GCSE 2004

June Series

AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark Scheme

French A (Full Course)
(Speaking)

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.

Further copies of this Mark Scheme are available from:

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or

download from the AQA website: www.aqa.org.uk

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.

5

<div align="center">**Exemplar Mark Sheet**</div>

GCSE Modern Languages Speaking Tests

Examiner's Detailed Mark Sheet   Language _____   Full/Short Course

AQA

* delete as appropriate

Centre No [ ][ ][ ][ ][ ]   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	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. ½ 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
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	**CCR**	candidate choice of response
pron.	Pronunciation	**nfp**	no further penalty
ocr	otherwise correct response	✔	tolerate a response which may be less than perfect

ROLE-PLAY 1 FOUNDATION			
TASK	**2**	**1**	**0**
a) What you do at home	**CCR** eg. *Je regarde la télé*	*regardé* forms	
b) How long for	**CCR** eg. *une heure*	pron. 'hours'	number only
c) What time you go to bed	**CCR** e.g.*(je (me) couche) (à) 10h* *(je vais au lit) (à) 10h*	**nfp** 'hours' *couché* forms *allé*	
d) Ask if he/she likes T.V.	*Tu aimes (regarder) la télé ?*	*aimé* forms *Tu regardes la télé* ┌─────────────┐ │ *Tu j'aime* │ └─────────────┘	wrong person

ROLE-PLAY 2 FOUNDATION			
TASK	**2**	**1**	**0**
a) Where you work	**CCR** e.g. *je travaille dans un magasin*	mangled: *magasin/travaille* *travaillé* forms	*travaillé* + magazine
b) When you work	**CCR** e.g. *(je travaille) le week-end* *travaillé* **nfp** or *mangled* **nfp**		
c) What you buy	**CCR** *(j'achète) des CD*	Eng. Pron. CD + *des* CD **t.c.** Fr. pron.	CD **t.c.** Eng. Pron.

d) Ask if he/she has a job	*Tu as un (petit) job?*
	            emploi?
	            travail?
	Tu travailles?
		travaillé forms	

ROLE-PLAY 3 FOUNDATION			
TASK	**2**	**1**	**0**
a) You want a pullover	*Je voudrais un pull(over)* or *Un pull(over) s.v.p.*	*un* pull **t.c.**	
b) Colour and size	**CCR** e.g. *Bleu - Grand*	1 element	
c) Who it is for	**CCR** e.g. *C'est pour mon frère*	*mon frère* **t.c.**	
d) Ask how much it is	*c'est combien?*	combien? **t.c.**	

ROLE-PLAY 4 FOUNDATION			
TASK	**2**	**1**	**0**
a) Where you want to go	**CCR** e.g. *je veux aller à Paris*	*Paris s.v.p.*	
b) How many tickets	**CCR** e.g. *(je voudrais) 4 (billets)*		
c) Say what class	**CCR** première (classe) deuxième troisième	*Un/deux/trois*	
d) Ask how much	*c'est combien?*	*combien?* **t.c.**	
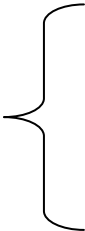
ROLE-PLAY 5 FOUNDATION			
TASK	**2**	**1**	**0**
a) You want omelette and chips	*(je voudrais) omelette frites (svp)*	1 element mangled *frites*	mangled *frites* **t.c.**
b) What kind of omelette?	**CCR** e.g. *(omelette) (au) jambon*		
c) Order a hot drink	**CCR** e.g. *un café*		
d) Ask for the bill	*l'addition s.v.p. ?* *c'est combien?*	*combien?* **t.c.** *l'addition ?* **t.c.**	

ROLE-PLAY 6 FOUNDATION			
TASK	**2**	**1**	**0**
a) What pet you have	**CCR** e.g. *(j'ai) un chat*		
b) Its age	**CCR** e.g. *(il a) 8 ans* *il est 8 ans*	8 **t.c.** *il a 8* *il est 8*	
c) Give 2 more details about it	**CCR** *e.g. (il est) grand et noir* mark best, ignore rest		
d) Ask if he/she likes animals	*tu aimes les animaux/animals?*	Mangled pron. *aimé* forms animals Eng. Pron use of a specific animal e.g. *tu aimes les chats?*	

The following applies to all Higher Tier Role Plays

IF A CANDIDATE COMPLETES MORE THAN ONE TASK IN A RESPONSE, MARK WHAT IS SAID. IF THE TEACHER RETURNS TO A TASK THAT HAS BEEN COMPLETED **IGNORE** ANY FURTHER INFORMATION

IN HIGHER ROLE-PLAYS CONSIDER **WHOLE** RESPONSE

Perfect or 1 Minor Error = 4
2+ Minor Errors   = 3
Major Error   = 1

ROLE-PLAY 7 HIGHER					
TASK	**4**	**3**	**2**	**1**	**0**
a) Suggest going to the cinema	*tu veux aller au cinéma?* *si on allait au cinéma* 1 minor error, which in no way affects comprehension	minor errors mangled pron.		*Je voudrais aller au cinéma* **t.c.** Major Error	
b) What sort of film	**CCR** e.g. *(on va voir)* *un film d'action*				film title
c) Where and when to meet	**CCR** e.g.*Rendez-vous devant le cinema à 8h*			1 element	
d) **!** What to do afterwards	**CCR** e.g. *on va (aller) au café* accept use of *je*				

ROLE-PLAY 8 HIGHER					
TASK	**4**	**3**	**2**	**1**	**0**
a) Gives the dates of your work experience	**CCR** e.g. *C'était du 10 au 17 avril*		no preposition	no verb	
b) Give 1 detail about your work	**CCR** e.g. *J'étais caissière*				
c) State your working hours	**CCR** e.g. *(de) 9 heures (à) 5 heures* *Huit heures par jour*			1 time only	
d) ! Say whether you prefer school life or the world of work and say why	**CCR** e.g. *la vie scolaire* *C'est plus facile*		reason only	no reason	

ROLE-PLAY 9 HIGHER						
TASK	**4**	**3**	**2**	**1**	**0**	
a) Say you went to a football match	e.g. *je suis allé à un match de football* *J'ai vu un match de foot(ball) au stade*		*j'ai regardé* ⎱ *un* *j'ai vu* ⎰ *match* i.e. omission of idea of 'went to'/or ref. to *stade*	*je vais…* *je suis allé voir* *Liverpool* (could be accepted for first part of b)	

b) **!** which team and how much it cost	**CCR**
	 e.g. *(j'ai vu) X*
	    (c'était) 20 livres
	    (sterling)
	    30 euros
			libres in OCR
			 Price only
				Team only	

c) Result	**CCR** e.g. *Accrington Stanley a gagné/* *(c'était) deux à un*				
d) What you did after the match	*je suis allé au café* *nous sommes………*				

ROLE-PLAY 10 HIGHER					
TASK	**4**	**3**	**2**	**1**	**0**
a) Advantage of continuing education	**CCR** e.g. *on peut faire les matières préférées*				
b) Disadvantage	**CCR** e.g. *on n'a pas d'argent* *Non* **t.c.**				
c) Plans for September	**CCR** e.g.*(je vais) travailler*				
d) **!** What your friends will do	**CCR** e.g. (*mes amis vont) travailler (aussi)* accept singular				

ROLE-PLAY 11 HIGHER					
TASK	**4**	**3**	**2**	**1**	**0**
a) Say what the town is like. 2 details	**CCR** e.g. *(elle est) grande et moderne*			1 detail	
b) Say what you think of the town and why	**CCR** e.g. *j'aime beaucoup la ville parce que ma famille est ici*		reason only	opinion only	
c) **!** State two things to do	**CCR** e.g. *je fais des courses et je vais à la disco on peut… il y a…*			1 activity/place	
d) Say what environmental problem there is	**CCR** e.g. *il y a trop de circulation il n'y a pas de problème(s)*				

ROLE-PLAY 12 HIGHER					
TASK	4	3	2	1	0
a) Symptom	*je suis fatigué(e)*				
b) You have slept badly	*j'ai mal dormi* *je n'ai pas dormi*			*je dormi pas*	
c) What you want to eat **and** drink	**CCR** *rien* e.g. *(je voudrais) un thé et un sandwich*	*je voudrais manger un sandwich et un thé*		1 element	
d) ! What you want to do today	**CCR** e.g. *(je voudrais) retourner au lit / aller en ville*				

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.