



General Certificate of Secondary Education

French (Short Course) 3657

3657/S Speaking

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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



Full/Short Course

* delete as appropriate

Centre No

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Tape No

Language _____

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	12	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	

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
Quality of Language 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
Quality of Language 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 what time you get up <i>Tu te lèves à quelle heure?</i>	CCR e.g. (je me lève à) sept heures	omission of heures Wrong tense Applies throughout role-plays	
b) Say what you do afterwards <i>Et après?</i>	CCR e.g. Je me lave		Unrecognisable pronunciation of key word. Applies throughout role-plays
c) Say how you travel to school. <i>Comment vas-tu au college?</i>	CCR e.g. (Je vais au collège) (à) pied / bus t.c	mangled pied	
d) Ask your friend if he/she likes school. <i>Oui, moi aussi</i>	Tu aimes le collège/l'école?	Tu j'aime le collège? Wrong intonation	Wrong person Applies throughout role-plays

ROLE PLAY 2 FOUNDATION			
TASK	2	1	0
a) Say what you like doing in your free time <i>Qu'est-ce que tu aimes comme passe-temps?</i>	CCR e.g. (J'aime) jouer au rugby Le rugby		
b) Say where you go on Saturday night <i>Tu sors le samedi soir?</i>	CCR e.g. Je vais au cinéma Oui, au cinéma		Non, je reste à la maison
c) Say you work <i>Le dimanche, qu'est-ce que tu fais?</i>	Je travaille J'ai un travail	mangled travaille	
d) Ask your friend if he/she has a job <i>Ah bon</i>	Tu travailles ? Tu as un travail/boulot/job?		

ROLE PLAY 3 FOUNDATION			
TASK	2	1	0
a) Say what you want to buy <i>Monsieur/Mademoiselle?</i> (Must be in a clothes shop)	CCR e.g. (Je voudrais) un pull (s'il vous plaît)	omission of je voudrais or s'il vous plaît	item other than clothes
b) Say what colour you want <i>Vous le/la voulez en quelle couleur?</i>	CCR e.g. Bleu		
c) Say who it is for <i>C'est pour un cadeau?</i>	CCR e.g. C'est pour mon frère Oui, mon frère (accept name)	(pour) mon frère t.c.	
d) Ask how much it is <i>Voilà, Monsieur/Mademoiselle</i>	C'est combien?	combien t.c.	

ROLE PLAY 4 FOUNDATION			
TASK	2	1	0
a) Say you like the cinema <i>Qu'est-ce que tu fais le week-end?</i>	J'aime (aller au)/le cinéma	le cinéma t.c. J'aime les films	
b) Say what sort of film you prefer <i>Tu préfères quelle sorte de film?</i>	CCR e.g. (Les films d')amour		
c) Ask your friend if he/she plays football <i>Ah bon</i>	Tu joues au foot ? Je joue au foot. Et toi ?	wrong intonation (in statement form)	
d) Say which sport you do not like <i>Oui, le samedi. Tu aimes tous les sports?</i>	CCR e.g. Je n'aime pas le tennis		

ROLE PLAY 5 FOUNDATION			
TASK	2	1	0
a) Say you live in a big town <i>Où habites-tu?</i>	(J'habite dans) une grande ville	no grande Use of “vie” Name of town	use of village
b) Say where it is <i>C'est où?</i>	CCR e.g. (C'est) en Angleterre/dans le nord	nord t.c.	
c) Say what you think of your town <i>C'est comment?</i>	CCR e.g. (C'est) bien J'aime/J'adore (ma ville) Accept any adjective to describe town	intérestant	
d) Ask your friend if he/she likes Paris <i>Moi, j'habite à Paris</i>	Tu aimes Paris? Accept English pronunciation of Paris	wrong intonation in statement form	

ROLE PLAY 6 FOUNDATION			
TASK	2	1	0
a) Say what you have for breakfast <i>Qu'est-ce que tu prends au petit déjeuner?</i>	CCR e.g. (Je prends) un thé. Accept food and drink. Rien. (Mark the best ignore the rest.)		Je ne sais pas Applies throughout role-plays
b) Say what time you have breakfast <i>A quelle heure?</i>	CCR e.g. (Je prends le petit déjeuner à) huit heures	omission of heures English pronunciation of hours	
c) Say where you eat your lunch <i>Et pour midi?</i>	CCR e.g. Je mange à la cantine	no verb	
d) Ask your friend if he/she eats at school <i>Ah bon</i>	Tu manges au collège?	wrong intonation in statement form collage	

ROLE-PLAY 7 HIGHER					
TASK	4	3	2	1	0
a) Say where your work experience was and how long it was <i>Et ton stage de travail?</i>	CCR J'ai travaillé deux semaines/de neuf heures à cinq heures dans une pharmacie	2 or more minor errors Mangled pronunciation		1 element wrong tense	
b) ! Say when it was <i>Quand exactement?</i>	CCR e.g. Du 12 au 26 avril Pendant les vacances de Pâques		1 wrong preposition l'année/dernière/En octobre	2 wrong prepositions / 1 date only	
c) Say what you thought of work experience and why <i>Qu'est-ce que tu en as pensé? Pourquoi?</i>	CCR e.g. C'était super. J'ai adoré servir les clients. (Accept Present tense)			opinion only	
d) Say what job you want to do later and why <i>Qu'est-ce que tu voudrais faire comme métier plus tard? Pourquoi?</i>	CCR e.g. Professeur. J'adore les enfants			job only	

ROLE-PLAY 8 HIGHER					
TASK	4	3	2	1	0
a) 2 details about new school Et ton nouveau collègue?	CCR e.g. <i>il est grand et mixte</i>	Mangled pronunciation / 2 + minor		1 element	
b) What you think of the school and why Qu'est-ce que tu penses du collègue? Pourquoi?	CCR e.g. <i>c'est bien j'aime mes professeurs</i>		reason only	opinion only	
c) ! 2 details about what you wear <i>Qu'est-ce que tu portes comme vêtements?</i>	CCR e.g. <i>(on porte) un pantalon noir</i>			1 detail	
d) 3 details about your new friend Tu t'es fait de nouveaux copains?	CCR e.g. <i>j'ai un copain qui s'appelle James. Il a quinze ans. Il habite près de chez moi.</i>			1 or 2 details	Il est 15 (ans) for that element

ROLE-PLAY 9 HIGHER					
TASK	4	3	2	1	0
a) Say what you think of this school year and why <i>Qu'est-ce que tu penses de cette année scolaire?</i>	CCR e.g. C'est bien. J'aime mes cours. Past tense OK			opinion only Inconsistent tenses	
b) ! Say how many exams you are sitting and when the exams finish <i>Tu as combien d'examens? Les examens finissent quand?</i>	CCR e.g. (J'ai) huit (examens). (Ils finissent) le 25 juin			1 element	
c) Say where you are going to study in September <i>Et en septembre, qu'est-ce que tu vas faire?</i>	CCR e.g. (Je vais) aller au lycée/collège. Je vais au lycée/collège	collage in OCR		lycée/ collège t.c.	collage t.c.
d) Say what subject you have chosen and why <i>Qu'est-ce que tu as choisi comme matière? Pourquoi?</i>	CCR e.g. (J'ai choisi) l'anglais (parce que) c'est facile			subject only	

ROLE-PLAY 10 HIGHER					
TASK	4	3	2	1	0
a) Suggest going to the cinema <i>Qu'est-ce qu'on va faire demain?</i>	Je voudrais aller au cinéma. Et toi?/On va au cinéma?/On pourrait aller au cinéma./Aller au cinéma? (correct intonation)		use of je vais	j'allé forms cinéma t.c	
b) Say what 2 sorts of film appeal to you <i>Quelles sortes de films t'intéressent?</i>	CCR e.g. (J'aime) les films d'horreur et d'action			1 sort	
c) Say what you want to do afterwards <i>On peut y aller à six heures si tu veux. Et après?</i>	CCR e.g. Je voudrais aller au café/ On pourrait Je vais aller au café			no verb	
d) ! How you will travel back and at what time <i>On va rentrer comment? A quelle heure?</i>	CCR e.g. En bus (à) dix heures.			1 element	

ROLE-PLAY 11 HIGHER					
TASK	4	3	2	1	0
a) Type of job in a restaurant Qu'est-ce que tu fais en ce moment?	Partial CCR <i>Je travaille comme serveur/serveuse dans un restaurant</i> accept name of restaurant			<i>Je travaille(dans un restaurant)</i> <i>J'ai un job t.c.</i> <i>(je suis) serveur/serveuse</i> <i>travaillé forms</i>	
b) Days + hours of work Tu travailles quels jours? Et pour combien d'heures?	CCR <i>e.g. (je travaille) le week-end</i> <i>cinq (heures par jour)</i> <i>nfp travaillé</i> <i>samedi (1 mark)</i> <i>quatre (heures) (1 mark)</i>			Days only Hours only Past.	
c) What worn. 3 details Il faut porter quels vêtements?	CCR <i>e.g. (je porte) un pantalon</i> <i>et une chemise blanche</i>			One or two details	
d) ! Want to do this in future? why/why not? Tu voudrais faire ce métier à l'avenir? Pourquoi/pourquoi pas?	CCR <i>e.g. non, parce que je veux devenir astronaute</i>		Reason without <i>oui/non</i>	<i>Oui/non t.c.</i>	

ROLE-PLAY 12 HIGHER					
TASK	4	3	2	1	0
a) Say what your brother and sister do for a living <i>Que fait ton frère comme travail? Et ta soeur?</i>	CCR e.g. Mon frère est facteur et ma soeur travaille dans une banque/ ne travaille pas/ travaille à la maison			1 person	
b) Say what you want to do later for a living <i>Et toi, plus tard?</i>	CCR e.g. Je voudrais être dentiste			dentiste t.c. omission of être	
c) ! Give one advantage <i>Quel est l'avantage de ce métier?</i>	CCR e.g. C'est bien payé	C'est bien paye			
d) Give one disadvantage <i>Et les inconvénients?</i>	CCR e.g. On finit tard le soir				

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'allerai, J'ai diré.*
- 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 2005 tests only. There may be additional clarification for the marking of the 2006 tests.