



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

French A (Short Course)

3657

Speaking tests

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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.

Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
Maximum Total		36

Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
Maximum Total		40

3 Role-playing Situations

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may 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 assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4 Presentation & Discussion and Conversation

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.

You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.

4.3

Communication	Range & Complexity
0	0
1	1 or 2
2	2 or 3
3	Max 4
4	Max 6

The mark for Spontaneity & Fluency is not limited by the Communication mark. This applies to both Foundation and Higher Tiers.

4.4

Communication	Pronunciation & Accuracy
0	0
1	1 or 2
2	Max 4
3	Max 5
4	Max 6

4.5 The following table is a summary in tabular form of paragraphs 4.3 and 4.4.

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2	1 or 2
2	Max 3 3 marks must include two of Past/Present/Future	Max 4
3	Max 3 3 marks must include two of Past/Present/Future Max 4 4 marks must include Past and Present and Future and opinion	Max 5
4	Max 6 4 marks or more must include Past and Present and Future and opinion	Max 6

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. “an attempt at an appropriate verb form” = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.6 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.7 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.
- 4.8 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5 Exemplar Mark Sheet

See overleaf.

GCSE Modern Languages Speaking Tests

Examiner's Detailed Mark Sheet

Language _____



Full/Short Course

* delete as appropriate

Centre No

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Tape No _____

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	Garden, Lilly	H	14	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18

Name.....(Examiner) (Please Print)

* Round up or down to the nearest whole number (ie. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT**Role-Playing Situations**

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

*without significant error” = grammatically correct (but may contain **one** minor error.) If an answer contains more than one minor error a maximum of 3 marks may be awarded.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

Presentation & Discussion	Marks
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion only)	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

General Conversation	Marks
Communication	4
Spontaneity and Fluency	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
TOTAL	20

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

RAW MARK	SCALED MARK
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

PRESENTATION & DISCUSSION GRID

**RAW SCORE FOR QUALITY
OF LANGUAGE**

SCALED MARK

12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

SPEAKING TESTS

Abbreviations used:

t.c. tout court**pron.** Pronunciation**ocr** otherwise correct response**CCR** candidate choice of response**nfp** no further penalty

✓ tolerate a response which may be less than perfect

ROLE-PLAY 1 FOUNDATION			
TASK	2	1	0
a) Say how many people there are in your family	e.g. <i>Il y a quatre personnes (dans ma famille)</i>	mangled <i>personnes</i> <i>Il y a quatre</i>	number t.c.
b) Say how many brothers or sisters you have	CCR e.g. <i>(j'ai) deux frères / une soeur</i>	number t.c.	
c) Describe your house (1 detail)	CCR e.g. <i>(Elle est) grande</i>		
d) Ask your friend about his/her family	CCR e.g. <i>Tu as des frères et des soeurs?</i> <i>J'ai 2 frères et une soeur.</i> <i>Et toi?</i>	<i>Et ta famille?</i>	wrong person

ROLE-PLAY 2 FOUNDATION			
TASK	2	1	0
a) Ask for some bread	<i>(Je voudrais) du/un pain, (s'il vous plaît).</i> Either <i>je voudrais</i> or <i>s'il vous plaît</i> required <i>une baguette</i> is OK	no <i>je voudrais</i> or <i>s'il vous plaît</i>	wrong food
b) Ask for something else	CCR e.g. <i>(non), un gâteau, (s'il vous plaît)</i> No <i>s'il vous plaît</i> NFP Names accepted		
c) Ask how much it is	<i>C'est combien?</i>	<i>Combien ? t.c.</i>	
d) Say thank you and goodbye	<i>Merci. Au revoir</i>	one element	

ROLE-PLAY 3 FOUNDATION			
TASK	2	1	0
a) Say what your favourite subject is	CCR e.g. <i>(j'aime/je préfère/c'est) l'anglais</i>	<i>aimé/préféré</i> forms (cognates pronounced as English)	use of English
b) Say why	CCR e.g. <i>c'est facile</i> <i>le prof est sympa</i>	<i>Facile t.c.</i>	<i>c'est ennuyeux</i>
c) Say what you do at break	CCR e.g. <i>je mange</i>	past tense forms e.g. <i>je joué au foot</i>	
d) Ask if your friend likes school	<i>Tu aimes l'école/le collègue?</i> <i>j'aime l'école et toi?</i>	<i>Tu as aimé le collègue?</i>	

ROLE-PLAY 4 FOUNDATION			
TASK	2	1	0
a) Say where you work	CCR e.g. <i>Je travaille dans un magasin</i> <i>J'ai (un) travail dans un magasin</i>	perfect tense	Tesco t.c. <i>supermarche' t.c.</i>
b) Say what time you start	CCR e.g. <i>(à) 9 heures</i>	9	
c) Say how much you earn	CCR e.g. <i>(Je gagne) 4 livres / euros / francs</i> Any number is OK	<i>Libres</i> 10 10 sterling	livers
d) Ask your friend if he/she has a job.	<i>Tu travailles?</i> <i>Tu as travail?</i> <i>(intonation)</i>		wrong person

ROLE-PLAY 5 FOUNDATION			
TASK	2	1	0
a) Say which television programme you prefer	CCR e.g. <i>Mon émission préférée, c'est Eastenders</i> <i>Je préfère Eastenders</i> is OK use of 'programme' is ok	<i>préféré</i> forms e.g. je préféré <i>J'aime Eastenders</i>	Eastenders
b) Say which day(s) it is on	CCR e.g. <i>(le) lundi</i> <i>sur/dans lundi</i>		
c) Say what time it starts	CCR e.g. <i>(à) 7 heures</i>	no heures	
d) Ask your friend if he/she likes television	<i>Tu aimes (regarder) la télé(vision)?</i>	<i>Regarder la télé?</i>	<i>Tu as la télé?</i>

ROLE-PLAY 6 FOUNDATION			
TASK	2	1	0
a) Say when your birthday is	<p>CCR e.g. <i>(C'est) (le) 10 juin</i> days of the week, <i>aujourd'hui, demain</i> all acceptable</p>		
b) Say how old you are	<p>CCR e.g. <i>(J'ai) seize ans</i> Accept any age</p>	<p><i>j'ai seize t.c.</i> <i>je suis seize t.c.</i> <i>je suis seize ans</i> number t.c.</p>	<p><i>kwindz ans</i></p>
c) Say what present you would like	<p>CCR e.g. <i>(des) baskets</i></p>		
d) Ask if your friend when his/her birthday is	<p><i>C'est quand, ton anniversaire?</i> <i>Mon anniversaire est le dix juin.</i> <i>Et toi?</i></p>	<p>use of 'anniversary' (mangled) <i>(Et) ton anniversaire? t.c.</i></p>	

ROLE-PLAY 7 HIGHER					
TASK	4	3	2	1	0
a) Give the exact location of your town	CCR e.g. <i>(J'habite) dans le nord de l'Angleterre</i> Accept village			1 element	
b) Say what you think of your town and say why	CCR e.g. <i>J'aime bien York. C'est une ville intéressante</i>			1 element	
c) Say what you do in your town (2 details)	CCR e.g. <i>(On peut) aller au cinéma et faire du lèche-vitrine</i> <i>Il y a un supermarché et un cinéma</i>			1 element <i>cinéma et disco</i>	
d) ! Say whether you prefer living in town or in the country and say why	CCR e.g. <i>(Je préfère) la ville</i> <i>Il y a beaucoup à faire</i>			1 element	

ROLE-PLAY 8 HIGHER					
TASK	4	3	2	1	0
a) 2 details describing friend (physical)	CCR e.g. <i>il est grand</i> <i>il a les cheveux blonds</i>			1 detail <i>Il est grand, il est petit</i>	age, name
b) 2 details about friend's qualities	CCR e.g. <i>il est gentil et poli</i> NFP – same Wrong verb usage			1 detail	
c) ! How long have you known your friend and where you met	CCR <i>(depuis) 3 ans à l'école</i>	1 + 1		1 element	
d) What you do together (one activity)	CCR <i>on va au cinéma</i> <i>nous</i> <i>Je... avec...</i>			<i>Je...</i>	

ROLE-PLAY 9 HIGHER					
TASK	4	3	2	1	0
a) Say where and when you did work experience	ACCEPT IMPERFECT TENSE THROUGHOUT THIS ROLE PLAY CCR e.g. <i>(J'ai travaillé) dans un supermarché en septembre</i>			1 element	
b) Say your hours of work	CCR e.g. <i>(De) 9 heures à 5 heures</i>		One perfect tense + one present tense		
c) Say what you did	CCR e.g. <i>J'étais à la caisse</i> <i>La vaisselle</i>				
d) ! Say what you thought of the work and say why 1 + 2	CCR e.g. <i>C'était bien. J'ai aimé travailler à la caisse</i> Present tense is OK		reason only	opinion only	

ROLE-PLAY 10 HIGHER					
TASK	4	3	2	1	0
a) Say what you thought of the meal and why	CCR e.g. <i>(C'était) délicieux.</i> <i>J'ai beaucoup aimé le dessert.</i> 2 opinions			1 element	
b) Ask if you can help	<i>Je peux (vous) aider?</i>				<i>vous pouvez m'aider?</i>
c) ! Say what you do to help at home (2 details)	CCR e.g. <i>Je passe l'aspirateur</i> <i>et je mets la table</i>			1 detail	
d) ! Say what you want to do this afternoon (2 activities)	CCR e.g. <i>(je voudrais) aller en ville et faire les magasins</i> <i>Du foot et de la natation</i>	<i>faire foot et natation</i>		1 element <i>Ville et magasin</i> <i>Du foot et ville</i>	

ROLE-PLAY 11 HIGHER					
TASK	4	3	2	1	0
a) Say at what time you get up	CCR e.g. <i>Je me lève à 9 heures</i>				
b) ! Say what you have for breakfast (2 details)	CCR e.g. <i>(Je prends) des céréales et un jus d'orange</i>			1 detail	
c) Say what you do at weekends and with whom	CCR e.g. <i>Je vais en ville avec mes amis</i>			1 detail	
d) Say where and when you do your homework	CCR e.g. <i>je les fais le dimanche dans ma chambre</i>			1 detail	

ROLE-PLAY 12 HIGHER					
TASK	4	3	2	1	0
a) Say where you live and when you moved	CCR e.g. <i>(J'habite à) York.</i> <i>(J'ai déménagé) la semaine dernière</i>			1 element	
b) Give 2 details about your new house	CCR e.g. <i>(Elle est) grande et il y a 3 chambres</i>			1 detail	
c) ! Say which house you prefer and say why	CCR e.g. <i>(Je préfère) la nouvelle (maison).</i> <i>J'ai ma propre chambre</i>		reason only	opinion only	
d) Give 2 details about your bedroom	CCR e.g. <i>Elle est petite. Les murs sont bleus</i>			1 detail	

GCSE FRENCH SPEAKING TEST

ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME

MINOR/MAJOR ERRORS

This information applies to French Specification A Speaking Tests and Specification B Module 4 Speaking Tests only.

These lists are examples of errors, which do (**major**) or do not (**minor**) affect communication, and errors not referred to here should be judged minor or major on the basis of their effect on communication.

MINOR ERRORS

These are errors which do not affect communication. The following errors should be treated as minor unless the Part 2 Mark Scheme states otherwise.

1. **Articles**

- Use of *un/une* instead of *de* after negative
e.g. *Je n'ai pas une soeur.*
- Use of *un/une* or *le/la/l'* with jobs/professions
e.g. *Ma soeur est une prof.*
- Confusion of *du/de la/de l'/des*
au/à la/ à l'/aux

2. **Gender**

- *le/la, un/une* – unless confusion arises from change of meaning.
- Wrong agreement – including adjectives, possessive adjectives and use of *ma/ta* etc. before a vowel.
- Wrong gender of personal pronoun
e.g. *mon père s'appelle Pierre : elle a 50 ans.*

3. **Number**

- *le/la* for *les* and vice-versa.
BUT *J'aime les chiens* for *J'aime le chien* may be major depending on the context.
- Singular verb with plural subject and vice-versa
e.g. *Les cours finit*

4. **Word Order**

- Position of adjective/adverb.
- Position of negative.

5. **Tense formation**

- Use of *avoir* for *être* in the perfect tense, but not *être* for *avoir*

6. **Prepositions**

- Wrong or omitted preposition when this does not affect meaning.
e.g. *je joue au piano, je joue du/le foot, sur samedi*
- 7. Omission of reflexive e.g. *je lève à*
- 8. 's e.g. *mon père 's anniversaire*
- 9. Confusion of *qui/que*.
- 10. Incorrect irregular comparatives and superlatives e.g. *plus bon*

MAJOR ERRORS

Major errors are those which affect communication. The following errors should be treated as major.

- Double subject – *elle j'aime la télé.*
- Object pronoun used after the verb.
e.g. *J'ai regardé un film hier soir. J'ai aimé le.*
- Inappropriate vocabulary.
- Inappropriate tense.
- Inappropriate verb structure e.g. *j'allerais, J'ai dirigé.*
- Inappropriate use of *je suis* etc. to produce the English continuous present e.g. *je suis mange un sandwich.*
- Use of *être* for *avoir* in the perfect tense.
Confusion of *être/avoir* in any other context e.g. *j'ai grand*
- Use of *qu'est-ce que ...?* for *est-ce que ...?* & vice-versa.

- Use of infinitive for conjugated verb.
- Incorrect intonation when using statement form to ask a question.

These lists are not exhaustive and are to be used as a guide to the marking of the 2003 tests only. There may be additional clarification for the marking of the 2004 tests.