



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### French A (Full 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 <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	Max 3 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  Max 4 4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	Max 6 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> 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	<b>Garden, Lilly</b>	<b>H</b>	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

<b>Foundation Role-Play – Communication</b>	
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	

<b>Higher Role-Play – Communication and Quality of Language</b>	
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**

<b>Communication</b>	
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.

<b>Spontaneity and Fluency</b>	
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.

<b>Quality of Language</b>		
<b>Range &amp; Complexity</b>	<b>Marks</b>	<b>Pronunciation &amp; Accuracy</b>
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.

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

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

**SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION**

**ROLE-PLAY GRID**

<b>RAW MARK</b>	<b>SCALED MARK</b>
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**

<b>RAW SCORE FOR QUALITY OF LANGUAGE</b>	<b>SCALED MARK</b>
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 you live in the south	<i>(J'habite) dans le sud</i>	<i>habité</i> forms	wrong compass point
b) Say what sort of town it is	<b>CCR</b> e.g. <i>(c'est une) grande (ville)</i> <i>(c'est) intéressant</i>	use of village	
c) Say what there is to do	<b>CCR</b> e.g. <i>il y a une piscine</i> <i>je joue au football</i>	<i>c'est une piscine</i>	
d) Ask if he/she likes the town	e.g. <i>tu aimes ta ville?</i>		

ROLE-PLAY 2 FOUNDATION			
TASK	2	1	0
a) Say you have a job	<i>j'ai un job / un emploi</i> <i>je travaille</i> <i>J'ai travail</i>	<i>mangled travaille / emploi</i> <i>travaillé forms</i>	
b) Say where you work	<b>CCR</b> e.g. <i>(je travaille) dans un magasin</i> <i>travaillé n.f.p.</i>  accept names e.g. Je travaille à Sainsburys		magazine
c) Say what you do with your money	<b>CCR</b> e.g. <i>j'achète des cassettes</i> <i>je vais au cinéma</i>	<i>acheté forms</i>	
d) Ask if your friend likes his/her job	<i>tu aimes ton job?</i>		

ROLE-PLAY 3 FOUNDATION			
TASK	2	1	0
a) Say what your favourite subject is	<b>CCR</b> 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	<b>CCR</b> e.g. <i>c'est facile</i> <i>le prof est sympa</i>	No verb e.g. <i>facile t.c.</i>	<i>c'est ennuyeux</i>
c) Say what you do at break	<b>CCR</b> e.g. <i>je mange</i>	past tense forms	
d) Ask if your friend likes school	<i>Tu aimes l'école/le collègue?</i> <i>j'aime l'école et toi?</i>	use of collage <i>Tu j'aime</i>	

ROLE-PLAY 4 FOUNDATION			
TASK	2	1	0
a) Say you would like a plan of the town	<i>je voudrais un plan de la ville une carte ✓</i>	pron. <i>vie</i>	
b) Ask how much it is	<i>c'est combien?</i>	<i>combien? t.c.</i>	
c) Say what you would like to visit	<b>CCR</b> <i>e.g. (je voudrais visiter) les monuments</i>	<i>j'aime visiter ...</i>	
d) Say thank you and goodbye	<i>merci (et) au revoir</i>	one element	

ROLE-PLAY 5 FOUNDATION			
TASK	2	1	0
a) Say what you would like to do	<b>CCR</b> e.g. <i>(je voudrais) aller au cinéma</i>	J'aime	
b) Suggest a different activity	<b>CCR</b> e.g. <i>je voudrais aller... et toi?</i> <i>si on allait à la piscine?</i>	<i>Je voudrais</i> <i>J'aime jouer au tennis</i>	
c) Say what time you are going	<b>CCR</b> e.g. <i>(je vais/nous allons/on va)</i> <i>(à) 2h et demie</i>	<i>2 et demie (heures)</i>	
d) Say you are going by bus	<i>(je vais) (en) (auto)bus</i> <i>car ✓</i>	j'allais	wrong transport

ROLE-PLAY 6 FOUNDATION			
TASK	2	1	0
a) Say what you want to buy	<b>CCR</b> e.g. <i>je voudrais (acheter) un pull</i> <i>je cherchais ...</i> <i>je cherché</i>		
b) Say what colour	<b>CCR</b> e.g. <i>bleu</i>		pron. blue
c) Ask how much it is	<i>c'est combien?</i>	<i>combien? t.c.</i>	
d) Say it is too dear	(c'est) trop cher	<i>(très) cher</i> (c'est) cher	



ROLE-PLAY 7 HIGHER					
TASK	4	3	2	1	0
a) Ask if you can help	<i>je peux (vous) aider?</i> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">1 minor error which in no way affects comprehension</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">minor errors mangled pron.</div>			Vous pouvez m'aider
b) Ask how the passer-by is going there	<i>Vous êtes en voiture?</i> <i>Comment vous y allez?</i>  <i>Vous avez une voiture?</i>			Vous avez une voiture (statement form) Quel transport?	Transport?
c) Give directions (2 details)	<i>Prenez la deuxième à droite</i> <i>c'est à 2km à droite</i>	<b>1 + 1</b>		1 element. Accept <i>tournez à droite t.c.</i>	<i>c'est en face du parking</i> (Does not tell you how to get there).
d) ! Say how long it will take and where the car park is	Partial <b>CCR</b> <i>Cinq minutes</i> <i>(Il y a un parking) en face de l'hôtel</i> <i>près de</i>	<b>1 + 1</b>		1 element Oui = 1 element	

<b>ROLE-PLAY 8 HIGHER</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
a) 2 details (PHYSICAL) describing friend	<b>CCR</b> e.g. <i>il est grand</i> <i>il a les cheveux</i> <i>blonds</i>			<i>Il a grand (t.c.)</i> 1 detail 'est' for 'a' / 'a' for est is a major error	Name/Age
b) 2 details about friend's qualities	<b>CCR</b> e.g. <i>il est gentil et poli</i>  NFP FOR SAME WRONG VERB USAGE			1 detail	
c) ! How long have you known your friend and where you met	<b>CCR</b> <i>(depuis) 3 ans à</i> <i>l'école</i>	<b>1 + 1</b>		1 element	
d) What you do together (one activity)	<b>CCR</b> <i>On va au cinéma</i> ACCEPT ONE WORD ACTIVITY IF IT WORKS.			Je.....	

ROLE-PLAY 9 HIGHER					
TASK	4	3	2	1	0
a) Say what the weather is like (2 details)	<b>CCR</b> e.g. <i>il fait beau et chaud</i>  ACCEPT PAST			Il est / <i>il faut</i> 1 detail	
b) Give 2 details about the hotel	<b>CCR</b> e.g. <i>c'est un grand hôtel moderne</i>			1 detail	
c) Give 2 activities	<b>CCR</b> e.g. <i>je nage (dans la mer) et je vais à la disco</i> past/present/future			1 activity	
d) ! Give day and date of return	<b>CCR</b> e.g. <i>(je vais rentrer) jeudi (le) 28 (août) jeudi prochain DEMAIN t.c.</i>	1 + 2	date only	day only	

<b>ROLE-PLAY 10 HIGHER</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
a) Say you have had an accident	<b>CCR</b> e.g. <i>j'ai eu un accident</i> <i>je suis tombé(e)</i> <i>je me suis fait mal</i> à [(credit for a) + c]				
b) Say where and when it happened	<b>CCR</b> e.g. <i>à l'hôtel</i> <i>ce matin</i>	<b>1 + 1</b>		1 element	
c) Say where it hurts	<b>CCR</b> e.g. <i>(j'ai mal) à la jambe</i>		tête <b>t.c</b>		j'ai mal <b>t.c</b>
d) ! Give your surname, age and contact person	<b>CCR</b> e.g. <i>(je m'appelle) X</i> <i>(j'ai) 15 ans</i> <i>ma mère</i>	<b>1 + 1 + 1</b>	2 elements	1 element	je suis 15 ans (for that element) Number <b>t.c.</b>

ROLE-PLAY 11 HIGHER					
TASK	4	3	2	1	0
a) Describe the school (2 details)	<b>CCR</b> <i>(Mon collègue est) grand et moderne</i>	1 + 1			
b) Give school start and finish times	<b>CCR</b> <i>le collège commence à ... et finit à ...</i>	1 + 1		WRONG TENSE 1 time	
c) What worn at school (3 details)	<b>CCR</b> <i>e.g. je porte une chemise bleue et un blazer</i>				
d) ! Give an opinion about homework	<b>CCR</b> <i>e.g. les devoirs sont utiles C'est ennuyeux</i>		ennuyeux t.c		

<b>ROLE-PLAY 12 HIGHER</b>					
<b>TASK</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
a) Ask if there is any work	<i>Avez-vous du travail/un job (pour moi)? je peux travailler pour vous? je cherche/je cherchais ...</i>				
b) Say what experience you have	<b>CCR</b> e.g. <i>j'ai travaillé je travaille dans un restaurant imperf. Oui, dans un restaurant</i>	<i>dans un restaurant</i> <b>t.c.</b>			Non <b>t.c.</b>
c) ! Say when and for how long	<b>CCR</b> <i>(je travaille) le samedi pendant 5 heures (j'ai travaillé) deux semaines l'année dernière imperf.</i>	<b>1 + 1</b>		1 element	
d) Ask about hours and pay	<i>Quelles sont les heures? C'est combien l'heure?</i>	<b>1 + 1</b>		1 element	

## 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 2003 tests only. There may be additional clarification for the marking of the 2004 tests.