



GCSE
FRENCH
8658/SH

Paper 2 Speaking Higher

Mark scheme including Guidance for Role-plays

2022

Version: 1.0 Final



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 Examiner.

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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Contents

Page	
4	Part One Mark Scheme
6	Section 1: Role-play
9	Section 2: Discussion of photo card
11	Section 3: General conversation (Higher tier)
15	Appendix 1: Subject content (Themes)
16	Appendix 2: Speaking Score Sheet
17	Appendix 3: Symbols for annotating Speaking Score Sheet
18	Appendix 4: Marking of photo card – guidance notes
26	Appendix 5: Role-plays – General Principles
27	Appendix 6: Photo cards – General Principles
28	Appendix 7: Photo cards – Guidance on paraphrasing
29	Part Two Mark Scheme
29	Section 1: Role-plays – specific G4002 mark schemes

Speaking Tests –Higher tier

Part One Mark Scheme

Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document. No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that 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 student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance 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 performance. With practice and familiarity, you will find that for better performances 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 performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance 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 performance 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 exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

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

The test as a whole

Each candidate's speaking test consists of three parts, completed in this order:

Part 1 Role-play – two minutes approximately (15 marks)

Part 2 Discussion of photo card – three minutes at Higher tier (15 marks)

Part 3 General conversation – 5–7 minutes at Higher tier (30 marks)

Total marks at Higher tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

Marks will be allocated in the following way at Higher tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
General Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 2 on p16) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So, if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

Assessment criteria for each role-play task

Mark	Communication
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

- (a) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- (b) 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.
- (c) 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, for both Communication and for Knowledge and use of language.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc, in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished.** As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is 'Say what you did last night. Give **one** detail.'

Candidate A says: 'I went to the cinema and I'm going to the restaurant'. The task is complete as soon as the candidate says 'I went to the cinema.' Two marks are given for Communication and what follows is ignored.

Candidate B says: 'I'm going to the cinema and I went to the restaurant.' The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher's role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate's answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like *La question ?*

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by *Et vous/toi ?* For example, where the prompt on the candidate's card is *La piscine: J'aime la piscine. Et toi ?*

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play.

Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at Higher tier and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

For a student scoring five marks, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring two marks, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Section 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, etc in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question 'What is there in the photo?'. The maximum time for Higher tier is three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on three minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher's Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain/copine*; in German *Job* for *Beruf*.

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

Comment tu passes tes heures de loisir ?

(No reply)

Qu'est-ce que tu fais pendant ton temps libre ?

When responding to the first question 'What is there in the photo?', candidate responses must be rooted in the content of the photo. Merely to say 'I like the photo' without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn't. Conjecture is appropriate, eg 'I think the weather is hot because the people are wearing shorts.'

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

Qu'est-ce que tu penses du sport ? ... Pourquoi ?

J'aime le sport. C'est amusant.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

Tu aimes le sport ?

Oui, c'est amusant.

The following information relates to the number of questions answered by the candidate:

All	Defined as all five questions
Nearly all	Defined as four questions
Most	Defined as three questions or more
Some	Defined as two questions

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three ('most') answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10–12 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving and explaining an opinion.
- If there is no development on any question, the maximum mark is 6.

Section 3: General conversation (Higher Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

At Higher tier, the Conversation should last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Higher tier is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only -2 marks. The maximum penalty overall, therefore, is -3 (-2 for short coverage of the theme(s) and -1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Higher tier lasts for 2'20", the second theme for 2'15" and no question is asked, this is a penalty of -3 (-2/-1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of -3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes at Higher tier). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

- *Tu aimes la cuisine française ?*
- *Oui, c'est délicieux.*

Be aware, when marking the tests of Higher candidates, that if they don't fulfil the criteria for the 1–2 band (which is identical to the 7–8 band at Foundation), then they will receive a mark of 0 for Communication. This would automatically mean a mark of 0 for all other categories.

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 3–4 band for Range and accuracy of language at Higher tier, a candidate must have had a recognisable attempt at all three time frames. For the 1–2 band at Higher, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of *Oui* to the teacher's question *Tu vas jouer au tennis ?* The verb for an utterance communicating a past or future time frame may be in the present tense in French. For example: *J'habite ici depuis deux ans* (past time frame); *Demain je vais en ville* (future time frame).

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test, the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

Appendix 1 – Subject content (Themes)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Appendix 2 – SPEAKING SCORE SHEET – GCSE French

Examiner name:

Centre Number								Candidate name and number	
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Role Play №: Photo Card Letter: PC Theme №:

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm +
 KUL
Total:

Task	Communication	Time:
1		
2		
3		
4		
5		

Total:

General Conversation

Nominated Theme №:	Second Theme №:
Time	Time

Verb usage (up to 4 of each ✓)				
Past	<u>Plup</u>	<u>Perf</u>	<u>Imp</u>	<u>Pres</u>
Fut	<u>Fut</u>	<u>Imm</u>	<u>Cond</u>	<u>Pres</u>
Je voudrais				
Fin + Infin				
Subjunctive				
Other notes:				

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	Total
Penalty deductions included in above mark for Comm (✓)		No Question -1	Short GC Theme -2	

Total mark for test

Appendix 3 – GCSE French Symbols for annotating Speaking Score Sheet

Role-play and General Conversation

NB For the Role-play, don't use these symbols: + S ^

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb
-	A clear piece of information with no verb
+	An enhancement, eg a more complex structure or unusual vocabulary item
S	A statement which lacks fluency but which is clearly a spontaneous response rather than mere hesitation through lack of linguistic capability
A	A minor inaccuracy, eg incorrect gender/adjectival agreement, which does not affect communication
Ⓐ	A more serious inaccuracy, usually a problem with a verb (wrong tense/person), which affects immediate understanding
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	<i>Oui/non</i> alone
¿	A question asked by the student without a verb
Ⓘ	A question asked by the student with a verb
Opinions and Justifications	
Op	An opinion without a verb
Ⓞp	An opinion with a verb
J	Justification of an opinion without a verb
Ⓝ	Justification of an opinion with a verb
Delivery	
P	A minor mispronunciation, which doesn't hinder communication
Ⓟ	A more serious mispronunciation which would make comprehension difficult
^	A hesitation
^^	A longer hesitation
?	What is said is incomprehensible

Appendix 4 - Marking of photo card – Guidance Notes**Symbols to be used:**

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
-	A clear piece of information with no verb
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	<i>Oui/non</i> alone
? ✓	An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole.
?	What is said is unclear or incomprehensible so the response is not credited. The message may be wrong, for example if the wrong person of the verb is used.
Opinions and Justifications	
Op	An opinion without a verb
Ⓞ	An opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
J	Justification of an opinion without a verb
Ⓝ	Justification of an opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

Automatic access to the band if the minimum requirements are achieved:

Band	Requirements
13–15	<ul style="list-style-type: none"> • all 5 questions answered clearly • minimum 3 of ✓ in 3 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)
10–12	<ul style="list-style-type: none"> • minimum 4 questions answered clearly • minimum 2 ✓s in 2 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓
7–9	<ul style="list-style-type: none"> • minimum 3 questions answered which are understandable • minimum 2 ✓s in 1 answer • minimum 1 (Op) or Op • Note: (Op) or (J) can count instead of a ✓
4–6	<ul style="list-style-type: none"> • minimum 3 questions answered which are understandable
1–3	<ul style="list-style-type: none"> • only 1 or 2 questions answered which are understandable

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

Example 1

Task	Communication
1	✓ ✓ ✓ - -
2	Op J ✓
3	✓ ✓ ✓
4	✓
5	✓

Photo Card mark:

15

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly (there are no ? or [?]✓ symbols).
- 3 answers have 3 ✓s (with Op + J counting instead of ✓s on one occasion).
- There is one opinion.
- There is one justification.

Because everything is clear, 15 marks are given.

Example 2

Task	Communication
1	✓ ✓ ✓ ✓ ✓
2	Op J ? [?] ✓
3	✓ - ✓ - ✓ ✓ ? [?] ✓
4	Op J Op J
5	✓ ✓ ✓ ?

Photo Card mark:

13

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible.
- More than 3 answers have 3 ✓s (with Op + J counting instead of ✓s).
- There is more than one opinion.
- There is more than one justification.

A mark in the 13–15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

Example 3

Task	Communication
1	✓ ✓ ? ✓
2	✓ ✓ Op J
3	✓ ✓
4	✓ Op ? ✓
5	✓ ✓ ✓

Photo Card mark:

12

The minimum requirements are fulfilled for the 10–12 band.

- At least four questions are answered. All of them contain clear information, although there are also two occasions where there is a lack of clarity.
- The requirements for development of answers are exceeded as there are three ✓'s in two answers (with Op counting instead of a ✓ in the second answer).
- There is more than one opinion.
- There is one justification.

Although five questions contain clear information, a mark in the 13–15 band cannot be given as there are not three ticks in three answers. However, we can award a mark of 12 because the criteria for the 10–12 band are exceeded. For this band, four answers need to contain clear information, when in fact all five do. Two of the answers need to contain at least two clear clauses (shown by ✓'s or Op or J when all five do. There are two occasions where there is some lack of clarity, but this is not enough to prevent a mark of 12.

Example 4

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	Op J ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo Card mark:

11

The minimum requirements are fulfilled for the 10–12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible.
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓'s (with Op + J counting instead of ✓'s).
- There is one opinion.
- There is one justification.

As only four questions are answered clearly, the 13–15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10–12 band is given.

Example 5

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	Op
4	Op ✓ ✓ ✓ ✓
5	Op Op ✓ ✓

Photo Card mark:

9

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13–15 and 10–12 bands are not met. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is received.

Example 6

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	Op

Photo Card mark:

9

The minimum requirements are fulfilled for the --9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also part of a response which cannot be understood on one occasion.
- One answer is developed with two ✓s.
- There is one opinion.

There is one occasion where the information put forward cannot be understood, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

Example 7

Task	Communication
1	? ✓ ? ✓
2	✓ ✓ Op
3	? ✓ ? ✓
4	✓ ✓
5	Op J

Photo Card mark:

9

The minimum requirements are fulfilled for the 7–9 band.

- There are understandable answers to three questions.
- At least one answer is developed with two ✓s.
- There is at least one opinion.

There are two ✓s (or valid substitutes) in three responses whilst the responses to the other two questions contain some information but this is exclusively unclear, denoted by the use of the ? symbol. Therefore, only the responses to three questions contain clear information.

The criteria for the 7–9 band are exceeded and so a mark at the top of the band is awarded.

Example 8

Task	Communication
1	✓ ✓ -
2	? ?
3	Op J
4	W
5	-

Photo Card mark:

7

The minimum requirements are fulfilled for the 7–9 band.

- Three questions have understandable answers.
- One answer is developed with two ✓s.
- There is one opinion.

There is one answer which is incomprehensible and one where an incorrect answer is given. Of the three valid responses, the last question is answered very briefly without a verb so a mark at the bottom of the 7–9 band is appropriate.

Example 9

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo Card mark:

5

The minimum requirements are fulfilled for the 4–6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the three answers that are given correctly, the replies are short and so the mid-mark in the band is awarded.

Example 10

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo Card mark:

2

The minimum requirements are fulfilled for the 1–3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb.
- Three of the questions have no response.

Most (ie. three) questions must be answered understandably in order to access the 4–6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1-3 band is awarded.

Example 11

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo Card mark:

1

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

Appendix 5 – Role-Plays – General Principles

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	Type of error or omission	Mark (0/1/2)
1	Only one detail is given when two are required. [Message is partially conveyed]	1 mark
2	Opinion is given but without a reason when this is required. [Message is partially conveyed]	1 mark
3	Present tense is used with a past time marker. Eg <i>L'année dernière je joue au tennis.</i> [Message is conveyed with some ambiguity]	1 mark
4	Wrong tense is used with no correct timer marker. Eg <i>Où est-ce que tu passes les vacances ? → Je suis allé(e) en Espagne.</i> [Message is conveyed with some ambiguity]	1 mark
5	No auxiliary verb is used in a compound tense. Eg <i>Je joué au football.</i> [Message is conveyed with some ambiguity]	1 mark
6	Wrong auxiliary verb is used in a compound tense. Eg <i>J'ai sorti avec le chien./Je suis joué au basket.</i> NB KUL consideration	2 marks
7	When requesting an item in a formal role-play, no verb is used but <i>s'il vous plaît</i> is included. Eg <i>La carte, s'il vous plaît.</i>	2 marks
8	An incorrect form of address is used in the ? task in OAR.	2 marks
9	In the ? task, the prompt word(s) is (are) used in combination with an article and an appropriate intonation. Eg • ? Prix. → <i>(Et) le prix?</i>	1 mark
10	In the ? task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation.	0 marks
11	Use of <i>Il/Elle est</i> or <i>C'est</i> instead of <i>Il y a</i> in OAR.	1 mark
12	Unexpected, but valid, response offered. Eg Cand's cue: Ton opinion du sport Cand's response: <i>Mon opinion est intéressant(e)</i>	2 marks
13	The pronoun used in a task is lifted and used in the candidate's response. Eg • Ton école (un détail). → <i>Ton école est grande.</i>	0 marks
14	The pronoun used in a task is lifted and used in the candidate's response but there is additional, valid, information too. Cand's cue: Ton collègue (deux détails) Cand's response: <i>Ton collègue est grand et les professeurs sont bons.</i> or: Cand's cue: Une opinion de ton collègue et une raison Cand's response: <i>J'aime ton collègue parce que c'est moderne.</i> [Credit the second part of the answer]	1 mark

reAppendix 6 – Photo Card – General Principles

Here are some common-type responses. In order to ensure a standard approach, see the third column for the symbol to use when annotating the SSS (Speaking score sheet). This cannot be an exhaustive list because of the wide variety of answers given by candidates. Refer to page 18 of this mark scheme for an explanation of the symbols.

NB OAR = otherwise appropriate response

	Response	Symbol
1	A clear piece of information using a verb. [See mark scheme, page 22.]	✓ Op J
2	A comment about the photo rather than the content of the photo. Eg - <i>J'aime la photo. (C'est beau.)</i> [A wrong answer to the question]	W
3	Use of an invented 'continuous' tense. Eg - <i>Ils sont mangeant des chips.</i> - <i>Ils sont manger des chips.</i> [Something can be understood but a lack of clarity]	?
4	Use of <i>est</i> or <i>sont</i> instead of <i>il y a</i> in OAR. Eg - <i>(Sur la photo) il est un garçon.</i> [Something can be understood but a lack of clarity]	?
5	Incorrect person of the verb. Eg - <i>Que fait ton/ta meilleur(e) ami(e) le samedi ?</i> - <i>Je vais en ville.</i> [Wrong answer to the question/wrong message conveyed]	W or ?
6	Incorrect tense, with or without time marker. Eg - <i>Qu'est-ce que tu as fait le week-end dernier ?</i> - <i>(Le week-end dernier) je joue au foot.</i> [Something can be understood but a lack of clarity]	?
7	No auxiliary verb is used in a compound tense. Eg - <i>L'année dernière je visité (visiter?) la France.</i> [Something can be understood but a lack of clarity]	?
8	Statements of future desire are credited as opinions. Eg - <i>Je veux / voudrais aller à l'université.</i>	Op
9	The use of an indefinite article with a clearly plural noun. Eg - <i>Je vois un journaux.</i> [Something can be understood but a lack of clarity]	?
10	Incorrect pronoun (perhaps taken from the question). Eg - <i>Qu'est-ce qu'il y a dans ta ville ?</i> - <i>Dans ta ville il y a un cinéma.</i> [Wrong answer to the question / wrong message conveyed]	W or ?
11	Incorrect pronoun, but other information given in a separate clause. Eg - <i>Qu'est-ce qu'il y a dans ta ville ?</i> - <i>Dans ta ville il y a un cinéma. C'est très cher.</i> [Credit is given for the second part of the answer.]	? ✓

Appendix 7 – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

	Original wording	Allow	Reject	Analysis
1	Où est-ce que tu passes les vacances normalement ?	Où est-ce que tu passes les vacances d'habitude ?	Où est-ce que tu passes les vacances en été ?	Substitution of synonym. Original meaning not retained.
2	Qu'est-ce que tu as fait récemment dans ta ville ?		Qu'est-ce que tu as fait hier dans ta ville ? Qu'est-ce que tu as fait récemment à Londres/ Lincoln/Bath ?	Original meaning not retained. Original meaning not retained and additional assistance given.
3	Qu'est-ce que tu veux faire à l'avenir ?	Qu'est-ce que tu voudrais faire à l'avenir ?	Qu'est-ce que tu veux faire en septembre ?	Use of <i>vouloir</i> in conditional mood instead of present tense. Original meaning not retained.
4	Comment est-ce que tu passes ton temps libre ?	Qu'est-ce que tu fais pendant ton temps libre ? Qu'est-ce que tu fais pendant tes heures de loisir ?	Quelles activités fais-tu pendant ton temps libre ? Qu'est-ce que tu fais le week-end ?	Substitution of synonymous phrase. Substitution of synonymous phrase. Additional assistance given. Original meaning not retained.
5	Tu voudrais travailler à l'étranger ?	Tu voudrais travailler dans un autre pays ?	Tu voudrais travailler dans un autre pays, comme la France, par exemple ?	Substitution of synonymous expression. Additional assistance given.
6	Comment est ton collègue ?	Décris ton collègue.		Substitution of synonymous expression.

Section 1: Role-plays – specific mark schemes

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
a	Chercher une personne – qui.	Any person with verb. Eg <i>Je cherche mon frère/Ben.</i>	Appropriate detail but verb incorrect. Eg <i>Je chercher ma sœur/Amber.</i>	Incomprehensible pronunciation/message not communicated. Eg <i>Ma sœur/Amber/Cherchez Ben</i>
b	La dernière fois avec lui/elle – une activité.	Any appropriate detail with a verb. Eg <i>Nous avons mangé (ensemble) dans le café./</i> <i>J'étais avec mon frère/lui au cinéma./</i> <i>Nous avons fait des achats.</i>	Appropriate detail but verb incorrect or omitted. Eg <i>Nous mangeons dans le restaurant.</i> No reference to joint activity in OCR. <i>J'ai joué au billard.</i>	Incomprehensible pronunciation/message not communicated.
c	La personne – vêtements (deux détails).	Any appropriate details with verb(s). Eg <i>Il/Elle porte/portait un short et un pull./Il/Elle porte/portait un pantalon noir.</i>	Two details without a verb. Eg <i>Un T-shirt et un short./Un T-shirt bleu.</i> One detail only with a verb. Eg <i>Il/Elle porte/portait un T-shirt.</i>	Incomprehensible pronunciation/message not communicated. One detail only without a verb.
d	! Et vous, vous êtes de quelle nationalité ? ... Vous avez quel âge ?	Both details. Verbs not required. Eg <i>Anglais(e). Seize ans.</i> Note: accept ages ten and above only.	Both details but inappropriate form(s) that cause(s) a delay in communication. Eg <i>(Je suis) anglais(e). Je suis seize (ans).</i> Both details but inappropriate age. Eg <i>(Je suis) écossais(e). (J'ai) six (ans).</i> One detail only. Eg <i>(Je suis) anglais(e)./(J'ai) quinze (ans).</i>	Incomprehensible pronunciation/message not communicated. Inappropriate age only given. Eg <i>(J'ai) Six (ans).</i>
e	? Fermer – heure.	Any clear question relating to closing time. Must include a verb. Eg <i>(A) quelle heure ferme le centre ?/</i> <i>(A) quelle heure vous fermez ?</i>	Attempt at question but verb omitted or incorrect. Eg <i>(A) quelle heure fermer ?/(L)'heure de fermer ?</i>	No/wrong message conveyed./ Cue only used. Eg <i>Heure fermer ?/</i> <i>Fermer heure ?</i>

Higher Role-play 11				
	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
a	Manger bien (deux détails).	Two details with verb(s). Allow mention of drink for one detail. Eg <i>Je mange des légumes et je bois de l'eau.</i> Do not penalise mention of unhealthy food or drink.	Two details but verb(s) omitted or incorrect. Eg. <i>(Des) fruits et légumes.</i> One detail only with a correct verb. Eg <i>Je mange du poisson.</i>	Incomprehensible pronunciation/message not communicated. One detail only without a correct verb. Eg <i>Poisson.</i>
b	? Vie saine.	Any clear question relating to healthy life(style). Must include a verb. Eg <i>Tu as une/aimes la vie saine ?/ Tu manges sain ?/ Tu aimes bien manger ?/ Tu manges bien ?</i>	Attempt at question but verb omitted or incorrect. Eg <i>Tu une/la vie saine ?/ Une/La vie saine, toi ?</i>	No/wrong message conveyed. Cue only used. Eg <i>(Une/La) vie saine ?</i>
c	Alcool (deux détails).	Two details with verb(s). Eg <i>Je ne bois pas (d')alcool. J'ai seize ans./ L'alcool est/C'est bon mais dangereux./ Ce n'est pas bon pour la santé.</i>	Two details without verb(s). Eg <i>Bon. Amusant.</i> One detail only with a verb. Eg <i>Ce n'est pas bon.</i>	Incomprehensible pronunciation/message not communicated. One detail without a verb. Eg <i>Bon.</i>
d	Dernière activité sportive – quoi et quand.	Appropriate details. Verb(s) required. Eg <i>J'ai joué au tennis hier.</i>	Any two appropriate details without verb(s), or verb(s) incorrect, but correct time frame given. Eg <i>Natation. Dimanche dernier.</i> One detail only with a verb. Eg <i>J'ai fait de la natation./ J'ai fait du sport dimanche (dernier).</i>	Incomprehensible pronunciation/message not communicated. One/two detail(s) without correct time frame. Eg <i>Natation. Dimanche.</i>
e	! Où vas-tu normalement avec tes copains ? ... Pourquoi ?	Both details. Verb required in reason. Eg <i>(Je vais/Nous allons/On va) (au) cinéma. J'aime regarder les films.</i>	Both details but inappropriate form(s) that cause(s) a delay in communication. Eg <i>(Je) aller en ville (pour) faire du shopping./</i> One detail only with a verb where required. Eg <i>(Au) stade./Je regarde les matchs de foot.</i>	Incomprehensible pronunciation/message not communicated. Eg <i>Foot.</i>

Higher Role-play 12				
	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
a	Réserver une excursion pour demain – destination.	Any reference to a booking for tomorrow with destination. Verb(s) required. Eg <i>Je voudrais/veux réserver pour Tours demain./ J'ai réservé pour Lille demain (matin).</i>	Both references but verb(s) omitted. Eg <i>Réserver/Réservation pour Paris demain.</i> One detail only, including a verb. Eg <i>Je voudrais réserver pour Bordeaux.</i>	Incomprehensible pronunciation/ message not communicated. One detail only, without a verb. Eg <i>Paris.</i>
b	? Retour – heure.	Any clear question relating to return time. Must include a verb. Eg <i>(A) quelle heure retourne le car/bus ?/ (A) quelle heure vous retournez ?/ Quand est le retour ?</i> Use of <i>Et</i> . Eg <i>Et l'heure de retour ?</i> (In the context, given the previous exchange.)	Attempt at question but verb omitted or incorrect. Eg <i>(A) quelle heure retourner ?/ L'heure de retour ?</i> (Without <i>Et</i> .)	No/wrong message conveyed./ Cue only used. Eg <i>Heure retour ?/Retour heure ?/ Retourner heure ?</i>
c	Voyager – raison et avec qui.	Both details. Must include verb in reason at least. Eg <i>Je visite/Pour visiter la ville avec mon ami(e)/ Je suis en vacances. Je/J'y vais avec mes copains./ Je vais à la plage. (Non,) avec mes ami(e)s./ Je fais du tourisme. (Oui,) je suis seul(e).</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>Je visiter la ville avec mes copains.</i> One detail only, including a verb where necessary. Eg <i>Je rends visite à ma tante./Avec mes parents.</i>	Incomprehensible pronunciation/ message not communicated. Eg <i>La ville./ Mes parents.</i>
d	Visite(s) en car – un avantage et un inconvénient.	Both details. Verb(s) required. Eg <i>C'est bon marché mais (c'est) bruyant./ J'aime voir la campagne mais c'est long.</i>	Both details but verb(s) omitted. Eg <i>Pas cher mais (ce n'est) pas vite.</i> One detail only. Eg <i>Il y a beaucoup de circulation.</i>	Incomprehensible pronunciation/ message not communicated. Opinion only expressed. Eg <i>J'aime les visites en car./ C'est super./C'est barbant.</i>
e	! Qu'est-ce que vous pensez de votre visite en France ? ... Pourquoi ?	Both details. Verb required in reason. Eg <i>Formidable. J'adore voyager.</i>	Both details but inappropriate form(s) that cause(s) a delay in communication. Eg <i>Visiter la France bien. J'aime.</i> One detail only with a verb where required. Eg <i>Bon. /C'est beau.</i>	Incomprehensible pronunciation/ message not communicated.

Higher Role-play 13				
	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
a	Acheter – quel instrument.	Any reference to buying/seeking + musical instrument. Must include a verb or <i>s'il vous plaît</i> . Eg <i>J'achète/Je cherche/veux une guitare</i> . Accept future time frame. Eg <i>Je voudrais (acheter) une flûte</i> .	Appropriate detail but verb incorrect or omitted. Eg <i>(Je chercher) un saxophone</i> . Past tense. Eg <i>J'ai acheté une guitare</i> .	Incomprehensible pronunciation/message not communicated.
b	? Possibilités de payer.	Any clear question relating to payment. Must include a verb. Eg <i>Je peux payer avec la carte ?/Vous acceptez les cartes ?/ Quelles sont les possibilités de payer ?</i>	Attempt at question but verb omitted or incorrect. Eg <i>Les possibilités de payer ?</i> <i>Je peux payer ?</i>	No/wrong message conveyed./ Cue only used. Eg <i>Possibilités de payer ?</i>
c	Votre dernière visite à ce magasin – quand et pourquoi.	Both details. Verb(s) required. Eg <i>(Non.) J'étais ici hier pour voir les instruments./</i> <i>(Non.) J'ai visité le/un/ce magasin mardi dernier. J'ai acheté des casques écouteurs./</i> <i>(Non.) Lundi j'ai parlé avec le patron.</i>	Both details but verb(s) omitted or incorrect. Eg <i>(Non.) Hier. Chercher un instrument.</i> One detail only with a verb. Eg <i>(Non.) J'ai visité le magasin samedi./</i> <i>(Non.) J'ai cherché un album.</i>	Incomprehensible pronunciation/message not communicated. Eg <i>Vendredi. Je voudrais acheter une guitare.</i>
d	! Quelle est votre opinion de la musique classique ? ... Pourquoi ?	Both details. Verb required in reason. Eg <i>Superbe. C'est intéressant./ Je n'aime pas. C'est ennuyeux.</i>	Both details but inappropriate form(s) that cause(s) a delay in communication. Eg <i>Musique classique bonne. J'aime.</i> One detail only with a verb where required. Eg <i>Bonne./Ça me détend.</i>	Incomprehensible pronunciation/message not communicated.
e	Aller au concert demain – pas possible et une raison.	Both details. Verb likely to be required in reason at least. Eg <i>(Ce n'est) pas possible. J'ai trop de devoirs. Je ne peux pas à cause du travail.</i> Negative element must be present.	Both details but inappropriate form(s) that cause(s) a delay in communication. Eg <i>Non possible. Je joue au foot.</i> One detail only with a verb where required. Eg <i>Je ne peux pas./Je n'aime pas les concerts.</i>	Incomprehensible pronunciation/message not communicated.

Higher Role-play 14				
	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
a	Communiquer – avec qui et comment.	Both details with verb(s). Eg <i>Je communique avec mes amis par Instagram./</i> <i>J'envoie des photos à mes copains./</i> <i>Je tchatte/parle avec mon cousin.</i>	Both details but inappropriate form(s) that cause(s) a delay in communication. Eg <i>Je communiquer avec mon cousin par Snapchat.</i> One detail only with an appropriate verb. Eg <i>Je communique avec beaucoup de gens.</i>	Incomprehensible pronunciation/ message not communicated. One detail only, without an appropriate verb. Eg <i>Communiquer avec mes copains.</i>
b	Activités en ligne hier (deux détails).	Any two details relating to online activity, with verb(s). Eg <i>J'ai envoyé des textos et téléchargé de la musique./</i> <i>J'ai utilisé Snapchat avec mon frère.</i>	Two details but verb(s) omitted or incorrect. Eg <i>Envoyer des textos et j'ai écouté de la musique.</i> One detail only, including an appropriate verb. Eg <i>J'ai posté un tweet sur Twitter.</i>	One detail only, without an appropriate verb. Eg <i>(Poster) sur Twitter/Snapchat/ Facebook.</i>
c	La sécurité en ligne (un détail).	Any relevant detail. Verb required. Eg <i>C'est très important./Il faut protéger les détails personnels.</i> Allow an opinion (given teacher's cue). Eg <i>(Je pense qu')il y a des dangers.</i>	Appropriate reference but verb incorrect or omitted. Eg <i>(Il est) danger(s).</i>	Incomprehensible pronunciation/ message not communicated.
d	! Quelle est ton opinion de faire du shopping en ligne ? ... Pourquoi ?	Any two details relating to an opinion and a reason. Must include verb in reason. Eg <i>J'aime (faire du/le) shopping en ligne. C'est amusant./Vite. C'est très facile.</i>	Appropriate references but appropriate verb(s) omitted or incorrect. Eg <i>J'aime. Facile.</i> One detail only with a verb, where required. Eg <i>Moins cher./J'adore.</i> Contradictory response (ambiguity introduced) <i>Je déteste faire les achats en ligne. C'est super.</i>	Incomprehensible pronunciation/ message not communicated. Eg <i>J'achète beaucoup en ligne.</i>
e	? Application favorite.	Any clear question relating to favourite app. Must include a verb. Eg <i>Quelle est ton application favorite ?/</i> <i>Tu as une application préférée ?/</i> <i>Tu préfères quelle application ?</i>	Attempt at question but verb omitted or incorrect. Eg <i>(Quelle) ton application favorite ?/</i> <i>Tu application favorite ?</i>	No/wrong message conveyed. Cue only used. Eg <i>Application favorite/préférée ?</i>

Higher Role-play 15				
	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
a	Activité(s) le 31 décembre (deux détails).	Any two relevant details with appropriate verb form(s). Eg <i>Nous avons une fête chez ma tante./ Nous mangeons des plats spéciaux.</i> Allow answers referring to future or past time with appropriate verb forms.	Two appropriate references but verb(s) incorrect or omitted. Eg <i>Une fête et manger un gâteau spécial.</i> One detail only. Eg <i>Toute ma famille est ensemble.</i>	Incomprehensible pronunciation /message not communicated.
b	Feux d'artifice – un avantage et un inconvénient.	One advantage and one disadvantage with appropriate verb form(s). Eg <i>(Oui) Ils sont beaux mais chers.</i>	Two appropriate details but verb(s) incorrect or omitted. Eg <i>Excitants. (Ils sont) chers.</i> One detail only, including a verb. Eg <i>Ils font peur aux animaux.</i> Two details from same category. Eg <i>Ça peut être dangereux. Ils sont chers.</i> (Both drawbacks). <i>Je les aime mais c'est dangereux.</i> (first = opinion)	Incomprehensible pronunciation /message not communicated. Do not accept opinion as advantage/disadvantage.
c	! Comment est-ce que tu préfères fêter ton anniversaire ? ... Pourquoi ?	A relevant detail relating to celebrating a birthday and a reason. Verb required in reason. Eg <i>(Je sors) avec mes ami(e)s. C'est amusant./ Je vais au cinéma. J'aime le cinéma.</i> Verb of liking or preference not required. Eg <i>Passer du temps en famille. C'est amusant.</i>	Appropriate references but appropriate verb(s) omitted or incorrect. Eg <i>(Un match de) football. J'aime le sport.</i> One detail only with a verb. Eg <i>Je préfère passer du temps avec ma famille.</i>	Incomprehensible pronunciation /message not communicated.
d	Repas spécial récent – où et pourquoi.	Two appropriate references with appropriate verb form(s). Eg <i>Samedi dernier on est allé(e)s au restaurant pour célébrer l'anniversaire de mon père./ Récemment nous avons mangé en ville. C'était mon anniversaire.</i> Accept negative response with ref to place.	Appropriate references but appropriate verb(s) omitted or incorrect. Eg <i>Manger dans un restaurant en vacances.</i> One detail only with a verb. Eg <i>Pour l'anniversaire de ma sœur nous avons pris des escargots.</i> Negative response without reference to place.	Incomprehensible pronunciation /message not communicated.
e	? Fête préférée.	Any clear question relating to favourite celebration. Must include a verb. Eg <i>Quelle est ta fête préférée ?/Ton anniversaire/Noël est ta fête préférée ?</i>	Attempt at question but verb omitted or incorrect. Eg <i>(Quelle) ta fête préférée ?/ Tu fête préférée ?</i>	No/wrong message conveyed./ Cue only used. Eg <i>Fête préférée/favorite ?</i>

Higher Role-play 16				
	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
a	Journée scolaire (deux détails).	Any two details with appropriate verb form(s). Eg <i>J'arrive (au collège) à huit heures et demie. Je finis à quatre heures./ Je prends le bus à huit heures. J'ai six cours par jour.</i> Accept pre-/post-school activities. Eg <i>Je me lève à sept heures. Je fais mes devoirs le soir.</i>	Appropriate details but verb(s) omitted or incorrect. Eg <i>J'arriver neuf heures. A midi manger un sandwich.</i> One detail only. Eg <i>Je mange à la cantine. C'est bon.</i> (Second item not a detail about school day.)	Incomprehensible pronunciation/message not communicated.
b	Une règle dans ton collège.	Any appropriate reference. Must include a verb. Eg <i>On ne peut pas utiliser les portables./Il est interdit de fumer.</i>	Appropriate reference but verb omitted or incorrect. Eg <i>Respecter les autres.</i>	Incomprehensible pronunciation/message not communicated.
c	? Club(s) scolaire(s).	Any clear question relating to school club(s). Must include a verb. Eg <i>Tu as des clubs au collège ?/ Quels clubs est-ce qu'il y a dans ton collège ?/ Tu aimes le club scolaire de badminton ?</i>	Attempt at question but verb omitted or incorrect. Eg <i>Le club de tennis au collège ?</i> Reference to either school or club omitted. Eg <i>Tu joues au squash ?/ Tu joues au foot au collège ?/ Tu joues dans un club de rugby ?</i>	No/wrong message conveyed./ Cue only used. Eg <i>Club(s) scolaire(s) ?</i>
d	! Quel sport fais-tu au collège ? ... Pourquoi ?	Any appropriate details. Verb/other appropriate structure required in reason. Eg <i>(Je fais de) l'athlétisme (car) je suis sportif./ Je joue au foot parce que c'est bon pour la santé./ (Du) tennis. Pour la santé.</i>	Appropriate details but verb(s) incorrect or omitted. Eg <i>Rugby. Intéressant.</i> One detail only, including a verb where required. Eg <i>(La) natation./J'adore le sport.</i>	One detail only, without a verb where required. Eg <i>Génial.</i> Incomprehensible pronunciation/message not communicated.
e	Récréation hier (deux activités).	Any two relevant activities. Must include verb(s) in appropriate tense. Eg <i>J'ai bavardé (avec mes copains) et j'ai mangé une pomme./ J'ai fait mes devoirs et joué au foot.</i>	Two relevant activities but verb(s) incorrect or omitted. Eg <i>(Je) aller au gymnase et chatter avec mes ami(e)s.</i> One detail only, including a correct verb where necessary. Eg <i>J'ai joué au basket (dans la cour)./(Mes/les) devoirs.</i>	Incomprehensible pronunciation/message not communicated.

Higher Role-play 17				
	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
a	Examens – une opinion et une raison.	Any appropriate opinion and reason. Must include verb in reason at least. Eg <i>(Je pense qu'ils sont) nuls. Ils sont difficiles./</i> <i>Je suis stressé(e) par les examens. Je veux recevoir de bonnes notes.</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>Les examens sont durs. Beaucoup de travail.</i> One detail only, including a verb where required. Eg <i>Affreux./Je déteste les examens.</i>	Incomprehensible pronunciation/message not communicated.
b	! Où est-ce que tu révises pour tes examens ? ... Et, pour combien d'heures par jour ?	Two appropriate details. Verb not required. Eg <i>(Dans) ma chambre. (Pour) deux heures (par jour).</i>	One detail only. Eg <i>(A) la maison./Deux heures (le soir).</i> Negative response. Eg <i>Je ne révise pas.</i>	Incomprehensible pronunciation/message not communicated. Eg <i>Avec mes ami(e)s. Le week-end.</i>
c	Projets d'avenir (deux détails).	Any two appropriate details. Must include appropriate verb form(s). Eg <i>Je vais à l'université pour étudier la chimie./</i> <i>Je veux/voudrais/vais trouver un emploi et faire une année sabbatique.</i>	Two details but verb(s) incorrect or omitted. Eg <i>Avoir beaucoup d'argent et un bon emploi.</i> One detail only. Eg <i>Je voudrais/veux un emploi.</i>	Incomprehensible pronunciation/message not communicated.
d	Université – un avantage et un inconvénient.	Any two appropriate details. Verbs may not be required. Eg <i>On peut apprendre beaucoup mais c'est cher./</i> <i>(C'est) cher mais (c'est/ce sera) bon pour ma carrière (future).</i>	Both details but inappropriate form(s) that cause(s) a delay in communication. Eg <i>Etudier ma matière préférée (mais) c'est long.</i> One detail only. Verb may not be required. Eg <i>Cher.</i>	No/wrong message conveyed. Do not accept opinion as advantage/disadvantage. <i>J'adore l'université./</i> <i>C'est bon. (= opinion)</i>
e	? Continuer les études.	Any clear question relating to continuing studies. Must include a verb. Eg <i>Tu veux continuer tes/les études ?/</i> <i>Tu continues tes/les études ?</i>	Attempt at question but verb omitted or incorrect. Eg <i>Tu continuer tes/les études ?</i>	Cue only used. Eg <i>Continuer les études ?</i>

Higher Role-play 18				
	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
a	Votre emploi futur (deux détails).	Any two relevant details. Must include verb(s). Eg <i>Je veux/voudrais être scientifique./</i> <i>J'espère travailler à Londres et gagner beaucoup d'argent.</i>	Any two relevant details but verb(s) incorrect or omitted. Eg <i>Je travailler dans un hôpital dans le Devon.</i> One detail only with a verb. Eg <i>Je voudrais/veux un travail bien payé.</i>	One detail only, with or without a verb. Eg <i>Un travail bien payé./</i> <i>Je voudrais un travail.</i>
b	Importance de bons collègues – une opinion et une raison.	Any appropriate opinion and reason. Must include verb(s). Eg <i>Il est important (d')avoir de bons collègues car on travaille mieux ensemble.</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>Bons collègues importants car c'est plus amusant.</i>	Incomprehensible pronunciation/message not communicated.
c	! Quelle sorte de personne êtes-vous ? Donnez-moi deux détails, s'il vous plaît.	Any two appropriate details. Verb(s) not required. Eg <i>(Je suis) travailleur (et) honnête.</i>	One detail only: <i>(Je suis) sympa.</i>	Incomprehensible pronunciation/message not communicated. Eg <i>J'ai sympa.</i>
d	Travail en France – une opinion et une raison.	Any appropriate opinion and reason. Must include verb in reason at least. Eg <i>Je ne veux pas travailler en France. Ma famille est en Angleterre./</i> <i>Oui. Je pourrais pratiquer mon français.</i> [In context of teacher's cue.]	Both details but inappropriate form(s) that cause(s) a delay in communication. Eg <i>Non. (Je) préférer Angleterre.</i> One detail only with a verb where required. Eg <i>Oui./Non./Ça serait chouette.</i>	Incomprehensible pronunciation/message not communicated.
e	? Chômage dans la région.	Any clear question relating to local unemployment. Must include a verb. Eg <i>Il y a beaucoup de chômage ici ?/Le chômage est un problème dans la région ?</i>	Attempt at question but verb omitted or incorrect. Eg <i>C'est le chômage dans la région ?</i>	No/wrong message conveyed./ Cue only used. Eg <i>Chômage dans la région ?</i>