced, in *est*
- *je* produced as *j'ai* or vice versa
- *qu* rendered as *kw* eg. in *quand*
- *quinze* produced as *quins* (like twins)
- *seize* rendered as *six*
- *dix* rendered as dicks

These are examples of more minor errors of pronunciation that **do not** affect communication:

- initial *i* in words such as *intéressant* produced as in the English word in
- aspirated *h*
- *r* produced as in English very

This is not a comprehensive list. It indicates common errors.

## Response to compulsory questions (10 marks AO1)

### Foundation and Higher tiers

After the student has completed the read aloud task, four compulsory questions are asked by the teacher-examiner.

The student's response to the four compulsory questions is marked as a whole, according to the following criteria. Marks are not awarded to individual questions. The same assessment criteria are used at both tiers.

Level	Mark	AO1
5	9-10	<ul style="list-style-type: none"> <li>All questions are answered clearly.</li> <li>At least two answers have an extended response and at least one other is developed well.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>At least three questions are answered clearly.</li> <li>One answer has an extended response and at least one other is developed well.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>At least two questions are answered clearly.</li> <li>One answer is developed well and at least one other is developed minimally.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>At least two questions are answered understandably.</li> <li>One answer is developed minimally.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>At least one question is answered understandably.</li> <li>The answer(s) may be a very limited response.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

### Marking guidance

As regards clarity of response:

<b>Answered clearly</b>	The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.
<b>Answered understandably</b>	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.

As regards development of answers:

<b>Extended response</b>	A response which contains at least three clauses (a piece of information that includes an appropriate verb): <ul style="list-style-type: none"> <li>- What do you do at the weekend?</li> <li>- I go to the cinema with my friends and we watch action films. I love action films.</li> </ul>
<b>Developed well</b>	A response which contains two clauses (a piece of information that includes an appropriate verb): <ul style="list-style-type: none"> <li>- What do you think about social media?</li> <li>- I don't like social media because it's boring.</li> </ul>
<b>Developed minimally</b>	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: <ul style="list-style-type: none"> <li>- What do you eat in order to stay healthy?</li> <li>- (I eat) vegetables and fruit.</li> </ul>
<b>Limited response</b>	A response which answers the question without any extra information: <ul style="list-style-type: none"> <li>- How many subjects do you study?</li> <li>- (I study) ten (subjects).</li> </ul>

- First of all, determine the number of questions answered clearly or understandably and go to the lowest level where that applies.
- Is the amount of development fulfilled? If so, look at the level above and ask the same question. If the amount of development is fulfilled in that level, look at the next level and continue until the development is insufficient and award a mark at the level where both the number of questions answered and the amount of development have both been achieved.

### Example

The student gives two answers in which we understand something. We can understand one of the answers **clearly**. There are minor errors of gender, adjectival agreement and word order in that answer, but it is still clear because there is no problem with communication. The second of the answers uses the correct person but incorrect tense of the verb. For example:

- Where do you usually go with your friends?
- I went to the park.

The incorrect tense leads to a lack of clarity, but we may understand that the student goes to the park with their friends as a response to the question asked.

So, information is conveyed in the answers to two questions, but only one of them is clear. This means that the lowest level that this student can achieve is Level 1, because at least one question is answered understandably. We move up to level 2 and the criteria for the number of questions answered are achieved (one clear, one understandable). We move to Level 3 and here the criteria for the number of questions answered are not met because there need to be two **clear** answers and we only have one. So, the highest level in which we can award a mark is Level 2.



We now look at the amount of development in the student's two answers. To achieve a mark in Level 2, the student must have developed one of the answers minimally by adding an extra piece of information, for example in the form of a noun or adjective. For example:

- What do you think about rock music?
- It's loud and boring.

If that is the case, the student achieves a mark in Level 2. If both answers are limited and contain no extra information, the mark will be in Level 1.

When deciding on a particular mark, it is advisable to identify the level of marks first, and then decide whether the response is nearer to the descriptors in the level above or the level below. This will enable you to award an appropriate mark within the level.

### **Part 3 – Discussion of Photo card**

This part of the test is divided into two sections:

- response to the content of the photos on the card
- unprepared conversation

Each student prepares one Photo card containing two photos from one of the three themes in their preparation time, making notes which can be used during the test. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.

Part 3 of the test is recommended to last in total between four and five minutes at Foundation tier and between six and seven minutes at Higher tier. This includes the description of the photos **and** the unprepared conversation as shown below.

#### **Response to the content of the photos on the card**

The description of the photos is recommended to last approximately one minute at Foundation tier and one and a half minutes at Higher tier.

#### **Unprepared conversation**

The unprepared conversation is recommended to last between three and four minutes at Foundation tier and between four and a half and five and a half minutes at Higher tier.

The first part of the test requires the student to describe the photos and is marked according to the following criteria for AO2.

**Response to the content of the photos (5 marks AO2)**

**Foundation tier**

Level	Mark	AO2
5	5	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Information may lack clarity from time to time.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Information lacks clarity from time to time.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Information lacks clarity from time to time and occasionally messages break down.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>• Little information is conveyed.</li> <li>• Messages regularly break down.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• Very little information is conveyed.</li> <li>• Messages regularly break down or the very little language produced is barely understandable.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

**Notes**

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

**Marking guidance**

As regards clarity of response:

<b>Lacks clarity</b>	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.
<b>Messages break down</b>	Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.

**Higher tier**

Level	Mark	AO2
5	5	<ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Information is always conveyed clearly.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Information is nearly always conveyed clearly.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Information is nearly always conveyed clearly.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Information may lack clarity from time to time.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Information lacks clarity from time to time.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

**Notes**

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

**Marking guidance**

As regards clarity of response:

<b>Conveyed clearly</b>	The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.
<b>Lacks clarity</b>	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.

### Photo card unprepared conversation (15 marks AO1)

The second part of the Photo card task requires each student to take part in an unprepared conversation on any or all of the three topics within the theme of the Photo card.

Marks are awarded for each of AO1 and AO3 for this part of the test.

#### Foundation tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

Level	Mark	AO1
5	13–15	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Regular good development of responses.</li> <li>• Information may lack clarity from time to time.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Some good development and regular minimal development of responses.</li> <li>• Information lacks clarity from time to time.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Regular minimal development of responses.</li> <li>• Information lacks clarity from time to time and occasionally messages break down.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• Little information is conveyed.</li> <li>• Limited responses with occasional minimal development.</li> <li>• Messages regularly break down.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>• Very little information is conveyed.</li> <li>• Limited responses.</li> <li>• Messages regularly break down or hardly anything is said.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

#### Marking guidance

As regards development of answers:

<b>Good development</b>	<p>A response which contains two clauses (a piece of information that includes an appropriate verb):</p> <ul style="list-style-type: none"> <li>- What do you think about social media?</li> <li>- I don't like social media because it's boring.</li> </ul>
<b>Minimal development</b>	<p>A response which adds a piece or pieces of information, for example in the form of a noun or adjective:</p> <ul style="list-style-type: none"> <li>- What do you eat in order to stay healthy?</li> <li>- (I eat) vegetables and fruit.</li> </ul>
<b>Limited response</b>	<p>A response which answers the question without any extra information:</p> <ul style="list-style-type: none"> <li>- How many subjects do you study?</li> <li>- (I study) ten (subjects).</li> </ul>

As regards clarity of response:

<b>Lacks clarity</b>	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.
<b>Messages break down</b>	Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.

### Higher tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

Level	Mark	AO1
5	13–15	<ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Consistent good development with regular extended responses.</li> <li>• Information is always or nearly always conveyed clearly.</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Consistent good development with some extended responses.</li> <li>• Information is conveyed clearly, but with occasional lapses.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Consistent good development with occasional extended responses.</li> <li>• Information is generally conveyed clearly.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Regular good development of responses.</li> <li>• Information may lack clarity from time to time.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Some good development and regular minimal development of responses.</li> <li>• Information lacks clarity from time to time.</li> </ul>
0	0	Does not meet the standard required for Level 1 at this tier.

## Marking guidance

As regards development of answers:

<b>Extended response</b>	A response which contains at least three clauses (a piece of information that includes an appropriate verb): <ul style="list-style-type: none"> <li>- What do you do at the weekend?</li> <li>- I go to the cinema with my friends and we watch action films. I love action films.</li> </ul>
<b>Good development</b>	A response which contains two clauses (a piece of information that includes an appropriate verb): <ul style="list-style-type: none"> <li>- What do you think about social media?</li> <li>- I don't like social media because it's boring.</li> </ul>
<b>Minimal development</b>	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: <ul style="list-style-type: none"> <li>- What do you eat in order to stay healthy?</li> <li>- (I eat) vegetables and fruit.</li> </ul>

As regards clarity of response:

<b>Conveyed clearly</b>	The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.
<b>Lacks clarity</b>	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.

**Photo card unprepared conversation (5 marks AO3)**

**Foundation tier**

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>• Good variety of vocabulary and structures, but with some repetition.</li> <li>• There may be frequent minor errors. Some major errors may occur even in basic language.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and structures, but with regular repetition.</li> <li>• Frequent minor errors and some major errors in most responses to questions.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>• Limited variety of vocabulary and structures with regular repetition.</li> <li>• Very frequent minor and frequent major errors in most responses to questions.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>• Very limited variety of vocabulary and structures with regular repetition.</li> <li>• Very frequent minor and very frequent major errors in nearly all responses to questions.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• Hardly any variety of vocabulary and structures.</li> <li>• Minor and major errors in all responses to questions.</li> </ul>
0	0	The language does not meet the standard required for Level 1 at this tier.

**Notes**

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

**Higher tier**

Level	Mark	AO3
5	5	<ul style="list-style-type: none"> <li>• Wide variety of vocabulary and structures.</li> <li>• There may be a few minor errors. Few or no major errors when more complex language is attempted.</li> </ul>
4	4	<ul style="list-style-type: none"> <li>• Very good variety of vocabulary and structures.</li> <li>• Some minor errors. Some major errors when more complex language is attempted.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>• Good variety of vocabulary and structures, but with occasional repetition.</li> <li>• Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.</li> </ul>

<b>2</b>	2	<ul style="list-style-type: none"> <li>• Good variety of vocabulary and structures, but with some repetition.</li> <li>• Frequent minor errors. Some major errors which occur even in basic language.</li> </ul>
<b>1</b>	1	<ul style="list-style-type: none"> <li>• Some variety of vocabulary and structures, but with regular repetition.</li> <li>• Frequent minor errors and some major errors in most responses to questions.</li> </ul>
<b>0</b>	0	The language does not meet the standard required for Level 1 at this tier.

### Notes

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

### Marking guidance

As regards errors of language:

A **minor** error, is a grammatical inaccuracy which does not affect communication eg. incorrect gender/adjectival agreement or a minor mispronunciation, which does not hinder communication. For example:

- *J'habite un petit maison mais le jardin est très grande.*
- *Dans mon ville il y a un usine.*

A **major** error is one which affects immediate understanding, often a problem with a verb (wrong tense/person) or a more serious mispronunciation which would make comprehension difficult. For example:

- *La semaine dernière je vais au cinéma.*
- *Mon frère aime la natation plou qué le football. (plus que).*
- *Mon collègue est grand. (collège).*

Examples of **major errors in basic** language:

- use of the infinitive rather than a finite verb form in the present tense, eg
  - *Je manger le petit déjeuner*
  - *Je jouer au football au collège tous les jours.*
- use of the infinitive rather than a finite verb form in the perfect tense, eg
  - *Hier je faire mes devoirs dans la cuisine*
  - *Lundi dernier je lire un roman*

Examples of **major errors in more complex** language:

- Use of a past tense when referring to a future event eg



- *A l'avenir j'ai visité Paris*
- missing infinitive eg
  - *J'espère du shopping*
- use of inappropriate vocabulary items eg
  - *Je ne sors pas parce que mes devoirs*
  - *Pour rester en forme, à l'avenir je vais manger plus de frites*

**Appendix A: Detailed role play mark scheme**

**Note: OAR means Otherwise Acceptable Response**

<b>Foundation Role Play 1</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Describe your town / village (<u>one</u> detail).</b>	One detail. Eg: <i>Ma ville est intéressante / C'est beau.</i>	One detail, without an accurate verb. Eg: <i>Intéressant(e) / Nul(le).</i>	Message not communicated or wrong person of verb. Eg: <i>Je suis intéressant.</i>
<b>2</b>	<b>Say when you go to town (<u>one</u> detail).</b>	Any time. Eg: <i>Je vais (en ville) (le) samedi / deux fois par semaine / (à) cinq heures.</i>	Some ambiguity. Eg: <i>Je vais (en ville) deux (fois). / Je aller tous les jours.</i> One detail without an accurate verb. Eg: <i>Le soir / Je aller (le) samedi.</i>	Incomprehensible pronunciation. Eg: <i>Je vais (à) sinc (heures).</i>
<b>3</b>	<b>Say where you like to go in town (<u>one</u> detail).</b>	Any place. Eg: <i>Je vais / J'aime aller au stade / aux magasins.</i>	Some ambiguity. Eg: <i>Je suis allé(e) au café.</i>  One detail, without an accurate verb. Eg: <i>La bibliothèque</i>	Incomprehensible attempt Eg: <i>Ville piscine.</i>
<b>4</b>	<b>Give <u>one</u> opinion of your region.</b>	Any opinion. Eg : <i>Ma région est industrielle / J'aime (ma région). / Je déteste (ma région).</i>	One detail, without an accurate verb. Eg: <i>Région bon(ne). / Nul(le).</i> Pronunciation that causes a delay in communication. Eg: <i>Super</i> (English pronunciation as in <i>soupa</i> ).	Message not communicated. Eg: <i>Je voudrais ma région.</i>
<b>5</b>	<b>Ask your friend a question about where they live.</b>	Any clearly understandable question about where their friend lives. Eg: <i>Où est ta ville ? / Où habites-tu ? / Il y a un cinéma dans ta ville ?</i>	Some ambiguity. Eg: <i>Tu aimes habite(s) ?</i> Question asked without an accurate verb. Eg: <i>Ta ville une piscine ?</i>	Message not communicated or incomprehensible pronunciation. Eg: <i>Ta ville aime(s) ?</i>

Foundation Role Play 2				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say when you go out with friends ( <u>one detail</u> ).	Any day / time. Eg:  <i>Je sors (avec mes amis) (le) samedi / dimanche (soir) / (à) midi.</i>	Some ambiguity. Eg: <i>Je sors / Nous sortons jeudi. / Sortir le vendredi soir.</i> One detail, without an accurate verb. Eg: <i>Je avec mes amis samedi.</i>	Message not communicated. Eg: <i>Je sors (à) sink oors.</i>
2	Say where you go ( <u>one place</u> ).	One destination. Eg:  <i>Je vais / Nous allons (au) stade / (à la) piscine / chez mon ami.</i>	Some ambiguity. Eg: <i>Je vais / Nous allons (à) mon ami(')s maison.</i> One place, without an accurate verb. Eg: <i>au cinéma</i>	Message not communicated. Eg: <i>Je vais avec mes amis.</i>
3	Give <u>one</u> opinion of spending time with friends.	Any opinion. Eg:  <i>C'est génial. / J'aime passer du temps avec mes copains.</i>	Opinion without an accurate verb. Eg: <i>Intéressant(e) / Passionnant.</i> Some ambiguity. Eg: <i>Mes amis (sont) intéressants.</i>	Message not communicated. Eg: <i>Amis, oui.</i>
4	Ask your friend a question about their free time.	Any clearly understandable question about free time. Eg:  <i>Tu joues au basket ? / Tu aimes la musique ? / Qu'est-ce que tu fais le soir ?</i>	Question asked without an accurate verb. Eg: <i>Ton temps libre ? / Tu jouer au football ?</i>	Message not communicated. Eg: <i>Visiter le football ?</i>
5	Describe your best friend ( <u>one detail</u> ).	Any detail. Eg:  <i>Il / Kevin est drôle / Elle / Sophie est grande.</i>	Any detail, without an accurate verb. Eg: <i>Beau / Intéressant(e)</i>	Message not communicated or incomprehensible pronunciation. <i>Ma copine vrai.</i>

<b>Foundation Role Play 3</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Say where you like to go at the weekend (<u>one</u> place).</b>	Any place, with a first person singular or plural verb. Eg: <i>J'aime aller à la piscine. / Nous allons en ville.</i>	Any place, without an accurate verb. Eg: <i>(A la) campagne.</i>	Wrong person of verb, Eg: <i>Il aime aller en ville.</i>
<b>2</b>	<b>Say <u>one</u> type of film you like.</b>	One type of film. Eg: <i>J'aime les films (d')amour / drôles / intéressants.</i>	Some ambiguity. Eg: <i>Je veux un film de nature.</i> Pronunciation that causes a delay in communication. Eg: <i>J'aime les films de natyure (English pronunciation).</i> Type of film, without an accurate verb. Eg : <i>les films drôles</i>	Message not communicated. Eg: <i>Oui, les films.</i>
<b>3</b>	<b>Say <u>one</u> sport you do.</b>	One type of sport. Eg: <i>Je fais de la natation / Je joue au football.</i> Clear indication that the student doesn't do sport. Eg: <i>Je ne fais pas (de sport).</i>	Any sport without an accurate verb. Eg: <i>Le football.</i>	Message not communicated. Eg: <i>Le sport, oui, j'aime.</i>
<b>4</b>	<b>Describe your favourite singer (<u>one</u> detail).</b>	One detail. Eg: <i>Mon chanteur préféré / Il est français.</i>	One detail without an accurate verb. Eg: <i>Grand(e) / Beau / Belle.</i> Some ambiguity. Eg: <i>C'est (très) beau.</i>	Message not communicated. Eg: <i>J'aime le chanteur.</i>
<b>5</b>	<b>Ask your friend a question about music.</b>	Any clearly understandable question about music with a verb. Eg: <i>Tu joues d'un instrument ? / Tu achètes beaucoup de musique ? / Tu aimes la musique ?</i>	Question asked without an accurate verb. Eg: <i>(La) Musique ? / Ton instrument ?</i>	Message not conveyed. Eg: <i>Tu instrument ?</i>

<b>Foundation Role Play 4</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Say where your school is (<u>one</u> detail).</b>	Any location. Eg: <i>Mon collège / Il est à + town / à la campagne / dans le nord-ouest de l'Angleterre.</i>	A location without an accurate verb. Eg: <i>(Mon collège / Il) à + town / dans le sud / ici.</i>	Nothing is conveyed. Eg: <i>C'est un collège grand.</i>
<b>2</b>	<b>Ask your friend a question about their favourite subject.</b>	Any clearly understandable question about favourite subject. Eg: <i>Quelle est ta matière préférée ? / Ta matière préférée est les maths ? / Quelle matière est-ce que tu aimes mieux ?</i>	Any question about favourite subject without an accurate verb. Eg: <i>Ta matière préférée ... ? / Préférer (le) sport... ?</i>	Message not communicated. Eg: <i>Ma matière préférée est l'anglais ?</i>
<b>3</b>	<b>Say <u>one</u> subject you do not like.</b>	Any subject. Eg: <i>Je n'aime pas / Je déteste l'anglais.</i>	A subject but inaccuracy causes a delay in communication. Eg: <i>Je n'aime l'histoire. / Je n'histoire pas.</i> A subject without an accurate verb. Eg : <i>Maths</i>	Contradictory answer to the question. Eg: <i>J'aime la géographie.</i>
<b>4</b>	<b>Say <u>one</u> sport you do at school.</b>	Any sport Eg: <i>J'adore le / J'aime le / Je joue au football. / Je danse.</i>	Some ambiguity. Eg: <i>Je danser.</i> A sport without an accurate verb. Eg : <i>Je faire natation</i>	Irrelevant response. Eg: <i>Je n'aime pas danser.</i>
<b>5</b>	<b>Say what you eat at lunchtime (<u>one</u> detail).</b>	Any appropriate detail. Eg: <i>Je mange des fruits. / Je mange du fromage./ Je prends des légumes.</i>	One detail without an accurate verb. Eg: <i>(Des) fruits. / Je prenais des légumes.</i>	Nothing is conveyed.

<b>Foundation Role Play 5</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Say what you drink to stay healthy (<u>one</u> detail).</b>	Any drink. Eg: <i>Je bois / Je prends (de l') eau / (du) lait.</i>	Relevant detail without an accurate verb. Eg: <i>(Je boire) (de l')eau</i> Some ambiguity. Eg: <i>Je bois de l'oo.</i>	Irrelevant response. Eg: <i>Je ne bois (pas de) café.</i>
<b>2</b>	<b>Say <u>one</u> activity you do to keep fit.</b>	Any activity. Eg: <i>Je joue (au) foot. / Je vais à la piscine. /</i>	Activity without an accurate verb. Eg: <i>Natation. / Football.</i>	Message not communicated. Eg: <i>Je vais avec mes amis.</i>
<b>3</b>	<b>Give <u>one</u> opinion of school meals.</b>	Any opinion. Eg: <i>Ils sont bons / affreux /chers / Je n'aime pas.</i>	Opinion without an accurate verb. Eg: <i>Ils bons.</i> Some ambiguity. Eg: <i>Beaucoup super.</i>	Message not communicated. Eg: <i>Repas (au collègue), oui.</i>
<b>4</b>	<b>Ask your friend a question about food.</b>	Any clearly understandable question about food. Eg: <i>Tu aimes la viande ? / Tu manges sain ? / Tu es végétarien(ne) ?</i>	Question asked without an accurate verb. Eg: <i>Ta nourriture ? / Manger sain ?</i>	Message not communicated. Eg: <i>Manger bon?</i>
<b>5</b>	<b>Say one thing you do to relax.</b>	Any detail. Eg: <i>Je regarde / Nous regardons la télévision. / J'écoute la musique.</i>	Detail, without an accurate verb. Eg: <i>(Regarder) (La) télé. / (Je du) sport.</i>	Message not communicated or incomprehensible pronunciation. Eg: <i>J'aime (me) relaxer.</i>

<b>Foundation Role Play 6</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Say when your birthday is (<u>one</u> detail).</b>	A date or month. Eg: <i>C'est le vingt-cinq / en mars.</i>	Some ambiguity introduced. Eg: <i>C'est le sink avril.</i> One detail without an accurate verb. Eg: <i>Je suis en mars.</i>	Message not communicated. Eg: <i>Le sink.</i>
<b>2</b>	<b>Say <u>one</u> thing you do with your friends.</b>	One activity. Eg: <i>Je mange / Nous mangeons dans un restaurant.</i>	One activity without an accurate verb. Eg: <i>(Manger dans un) restaurant. / (Jouer au) football.</i>	Message not communicated. Eg: <i>Tu cinéma</i>
<b>3</b>	<b>Ask your friend a question about their free time.</b>	Any clearly understandable question about free time. Eg: <i>Qu'est-ce que tu fais pendant ton temps libre ? / Tu fais du sport ?</i>	Some ambiguity introduced. Eg: <i>Ton temps libre jouer avec amis.</i> Question asked without an accurate verb. Eg: <i>Tu fais nager ?</i>	Message not communicated. Eg: <i>Fais ton temps libre ?</i>
<b>4</b>	<b>Say what your favourite day of the week is (<u>one</u> day).</b>	Any day. Eg: <i>Je préfère mardi</i>	A day without an accurate verb. Eg: <i>Je préférer samedi.</i> Some ambiguity. Eg: <i>Je préférerais samedi.</i>	Message not communicated. Eg: <i>J'aime les fêtes.</i>
<b>5</b>	<b>Say what type of food you like (<u>one</u> detail).</b>	Any type of food. Eg: <i>J'aime les frites. / J'adore les fruits.</i>	Type of food without an accurate verb. Eg: <i>J'(adorer) (la) pizza.</i>	Message not conveyed. Eg: <i>Je voudrais une pizza.</i>

<b>Foundation Role Play 7</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Describe your favourite celebrity (one detail).</b>	Any detail about a celebrity.  Eg: <i>Il est beau / Elle est belle / Il a les cheveux bruns.</i>	Any detail about a celebrity without an accurate verb. Eg: <i>Beau / grand.</i>	Message not communicated. Eg: <i>Ma célébrité préférée.</i>
<b>2</b>	<b>Say what job they do (one detail).</b>	Any job. Eg:  <i>Il est acteur / Elle joue au football.</i>	Any detail, without an accurate verb. Eg: <i>Ma célébrité chef.</i>	Message not communicated. Eg: <i>(Il / Elle) travaille dur.</i>
<b>3</b>	<b>Say why you like this person (one detail).</b>	Any detail. Eg:  <i>(Je l'aime parce qu') Il / Elle est drôle.</i>	Any detail, without an accurate verb. Eg: <i>Intéressant(e).</i>	Message not communicated. Eg: <i>J(e l')aime.</i>
<b>4</b>	<b>Say one type of film you like.</b>	Any detail. Eg:  <i>J'aime les films de la nature. / Mes films préférés sont américains.</i>	Any detail, without an accurate verb. Eg: <i>(Je préférer les) films drôles / d'action.</i>	Message not communicated or incomprehensible pronunciation. <i>J'aime les cartoons.</i>
<b>5</b>	<b>Ask your friend a question about music.</b>	Any clearly understandable question about music. Eg:  <i>Tu aimes la musique / Taylor Swift / les concerts ?</i>	Question asked without an accurate verb. Eg:  <i>Ta musique préférée ?</i>	Message not communicated. Eg: <i>Tu aimes célébrité musique ?</i>



<b>Foundation Role Play 8</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Describe your school (one detail).</b>	Any appropriate detail. Eg: <i>Mon collègue / Il est grand / moderne.</i>	Any appropriate detail, without an accurate verb. Eg: <i>Grand / Nul / Les profs sympas.</i>	Message not communicated. Eg: <i>Ton collègue est petit.</i>
<b>2</b>	<b>Say one subject you like.</b>	Any appropriate detail. Eg: <i>J'aime les maths. / Ma matière préférée est le sport.</i>	Any appropriate detail, without an accurate verb. Eg: <i>L'anglais. / Le français bon.</i>	Message not communicated. Eg: <i>Que tu aimes, l'anglais.</i>
<b>3</b>	<b>Say why you like it (one detail).</b>	Any appropriate detail. Eg: <i>C'est intéressant. / J'aime le prof. / Je n'ai pas de devoirs.</i>	Any appropriate detail, without an accurate verb. Eg: <i>Pas (de) devoirs. / Le prof.</i>	Message not communicated. Eg: <i>Mauvais.</i>
<b>4</b>	<b>Say what you do at break (one detail).</b>	One detail / activity. Eg: <i>Je parle avec mes amis. / J'écoute de la musique. / Je joue au football.</i>	One detail / activity, without an accurate verb. Eg: <i>Football / Devoirs. / (Je) Manger.</i>	Message not communicated. Eg: <i>J'aime la récréation.</i>
<b>5</b>	<b>Ask your friend a question about their school.</b>	Any clearly understandable question about school. Eg: <i>Tu aimes ton école ? / Ton collègue est bon ?</i>	Question asked without an accurate verb. Eg: <i>Tes amis aller à ton collège ?</i>	Message not conveyed. Eg: <i>Le collège ?</i>

<b>Foundation Role Play 9</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Say one programme you watch on television or online</b>	Any appropriate detail. Eg: <i>J'adore / Je regarde Eastenders</i>	A detail without an accurate verb. Eg: <i>Un film.</i>	Message not communicated. Eg: <i>(La) Télé (est) bonne.</i>
<b>2</b>	<b>Give one opinion about this programme.</b>	Any appropriate detail. Eg: <i>C'est drôle. / J'aime les acteurs.</i>	A detail without an accurate verb. Eg: <i>Intéressant. / Bons acteurs.</i>	Message not communicated. Eg: <i>Acteurs.</i>
<b>3</b>	<b>Ask your friend a question about television.</b>	Any clearly understandable question about television. Eg: <i>Tu regardes beaucoup la télé ? / Qu'est-ce que tu aimes à la télévision ?</i>	Question asked without an accurate verb. Eg: <i>Beaucoup la télé ? / (Tu) Aimer la télé ?</i>	Message not communicated. Eg: <i>Ta télé chambre ?</i>
<b>4</b>	<b>Describe your favourite actor (<u>one</u> detail).</b>	Any appropriate detail. Eg: <i>Il / Elle s'appelle X. / Mon acteur / Mon actrice préféré(e) est grand(e).</i>	A detail without an accurate verb. Eg: <i>(Très) beau / belle.</i>	Message not communicated. Eg: <i>Scarlett Johanssen / Samuel Jackson.</i>
<b>5</b>	<b>Say where you go at the weekend (<u>one</u> detail).</b>	Any appropriate detail. Eg: <i>Je vais en ville / au stade. / J'aime faire les magasins.</i>	A detail without an accurate verb. Eg: <i>(Normalement) Aller à York.</i>	Message not conveyed. Eg: <i>Je vais avec mes amis.</i>

Higher Role Play 10				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
1	Say what type of film you prefer and why ( <u>one</u> reason).	Type of film + appropriate reason for the preference. Eg: <i>(Je préfère les films d') amour / (d')action. Ils sont super.</i>	Type of film + appropriate reason without an accurate verb. Eg: <i>(D')amour ... drôle.</i> One element only. Eg: <i>Action / Génial.</i>	Nothing is conveyed.  Do not accept the <b>name</b> of a film, but reward the reason, if given.
2	Describe your favourite actor ( <u>two</u> details).	Two appropriate details. Eg: <i>Mon acteur préféré est X. Il est beau./ J'aime Y. Elle est géniale. / Il / Elle est américain(e). Il / Elle est grand(e).</i>	Two appropriate details without accurate verb(s). Eg: <i>Grand(e) et beau/belle.</i> One appropriate detail with an accurate verb. Eg: <i>Il joue dans mon film préféré.</i>	Neither part of the message is conveyed.
3	Say something you did in your free time last week ( <u>two</u> details).	Two details about free-time activities last week. Eg: <i>J'ai vu un film avec mes amis./ J'ai fait du shopping. J'ai acheté des vêtements.</i>	Two details without accurate verb(s). Eg: <i>Je joue au football. Je regarde la télé.</i>  One detail, with an accurate verb. Eg: <i>Je suis allé(e) au cinéma.</i>	Incomprehensible pronunciation / message not communicated. Eg: <i>Le cinéma bon.</i>
4	Give one advantage of playing sport.	One advantage of playing sport. Eg: <i>C'est bon pour la santé. / C'est amusant.</i>	One advantage of playing sport, without an accurate verb. Eg: <i>passionnant.</i>	Message not communicated. Eg <i>Sport.</i>
5	Ask your friend a question about free time.	Any clearly understandable question about free time. Eg: <i>Qu'est-ce que tu fais pendant ton temps libre ? Tu sors beaucoup avec tes amis ?</i>	Question asked without an accurate verb. Eg: <i>Pendant ton temps libre la musique ? Jouer au foot ?</i>	Incomprehensible attempt at the question, Eg: <i>Foot bon ?</i>

<b>Higher Role Play 11</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Say what your best friend looks like (<u>two</u> details).</b>	Two appropriate details. Eg: <i>Mon / Ma meilleur(e) ami(e) / Il / Elle est petit(e). Il / Elle a les cheveux noirs.</i>	Two appropriate details without accurate verb(s). Eg: <i>Petit(e) et (les) cheveux noirs.</i>  One appropriate detail with an accurate verb. Eg: <i>Il / Elle a les yeux bleus.</i>	Neither element conveyed.
<b>2</b>	<b>Say what makes a good friend (<u>one</u> detail).</b>	One detail about what makes a good friend. Eg: <i>Un(e) bon(ne) ami(e) / Il/Elle est drôle.</i>	One detail about what makes a good friend, without an accurate verb. Eg: <i>Drôle.</i>	Incomprehensible pronunciation / message not communicated. Eg: <i>Emeubeul.</i>
<b>3</b>	<b>Say what you and your friends talk about (<u>two</u> details).</b>	Two topics of conversation. Eg: <i>On parle des amis et de l'école. / Avec mes amis je parle du sport et des jeux-vidéo.</i>	Two topics of conversation without accurate verb(s). Eg: <i>(De) la musique et (de) la télé.</i>  One topic only with an accurate verb. Eg: <i>Nous parlons de la musique.</i>	Nothing conveyed. One topic of conversation, no verb. Eg: <i>(Du) sport.</i>
<b>4</b>	<b>Describe a day you spent with friends recently (<u>two</u> details).</b>	Two details about a day spent with friends. Eg: <i>Je suis alle(é) en ville et j'ai regardé un film. / Nous avons pris le train et nous avons fait les magasins (en ville). / On a visité la ville et on a mangé dans un restaurant.</i>	Two details, without accurate verb(s) Eg: <i>Aller à la campagne et manger dans un café.</i>  One detail, with an accurate verb. Eg: <i>Nous sommes allé(e)s à la plage.</i>	Incomprehensible pronunciation / message not communicated. One detail, without an accurate verb. Eg: <i>Aller à la campagne. / Manger dans un café.</i>
<b>5</b>	<b>Ask your friend a question about hobbies.</b>	Any clearly understandable question about hobbies. Eg: <i>Qu'est-ce que tu fais pendant ton temps libre ? / Tu aimes la natation ?</i>	Question asked without an accurate verb. Eg: <i>La danse intéressante ?</i>	Incomprehensible attempt at the question, Eg: <i>Tu temps libre ?</i>

<b>Higher Role Play 12</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Say what tourists can do in your region (two details).</b>	Two appropriate details. Eg: <i>On peut visiter la ville (historique) et voir le musée. / Pour les touristes, il y a le château qui est très beau.</i>	Two details without accurate verbs. Eg: <i>Château et campagne.</i>  One detail with an accurate verb. Eg: <i>Les touristes aiment (visiter) le musée.</i>	Message not communicated Eg: <i>Je visite la ville (historique).</i>
<b>2</b>	<b>Say if you like living in your region and why / why not (one opinion + one reason).</b>	One opinion + appropriate reason Eg: <i>J'aime ma région parce que c'est tranquille. / Je n'aime pas ma région. Ce n'est pas intéressant.</i>	One opinion + appropriate reason without an accurate verb. Eg: <i>(La) région bonne ... beaucoup à faire. / (La) région il y a moins sale.</i>  One opinion OR appropriate reason with an accurate verb. Eg: <i>J'aime ma / la région. / Ma / la région est belle.</i>	Nothing conveyed.
<b>3</b>	<b>Ask your friend a question about the environment.</b>	Any clearly understandable question about the environment. Eg: <i>Il y a des centres de recyclage ? / Il y a beaucoup de pollution ?</i>	Question asked without an accurate verb. Eg: <i>Beaucoup de pollution ? (Des) centres de recyclage ?</i>	Incomprehensible attempt at the question. Eg: <i>L'environnement ?</i>
<b>4</b>	<b>Describe an environmental problem in your area (one detail).</b>	One problem conveyed. Eg: <i>Il y a trop de plastique (dans ma région). / Les rues sont (souvent) sales.</i>	One problem, without an accurate verb. Eg: <i>Sale / (Le) plastique.</i>	Nothing conveyed. Eg: <i>Problème dans l'environnement.</i>
<b>5</b>	<b>Say what you did to protect the environment last week (two details).</b>	Two details about what the student did to protect the environment. Eg: <i>J'ai fait du recyclage du papier et du verre.</i>	Two appropriate details without an accurate verb. Eg: <i>Je fais du recyclage du papier et du verre.</i>  One appropriate detail, with an accurate verb. Eg: <i>J'ai pris le bus en ville. / J'ai marché au collège.</i>	Incomprehensible pronunciation / message not communicated. Eg: <i>Plastique et verre.</i>

<b>Higher Role Play 13</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Describe your school (two details).</b>	Two details. Eg:  <i>Mon collège / Il est moderne. Il y a un bon rapport entre les professeurs et les élèves.</i>	Two details without accurate verb(s). Eg: <i>Le collège dur. Les profs nuls.</i> One detail with an accurate verb. Eg: <i>Il y a une piscine.</i>	Message not communicated. Eg: <i>Le collègue ici.</i>
<b>2</b>	<b>Say what you think of exams and why (one opinion + one reason).</b>	One opinion + appropriate reason. Eg:  <i>Je déteste les examens car ils sont durs. / Ils sont terribles. Je les trouve difficiles.</i>	Both elements without an accurate verb(s). Eg: <i>Les examens, ça va. Nécessaires.</i>  One element only with an appropriate verb. Eg: <i>Je déteste les examens. / Ils sont durs.</i>	Nothing is conveyed.
<b>3</b>	<b>Say what you did last week at school (two details).</b>	Two relevant details. Eg:  <i>J'ai étudié les maths. C'était intéressant.</i>	Two details without accurate verb(s). Eg: <i>Je fais l'histoire et les mathématiques.</i>  One detail, with an accurate verb. Eg: <i>Je suis allé(e) à la bibliothèque.</i>	Message not communicated. Eg: <i>La semaine dernière au collège.</i>
<b>4</b>	<b>Ask your friend a question about school.</b>	Any clearly understandable question about school. Eg:  <i>Tu aimes ton uniforme ? / Ton collège est grand ? / Les cours commencent à quelle heure ?</i>	Question asked without an accurate verb. Eg: <i>Le sport au collège ? / Manger midi ?</i>	Message not communicated. Eg: <i>Tu collègue ?</i>
<b>5</b>	<b>Give one opinion of going to university.</b>	One opinion. Eg:  <i>C'est cher. / C'est bon pour ma carrière.</i>	One opinion without an accurate verb. Eg: <i>Utile. / Cher.</i>	Message not communicated. Eg: <i>L'université, oui.</i>

<b>Higher Role Play 14</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	Say if you eat healthily and why / why not. (Give <b>one</b> opinion and <b>one</b> reason.)	One opinion and one reason. Eg: <i>Je mange sain. Je prends beaucoup de légumes. / Je ne mange pas sain (parce que) j'adore le fast-food.</i>	Both elements without an accurate verb(s). Eg: <i>Je manger sain. Beaucoup de fruits.</i>  One element only with an appropriate verb. Eg: <i>Je ne mange pas sain. / Je mange trop de frites.</i>	Message not communicated. Eg: <i>Je mange(r).</i>
<b>2</b>	<b>Describe a recent sporting activity (two details).</b>	Two relevant details. Eg: <i>Samedi, j'ai joué au foot.</i>	Two relevant details without accurate verb(s). Eg: <i>(Le) foot avec mon équipe.</i> One relevant detail with an accurate verb. Eg: <i>J'ai nagé.</i>	Message not communicated. Eg: <i>Samedi / (Le) sport.</i>
<b>3</b>	<b>Say what you do to relax (two details).</b>	Two relevant details Eg: <i>Je vais au cinéma avec mes amis. / Je vais en ville et je joue aux jeux-vidéo.</i>	Two relevant details without accurate verb(s). Eg: <i>Cinéma avec mes amis. / Danser.</i>  One relevant detail with an accurate verb. Eg: <i>Je lis.</i>	Message not communicated. Eg: <i>Relaxer.</i>
<b>4</b>	<b>Ask your friend about healthy living.</b>	Any clearly understandable question about lifestyle. Eg: <i>Tu as une vie saine ? / Tu manges bien ? Tu fais du sport ? / Tu fumes ?</i>	Question asked without an accurate verb. Eg: <i>(Tu) Manger bien ? / Tu une vie saine ?</i>	Incomprehensible attempt at the question, Eg: <i>Ta vie ?</i>
<b>5</b>	<b>Say something about the importance of friends (one detail).</b>	One relevant detail. Eg: <i>Ils m'aident. / Mes amis et moi, on aime les mêmes choses.</i>	One relevant detail without an accurate verb. Eg: <i>Aimer les mêmes choses.</i>	Message not communicated. Eg <i>(Mes) amis.</i>

<b>Higher Role Play 15</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Say when you do sport (<u>one</u> detail).</b>	One appropriate detail. Eg: <i>Je joue au football le samedi. / Je fais du sport le week-end.</i>	One appropriate detail without an accurate verb. Eg: <i>A sept heures. / (Lundi) Soir.</i>	Message not communicated. Eg: <i>J'aime le sport.</i>
<b>2</b>	<b>Say what you did last week to stay healthy (<u>two</u> details).</b>	Two appropriate details. Eg: <i>J'ai dormi huit heures (chaque nuit) et j'ai bu de l'eau.</i>	Two relevant details without appropriate verb(s). Eg: <i>Je bois de l'eau et je mange des repas végétariens.</i> One detail with an accurate verb. Eg: <i>J'ai pris de l'exercice.</i>	Message not communicated. Eg: <i>(Des) repas végétariens.</i>
<b>3</b>	<b>Describe how you relax (<u>two</u> details).</b>	Two appropriate details. Eg: <i>Je sors avec mon chien et je danse.</i>	Two appropriate details without accurate verb(s). Eg: <i>Je nager et lire.</i> One appropriate detail with an accurate verb. Eg: <i>Mes amis et moi allons en ville.</i>	Message not communicated. Eg: <i>J'aime me relaxer.</i>
<b>4</b>	<b>Say what you think about fast food and why (<u>one</u> opinion + <u>one</u> reason).</b>	One opinion + appropriate reason. Eg: <i>J'aime le fast-food. C'est facile.</i>	One opinion + appropriate reason without accurate verb(s). Eg : <i>Je n'aimé pas le fast-food. Nul.</i> One relevant opinion with an accurate verb. Eg: <i>J'adore le fast-food.</i> One relevant reason with an accurate verb. Eg: <i>C'est bon.</i>	Message not communicated. Eg: <i>Le fast-food à McDonalds.</i>
<b>5</b>	<b>Ask your friend a question about food.</b>	Any clearly understandable question about food Eg: <i>Qu'est-ce que tu aimes manger ? / Quel est ton repas préféré ? / Tu manges du poisson ?</i>	Question asked without an accurate verb form. Eg: <i>Les gâteaux ?</i>	Message not communicated. Eg: <i>Tu repas ?</i>



<b>Higher Role Play 16</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Describe a celebrity you like (two details).</b>	Two appropriate details. Eg: <i>J'aime X. Il est super. / J'adore Y parce qu'elle est b�n�vole.</i>	Two relevant details without accurate verb(s) Eg: <i>Il fort et rapide.</i> One relevant detail with an accurate verb. Eg: <i>Il est bon acteur / Elle est bonne actrice.</i>	Message not communicated. Eg: <i>J'aime c�l�brit�(s).</i>
<b>2</b>	<b>Say if you would like to be famous in the future and why / why not (one opinion + one reason).</b>	One opinion + one reason. Eg: <i>Je voudrais �tre c�l�bre car je veux avoir beaucoup d'argent. / Je ne voudrais pas �tre c�l�bre. Je pr�f�re une vie tranquille.</i>	Both details without accurate verb(s). Eg: <i>Je vais c�l�bre car j'ai beaucoup d'argent.</i> One detail, with an accurate verb. Eg: <i>Je voudrais �tre c�l�bre.</i>	Message not communicated. Eg: <i>C�l�bre, oui.</i>
<b>3</b>	<b>Ask your friend a question about their favourite celebrity.</b>	Any clearly understandable question about a favourite celebrity. Eg: <i>Qui est ton acteur pr�f�r� ? / Qui est ta personne c�l�bre pr�f�r�e ? / Ta c�l�brit� pr�f�r�e habite en Angleterre ?</i>	Question asked without an accurate verb. Eg: <i>(Qui) ta personne c�l�bre pr�f�r�e ?</i>	Incomprehensible attempt at the question, Eg: <i>Tu pr�f�res c�l�brit� ?</i>
<b>4</b>	<b>Give two advantages of social media.</b>	Two advantages of social media. Eg: <i>Je communique avec mes amis et je poste des photos.</i>	Two advantages of social media, without accurate verb(s). Eg: <i>Int�ressant et utile.</i> One advantage of social media, with an accurate verb. Eg: <i>C'est int�ressant.</i>	Message not communicated. Eg: <i>(Les) mails.</i>
<b>5</b>	<b>Say something about reality TV (one detail).</b>	One appropriate detail. Eg: <i>La t�l�-r�alit� / C'est (tr�s) dr�le / nul(le). / J'adore la t�l�-r�alit�.</i>	One appropriate detail without an accurate verb. Eg: <i>La t�l�-r�alit� dr�le.</i>	Message not communicated. Eg: <i>R�alit� bonne.</i>

<b>Higher Role Play 17</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR</b> <b>conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is</b> <b>conveyed</b>
<b>1</b>	<b>Describe your region (two details).</b>	Two details. Eg: <i>Ma région / Elle est historique et jolie. / C'est tranquille mais je la trouve sale.</i>	Two details without accurate verb(s). Eg: <i>Ma région industrielle. J'aime.</i>  One detail with an accurate verb. Eg: <i>C'est près de la mer.</i>	Message not communicated. Eg: <i>Touristes.</i>
<b>2</b>	<b>Say what there is for young people in your area (two details).</b>	Two details. Eg: <i>Il y a un cinéma et on peut aller danser.</i>	Two details without accurate verb(s). Eg: <i>Je nager et le parc. / Les magasins et les cafés.</i> One detail with an accurate verb. Eg: <i>Il y a des concerts.</i>	Message not communicated.
<b>3</b>	<b>Describe the weather in your region (one detail).</b>	One detail. Eg: <i>Il (ne) fait (pas) chaud. / Il pleut beaucoup.</i>	One detail without an accurate verb. Eg: <i>Du soleil (en été).</i>	Message not communicated. Eg: <i>Le temps.</i>
<b>4</b>	<b>Say where you would like to live in the future and why (one detail + one reason).</b>	One detail + appropriate reason. Eg: <i>Je voudrais habiter à Londres. Il y a beaucoup à faire. / Je voudrais habiter près de ma famille. Ils sont sympas.</i>	Both details without accurate verb(s). Eg: <i>Je voudrais habiter aux Etats-Unis. Intéressant.</i> One detail, with an accurate verb. Eg: <i>Je voudrais vivre à la montagne.</i>	Message not communicated. Eg: <i>J'aime Paris.</i>
<b>5</b>	<b>Ask your friend a question about where they live.</b>	Any clearly understandable question about home location. Eg: <i>Où habites-tu ? / Tu aimes ton village ?</i>	Question asked without an accurate verb. Eg: <i>Ta ville grande ?</i>	Message not communicated. Eg: <i>Où voudrais-tu habiter ?</i>

<b>Higher Role Play 18</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>1</b>	<b>Describe your school (two details).</b>	Two details. Eg: <i>Mon collège / Il est moderne. Il y a un bon rapport entre les professeurs et les élèves.</i>	Two details without accurate verb(s). Eg: <i>Le college dur. Les profs nuls.</i> One detail with an accurate verb. Eg: <i>Il y a une piscine.</i>	Message not communicated. Eg: <i>Le collège ici.</i>
<b>2</b>	<b>Say something about school rules (two details).</b>	Two details. Eg : <i>Il y a beaucoup de règles scolaires. Je dois porter un uniforme.</i>	Two details without accurate verb(s). Eg: <i>Être tôt et porter l'uniforme.</i> One detail with an accurate verb. Eg : <i>Il faut écouter les profs.</i>	Message not communicated. Eg: <i>Règles scolaires</i>
<b>3</b>	<b>Say how you used technology recently at school (two details).</b>	Two details. Eg: <i>J'ai écrit une histoire à l'ordinateur et nous avons fait un exercice de maths.</i>	Two details without accurate verb(s). Eg: <i>Faire des contrôles et (envoyer) des mails.</i> One detail with an accurate verb. Eg: <i>J'ai écrit une histoire à l'ordinateur.</i>	Message not communicated. Eg: <i>Mes exercices.</i>
<b>4</b>	<b>Give one advantage of the internet.</b>	One advantage. Eg: <i>Internet est rapide. / Je fais du shopping en ligne.</i>	One advantage without an accurate verb. Eg: <i>Rapide. / Des courses (en ligne).</i>	Message not communicated. Eg: <i>Il y a des problèmes de sécurité.</i>
<b>5</b>	<b>Ask your friend a question about technology.</b>	Any clearly understandable question about technology. Eg: <i>Tu as un portable ? / Tu utilises beaucoup les médias sociaux ? / La technologie est utile ?</i>	Question asked without an accurate verb. Eg: <i>(Utiliser les) médias sociaux ?</i>	Incomprehensible pronunciation / message not communicated. <i>Tu un portable ?</i>

