

GCSE

FRENCH

Unit 3 Speaking
Mark scheme

4655
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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' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk

Assessment Criteria

	Marks
Communication	10
Range and Accuracy of Language	10
Pronunciation and Intonation	5
Interaction and Fluency	5
TOTAL	30

Marks	Communication
9-10	Very Good Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.
7-8	Good A good amount of information and points of view are conveyed and regularly developed.
5-6	Sufficient A reasonable amount of information and points of view are conveyed and sometimes developed.
3-4	Limited Some simple information and opinions are conveyed. Few responses are developed.
1-2	Poor Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed. A zero score.

Marks	Range and Accuracy of Language
9-10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors usually appear in more complex structures.
7-8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5-6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3-4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1-2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of credit.

Marks	Pronunciation and Intonation
5	Consistently good accent and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

Marks	Interaction and Fluency
5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range and Accuracy of Language, Pronunciation and Intonation, Interaction and Fluency must not be more than one band higher than the mark awarded for Communication. (See tables below).
- If a mark is awarded for Communication, this will inevitably lead to the award for a mark for Pronunciation and Intonation, for Interaction and Fluency and for Range and Accuracy of Language.
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

Communication	Marks for each of Pronunciation and Intonation and Interaction and Fluency	Marks for Range and Accuracy of Language
0	0	0
1 – 2	1 – 2	1 – 4
3 – 4	1 – 3	1 – 6
5 – 6	1 – 4	1 – 8
7 – 8	1 – 5	1 – 10
9 – 10	1 – 5	1 – 10

Symbols for use during marking

Please find below the optional list of symbols used by moderators during the moderation process. Centres may find this useful for their own marking.

✓ = item of information with a verb

- = correct answer with no verb

+ = additional information

P1 = first use of a past tense

P2 = use of a different past tense

F1 = first use of a future tense

F2 = use of a different future tense

O = an opinion

R = a reason

J = a justification

X = wrong answer/no answer

..... = hesitation (the more dots, the longer the hesitation)

WT = wrong tense

Pron with arrow down= bad pronunciation

Pron with arrow up= good pronunciation

? = hard to know what is being said

. = yes/no response only

Any good/idiomatic expressions, connectives, good vocab noted in French

Assessment Issues

1. Task Planning Forms (TPF)

If more than 40 words are used on the TPF, ignore when awarding a mark the parts of the student's response (ie the utterances) which use words noted on the TPF beyond the first 40.

If conjugated verbs appear on the TPF, ignore utterances where that verb is used when awarding a mark. The same applies to the use of codes, for example a drawing of a bell to represent the French word, *belle*. It is recommended that teachers check the TPF before the candidate is tested so that all conjugated verbs and/or codes can be deleted.

Visuals on TPFs are not permitted in June 2012 and beyond.

2. Timings

Timing begins as soon as the teacher asks the first question relating to the first bullet point. From that point, the task should last between 4 and 6 minutes.

If the task lasts for less than 4 minutes (even 3' 59"), a student cannot get full marks for Communication. It would still be possible for this type of performance to achieve a mark of 9 for Communication. There is no impact on the other assessment criteria.

If the task lasts for over 6 minutes, marking stops at 6 minutes. If, at that point, the student is speaking, allow him/her to complete that sentence before you finish conducting the test. The only exception to this would be if you had a student with a disability where the Joint Council for Qualifications procedures allow you to give up to 25% additional time in order for the student to complete the task. In such circumstances you should enclose a note to the moderator explaining why additional time was granted (if the work for the student is called for by the moderator as part of the sample for your school).

3. Coverage of main bullet points

In order to be able to score full marks for Communication, students must be able to give information on all main bullet points on the task sheet. If there are any sub-divisions within the main bullet points, these are **not** compulsory.

Students may ask the teacher to repeat/rephrase a question, if they do not understand. Likewise, if the student starts to give the answer to the wrong bullet point, the teacher is allowed to step in and repeat and/or rephrase.

If one or more main bullet points are not covered by the student, for any reason*, this will affect the **maximum** mark available for Communication, as follows:

Total number of main bullet points in task	Number of main bullet points <u>not</u> covered	Maximum mark for Communication
2-3 + ! task	1	7
2-3 + ! task	2	5
4 + ! task	1	8
4 + ! task	2	7
4 + ! task	3	5
5 or more + ! task	1	9
5 or more + ! task	2	8
5 or more + ! task	3	7
5 or more + ! task	4+	5

*The reasons for a main bullet point not being covered are:

- i) The teacher fails to ask anything about that main bullet point within the allotted 6 minutes.
- ii) The main bullet point is mentioned by the teacher, but the student cannot answer.
- iii) The student gives an answer, but it is unintelligible or not relevant to the main bullet point.

4. The unpredictable question/bullet point

In order to accomplish the unpredictable bullet point, the student must answer by using a verb. If that is not the case, then the bullet point is not covered and the table above must be used in order to arrive at a mark for Communication. The clause used, however, need not be totally accurate provided it communicates the required message in the answer to the question. See the following examples:

- in reply to the question *Qu'est-ce que tu aimes faire le week-end? - J'aime je vais au cinéma* would be acceptable
- if an infinitive is used in place of a finite verb this would be acceptable, as in reply to the question *Que fais-tu le samedi? - Le samedi sortir avec mes copains*
- the correct person of the verb in the wrong tense would be acceptable, as in reply to the question *Qu'est-ce que tu as fait le week-end dernier? - Le week-end dernier je vais au centre-ville).*

Where a wrong person of the verb leads to ambiguity and the message is not communicated, the unpredictable bullet will **not** be achieved. For example in reply to the question *Qu'est-ce que tu fais le week-end? - Elle va au cinéma.*

It is unlikely that the answer given in response to the unpredictable bullet point will be as well developed as the main bullet points. If a student has developed fully answers to the main bullet points and gives a short answer, including any part of a verb (eg present participle, infinitive) to the unpredictable bullet point, he/she will still have access to full marks for Communication provided the response is complete.

If more than one unpredictable question is asked, the first one that is asked is the one that should be considered when deciding whether it has been answered appropriately, using a verb. Two-part questions for the same unpredictable bullet point are acceptable practice, for example, 'Do you like...? Why (not)?' or 'Do you prefer x or y? Why?' Credit should be given for the language

produced in both parts. If other unpredictable questions are asked, probably to make the task last at least 4 minutes, these should be taken into account when awarding an overall mark.

If the unpredictable questions are not provided, then the last question to be asked counts as the unpredictable question as long as it does not relate to the final main bullet point (in which case it is considered as a follow-up question).

If the unpredictable question is asked in the wrong place, this is still credited.

Once the student gives an incorrect answer (either in French, in English or in any other language) then no further rephrases are possible.

If the student gives a partially correct answer in French, then the teacher can ask more questions to elicit further information so that the bullet point is fully covered.

If a student says, in French, 'I don't understand' or 'Please repeat' (or equivalents) then this counts as a request for clarification and the teacher is allowed to repeat or rephrase. This does not count as an answer. (If this were said by the student in English or in any language other than the one being tested, then it would be an incorrect answer and no more rephrasing would be allowed).

If the student says, either in French, in English or in any other language, 'I don't know' (or equivalents) then this counts as an incorrect answer and no more rephrasing would be allowed.

If the student says nothing in response to a question then the teacher can repeat or rephrase until the student does respond (or until the 6 minutes are up).

If the teacher asks as the unpredictable question a question which has already been asked as one of the student's main bullet points, then the student has not been asked an unpredictable bullet point and the table in Section 2 (coverage of bullet points) applies.

If, however, the unpredictable question is different from a main bullet point, but elicits some repeat of information that has already been given in answer to one of the main bullet points, then any additional information can be credited. For example, the main bullet is 'Tell me about your family'. In a long answer, the student says that he/she doesn't get on well with his/her brother. The unpredictable question is 'Do you normally get on well with your family?' and the student says 'I get on well with my parents (new info) but not my brother (repeat)'. Although the unpredictable is connected to one of the main bullets, it is not the same question.

A student is not necessarily required to manipulate language in order to accomplish the unpredictable bullet point. For example, in response to the unpredictable question 'Is it hot in France?' '*Il fait chaud en France?*' the responses '*Il fait chaud en France*' and '*Oui, il fait chaud en France*' would both be accepted as having accomplished the unpredictable bullet point.

5. The criteria for assessment

All of the criteria should be considered when deciding on a mark, but the following guidelines may prove particularly useful.

(a) Communication

Must the teacher ask extra questions for the student to gain the highest marks for Communication?

No. If the student develops fully his/her answers to each main bullet point there will be no need for extra questions to allow the student access to the highest marks for Communication.

Can students get a high mark even if there is little interaction with the teacher?

Yes. Interaction and fluency are a global concept. Students can have access to full marks with minimal teacher input as long as they have provided full and developed responses. This is still true even if there is little interaction with the teacher.

Does an opinion have to be a personal opinion or can it be someone else's other than the speaker's?

It can be a reported opinion.

Example:

What do you think is good about your school?

In my school you have to wear a uniform. There are many opinions about the school uniform and whether it is good or not. Some people think it's not good because it's uncomfortable.

If a student answers a main bullet point eliciting reference to future events by using a present tense verb, will he/she be penalised under Communication?

No, not if the response successfully communicates what the main bullet point required. However if aiming for a high mark for Range and Accuracy, the student must make sure he/she uses at least two different tenses over the task as a whole.

Must a student give some information relevant to the actual question the teacher asks in order for the bullet point to be accomplished?

Yes. If a student gives an answer that provides information in relation to another bullet in his/her task but does not contain information relevant to the question the teacher has actually asked (eg because the teacher and student get out of sequence), the bullet cannot count as being accomplished. The teacher may ask the bullet again to give the student the chance to offer relevant information.

Can the answer still be considered to give some relevant information even if the tense is wrong?

Yes.

Examples:

What did you do last weekend?

The following answers would be regarded as having some relevant information and would be acceptable:

‘Football’

‘I play football’.

The following answer would be regarded as unacceptable on the basis that it was clearly not answering the question being asked: it is not only the tense formation that is wrong. There are other indications that the student is not answering the question being asked:

‘Next week I will play football’ (using a future tense verb).

If the student gives exactly the same response to more than one bullet point and that answer gives relevant information in each case, will the response count as having accomplished the bullet in each case?

Yes.

Example:

Bullet 3 – What did you do last weekend?

‘I play football’

Bullet 5 – What do you normally do at weekends?

‘I play football’

Both bullets will be judged to have been accomplished.

If a student does not wait for the teacher to ask questions but simply delivers his/her answers to the bullets in the task, will the bullets be judged to have been accomplished?

Yes. However, in response to any question the teacher does actually ask, the student must give some relevant information – see above.

9-10 marks

- Students can speak with confidence and narrate events where appropriate. In order to do this, they will have to develop their answers well.
- They will have to offer ideas / opinions / points of view (minimum 2) and be able to explain them.

7-8 marks

- The answers will be regularly developed, even though some of them may not be. However, for the award of a mark in this band, most answers will show some development.
- There is a requirement to give opinions (minimum 2).

5-6 marks

- There will still be evidence of an ability to develop some answers.
- There is a requirement to give opinions (minimum 2).

3-4 marks

- Few responses are developed, but for some questions you can expect replies to go beyond the minimal, even if this is in the form of lists or very simple sentences.
- There is a requirement to give opinions (minimum 2).

1-2 marks

- Very few appropriate responses are developed, but therefore there has to be evidence of development, however basic, in at least one reply.

0 marks

- No relevant information is communicated, but a student could still give some very minimal replies and still score zero if there was no development at all.

(b) Range and Accuracy of Language

- For performances with a large amount of complex language but lots of errors the following should be noted: the Accuracy strand in Range and Accuracy has a bearing on communication of intended messages. If communication is not taking place the marks awarded have to reflect this and a mark of 8 could not be awarded. If for, example, the Range strand warrants 10 marks and the Accuracy strand warrants 4 marks, then a maximum mark of 7 would be appropriate.
- The immediate future (eg *je vais aller*) counts as future tense. A present tense verb with a future time marker (eg *demain je vais..*) does not.
- The present subjunctive does not count as a separate tense from the present indicative. A construction using the present tense to refer to the past (eg *je joue du piano depuis 2 ans; je viens d'avoir 15 ans*) counts as the present tense.

9-10 marks

- A variety of **tenses** must be used. This means two or more. The tenses could come from the same time frame (for example the preterite and the imperfect) but a greater range of tenses will add to the complexity of the language used and most students getting marks in this band will probably use three or more tenses, unless the nature of the task does not allow it.
- There will be complex structures (e.g. *après avoir/être + past participle, avant de + the infinitive, en + present participle*), but remember that this is GCSE level and not higher. We will not necessarily be looking for the use of the subjunctive or similar grammatical structures. Complexity will often be achieved by variety of expression, for instance *j'ai décidé d'aller* or *j'ai commencé à faire* instead of *je suis allé*, or *j'ai fait* or *ça me plaît* instead of *j'aime*.
- There needs to be a wide range of vocabulary. This means that students will not be too repetitive in the words they use (e.g. using a variety of words which might express a similar or same idea- *car/parce que/puisque* or *cependant/pourtant*)
- Errors usually appear in complex structures, or they may be minor errors, for instance of gender, which do not appear too often.

7-8 marks

- Two or more tenses must be used.
- Some complex structures will be used, but the note about what constitutes complexity for the 9-10 band will apply here.

- There must be a range of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.
- Errors occur, but the message is clear, so that the type of mistake made will not prevent communication.

5-6 marks

- There is no need for students to use more than one tense to be awarded a mark in this band.
- Sentences are generally simple but occasionally more complex. There will be more repetition of simple constructions here, but sometimes a more unusual structure will be used.
- Errors are quite frequent, but the language used is **more accurate than inaccurate**. This should be apparent from the annotation used for marking.

3-4 marks

- The sentences are short and simple and probably there will be quite a lot of repetition of the more common verbs, such as *aimer, être, avoir*.
- The vocabulary is very limited, so there will probably be quite a lot of repetition of the same words.
- Errors are very frequent and it will be more inaccurate than accurate, or there will be relatively little said, so the lack of evidence means we cannot go into a higher band.

1-2 marks

- There are only isolated words of vocabulary with the occasional short phrase. It may well be that there is quite a lot of silence.
- Errors often impede communication, or there is very little evidence to enable us to form an opinion.

(c) Pronunciation and Intonation

5 marks

- Consistently good accent and intonation are required. 'Accent' means 'pronunciation'. Isolated errors in an otherwise full and correct performance can be ignored (ie. we are not looking for a 100% flawless performance).

4 marks

- Generally good. It may be that problems arise mainly with the sounds that students traditionally find more difficult, such as vowel sounds in words such as *mince, novembre* etc, the letter *r* in words such as *feutre*.

3 marks

- Generally accurate, but there is some inconsistency. As well as the more common mispronunciations such as the pronunciation of the final *s* of words, there may be problems with some vowel sounds and anglicised words.

2 marks

- What is said is understandable, although comprehension is sometimes delayed. In other words there will be occasions where we have to listen very carefully to what is being said in order to get the intended meaning.

1 mark

- What is said is barely understandable and comprehension is difficult. There may well be very little to go on, because not much is said by the student.

(d) Interaction and Fluency

5 marks

- The student responds readily, without significant pause before answering the questions.
- There is initiative, as the student is able to fully develop answers to the questions.
- The conversation is sustained at a reasonable speed, but clearly not at native speaker pace.

4 marks

- The student will again have to answer without hesitation.
- The replies will go beyond the minimum, although there will not be as much development as in the top band.
- There is some flow of language, even if from time to time there is some pausing for thought.

3 marks

- There are ready responses, where the student can answer reasonably promptly most of the time.
- There is little if any initiative, so the student may not develop answers to any great extent.
- There is an ability to sustain a conversation, so that any hesitation does not break up the interchange of information too much.

2 marks

- There is some reaction to the teacher's questions, but the student is sometimes hesitant. In practice, there will be more sections of the test where the student is thinking what to say or cannot answer.
- There is little natural flow.

1 mark

- There is little reaction to what the teacher asks and the student is so hesitant that the conversation becomes disjointed. There will in all probability be lots of silence during the task.

(e) Limiting marks

- It is not possible to go more than one **band** higher than the band in which the Communication mark was given when awarding marks in the other categories. For instance, if 5 is awarded for Communication, the highest mark that can be awarded Range and Accuracy is 8, and for Pronunciation and Intonation and Interaction and Fluency the maximum mark would be 4.
- It is possible to give marks in lower bands for Range and Accuracy, Pronunciation and Intonation and Interaction and Fluency than the band in which the mark for Communication was given.

- If one mark or more is awarded for Communication, at least one mark must be given in all other categories.
- If 0 is awarded for Communication, 0 must be given for all other categories.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of our website.

Converting Marks into UMS marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion