



General Certificate of Secondary Education

French 3651 *Specification A*

3651/S Speaking

Mark Scheme

2008 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.

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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.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 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.

4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0**. In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher Tiers.

4.6

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks must include two of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion	Max 5
4	4, 5, 6 marks 4 marks or more must include Past and Present and Future and opinion Revert to 3 if 2 time frames only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (e.g. 1 + 0 + 0 would not be possible).

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.

4.7 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.

- 4.8 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**.
- 4.9 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.

Exemplar Mark Sheet

**GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet**

Language _____

AQA

Full/Short Course

* delete as appropriate

Centre No

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Tape No _____

CandNo.	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 (i.e. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT**Role-Playing Situations**

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

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

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

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

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

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

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

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

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

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

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

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

PRESENTATION & DISCUSSION GRID

RAW SCORE FOR QUALITY	SCALED MARK OF LANGUAGE
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

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) <i>Alors, tu commences avec quelle leçon?</i> Say what your first lesson is.	CCR <i>(je commence avec) (c'est) (l') anglais.</i>	commencé. <div style="border: 1px solid black; padding: 2px; display: inline-block;">Mangled pron.</div>	
b) <i>Il y a une récréation?</i> Say what time break is.	CCR <i>(il y a une récréation/c'est) à 11 heures.</i>	pron. hours in OCR <i>11 heures t.c.</i>	
c) <i>Qu'est-ce que tu fais pendant la récréation?</i> Say what you do at break.	CCR <i>Je bavarde avec mes amis.</i>	<i>bavardé</i> forms.	
d) <i>Moi aussi.</i> Ask if he/she likes English.	<i>Tu aimes l'anglais?</i> <i>J'aime (l')anglais, et toi?</i>	<i>aimé</i> forms <i>tu j'aime...</i> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Wrong intonation</div>	<i>Tu aimes les Anglais</i>

ROLE-PLAY 2 FOUNDATION			
TASK	2	1	0
a) <i>Et ton frère?</i> Say how old he is.	CCR <i>Il a/mon frère a huit ans.</i> <i>Elle ✓</i>	<i>Il est huit (ans)</i> omission of <i>ans</i> . <i>Huit ans t.c.</i>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <i>très</i> <i>sink</i> <i>six</i> Eng. Pron. <i>doux</i> </div> <i>huit t.c.</i> wrong person - <i>je</i>
b) <i>Qu'est-ce qu'il aime faire?</i> Say what he likes doing.	CCR <i>(il aime) jouer/il joue au foot.</i> appropriate activity <i>Je - nfp.</i> <i>(il aime) le foot</i> <i>Il est sportif</i>	<i>il aimé /il joué</i> forms.	
c) <i>Comment est son caractère?</i> Say what his personality is like.	CCR <i>(il est) gentil.</i> <i>Je - nfp.</i>		
d) <i>D'accord.</i> Ask if he / she has a brother	<i>Tu as un frère?</i> <i>J'ai un frère, et toi?</i>	<i>tu es ...in OCR</i>	wrong person

ROLE-PLAY 3 FOUNDATION			
TASK	2	1	0
a) <i>Tu te lèves à quelle heure le matin?</i> Say what time you get up.	CCR <i>(je (me) lève)(à) sept heures.</i>	Pron. hours in OCR <i>levé</i> forms. number (t.c.)	<i>Je me lave</i>
b) <i>Qu'est-ce que tu prends pour le petit déjeuner?</i> Say what you have for breakfast.	CCR <i>(je prends / mange) des céréales.</i> Accept brand names	<i>mangé</i> forms <i>je bu ...</i>	
c) <i>Et après?</i> Say what you do next.	CCR <i>je vais au collège</i> <i>je (me) lave.</i>	<i>allé</i> forms. no verb.	
d) <i>D'accord.</i> Ask if he/she likes school.	<i>Tu aimes l'école?</i> <i>J'aime l'école, et toi?</i>	<i>aimé</i> form <i>collage</i> in OCR <i>tu j'aime....</i>	

ROLE-PLAY 4 FOUNDATION			
TASK	2	1	0
a) <i>Le déjeuner est à quelle heure?</i> Say what time lunch begins.	CCR <i>(il commence à) une heure</i>	Pron. hours in OCR Number (t.c.)	.
b) <i>Qu'est-ce que tu manges?</i> Say what you eat.	CCR <i>(je mange) des frites.</i>	<i>fritz</i> <i>mangé</i> forms	pron. <i>free</i>
c) <i>Et après?</i> Say what else you do.	CCR <i>Je joue au foot.</i> Accept food with verb	<i>joué</i> forms no verb	Food/Drink item no verb
d) <i>Moi aussi.</i> Ask if he/she eats at school.	<i>Tu manges au collège?</i> <i>Je mange au collège, et toi?</i>	<i>mangé</i> form collage in OCR <i>Tu manges le collègue</i>	

ROLE-PLAY 5 FOUNDATION			
TASK	2	1	0
a) <i>Oui, monsieur/mademoiselle?</i> Say you would like a stamp.	<i>Je voudrais un timbre un timbre s.v.p.</i>	Pron. timber in OCR.	<i>anglais.</i>
b) <i>C'est pour la France?</i> Say it is for England.	<i>(C'est pour)(l')Angleterre.</i>		
c) <i>Voilà.</i> Ask how much it is.	<i>C'est combien?</i>	<i>Combien? t.c</i>	
d) <i>C'est 60 centimes.</i> Say thank you and goodbye.	<i>Merci (et) au revoir.</i>	1 element.	

ROLE-PLAY 6 FOUNDATION			
TASK	2	1	0
a) <i>Je peux vous aider, monsieur/mademoiselle?</i> Say you are looking for a present.	<i>Je cherche/je voudrais un cadeau/présent</i> <i>je cherchais...</i>	<i>Un cadeau (svp)</i> <i>Avez-vous un cadeau?</i>	<i>Je vois/Je regarde (pour)</i>
b) <i>Vous voulez dépenser combien?</i> Say how much money you have.	CCR <i>(J'ai) vingt euros/francs.</i>	<i>Vingt t.c.</i>	(Reject other currencies)
c) <i>C'est pour qui?</i> Say who the present is for.	CCR <i>(C'est pour) (ma) sœur.</i>		Pron. soir.
d) <i>Ceci n'est pas trop cher. Ça va?</i> Ask how much it is?	<i>C'est combien?</i>	<i>Combien? t.c.</i>	

Higher

ROLE-PLAY 7 HIGHER					
TASK	4	3	2	1	0
a) <i>Tu as quel âge maintenant? Et c'est quand ton anniversaire?</i>	<div style="border: 1px solid black; padding: 5px;">1 minor error not affecting comprehension</div> <p>CCR <i>(j'ai) 16 ans (mon anniversaire est) le 12 mars.</i></p>	<div style="border: 1px solid black; padding: 5px;">2 or more minor errors not affecting comprehension.</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Mangled pron.</div>		one element only.	<i>je suis 16 ans – for that element.</i>
b) <i>! Qu'est-ce que tu fais normalement pour ton anniversaire? 2 activities.</i>	<p>CCR <i>Je sors avec ma famille et je vais au cinéma. Past/future if contextualised.</i></p>			one activity mixed tenses unless contextualised.	
c) <i>Quel est ton cadeau idéal? Pourquoi?</i>	<p>CCR Present/past/future <i>(J'ai préféré) mon ordinateur. J'aime faire des jeux.</i></p>			one element.	
d) <i>Où est-ce que tu manges pour ton anniversaire? Qu'est-ce que tu manges? 2 food items.</i>	<p>CCR <i>(Je mange) au restaurant. (Je mange) de la pizza et des frites. Past/future if contextualised.</i></p>		Place + 1 food item	one element.	

ROLE-PLAY 8 HIGHER					
TASK	4	3	2	1	0
a) <i>Je peux vous aider? monsieur/mademoiselle.</i>	CCR <i>J'ai perdu ma valise Je ne trouve pas... On m'a volé.... J'ai laissé/oublié ma valise dans l'autobus</i>			<i>j'ai oublié/j'ai laissé/ma valise t.c.</i>	
b) <i>Vous pouvez le/la/les décrire, s.v.p. 2 details.</i>	CCR <i>(Elle est) noire, en cuir.</i>			1 detail.	
c) <i>Où l'/les avez-vous perdu(e)(s)? Et quand?</i>	CCR <i>(Je l'/les ai perdu(e)(s)) au café, ce matin.</i>			1 element.	
d) <i>! Votre nom, s.v.p.? Où est-ce qu'on peut vous contacter? Vous partez quel jour?</i>	CCR <i>(Je m'appelle) Smith. (Je suis) à l'Hôtel Ibis. (Je pars) lundi.</i>			1 or 2 elements.	

ROLE-PLAY 9 HIGHER					
TASK	4	3	2	1	0
a) <i>Alors, tu as des projets pour les prochaines vacances?</i> Destination & reason.	CCR <i>Je vais en Espagne (parce qu') il fait chaud.</i>			<i>C'est chaud</i> past 1 element.	<i>espagnol</i> – for that element.
b) <i>Tu vas avec qui? Quand?</i>	CCR <i>(Je vais avec) ma famille en août.</i>			1 element.	
c) <i>Tu restes où?</i> <i>Pourquoi?</i>	CCR <i>(Je vais aller) à l'hôtel (parce que) c'est (plus) confortable.</i>			1 element.	
d) <i>! Qu'est-ce que tu vas faire?</i> 2 activities.	CCR <i>(Je vais) (me) bronzer et nager.</i>			wrong tense. 1 activity.	

ROLE-PLAY 10 HIGHER					
TASK	4	3	2	1	0
a) <i>Alors, quoi de neuf?</i>	<i>Tu veux aller à un concert de (musique) pop? Je voudrais...et toi? Si on allait...?</i>	<i>Un pop concert</i> (in OCR)	<i>Je vais à un concert...et toi?</i>	No element of suggestion. <i>Un concert (t.c.)</i> in OCR	
b) <i>Où ça? Quand?</i>	CCR <i>(C'est) au stade samedi prochain.</i>			1 element.	
c) ! <i>Ça coûte combien? Ça commence à quelle heure?</i>	CCR <i>(Ça coûte) vingt livres/euros. (Ça commence) (à) huit/vingt heures.</i>		Use of <i>libres sterling</i> in OCR	use of <i>libres</i> use of hours (Eng. pron.) 1 element.	
d) <i>On va avec qui? Comment on va y aller?</i>	CCR <i>(On va) (avec) des amis en car.</i>			1 element.	

ROLE-PLAY 11 HIGHER					
TASK	4	3	2	1	0
a) <i>Il y a quelqu'un que tu admires? Qu'est-ce qu'il/elle fait dans la vie?</i>	CCR <i>(J'admire) X Il est joueur de foot.</i>		profession only.	Person only.	
b) <i>Pourquoi tu l'admires?</i>	CCR <i>Il joue très bien au foot.</i>				
c) <i>Comment est-il / elle? 3 details.</i>	CCR <i>(Il est) grand aux cheveux noirs et (il est) gentil.</i>			1 or 2 elements.	
d) <i>! Tu voudrais faire la même profession? Pourquoi?</i>	CCR <i>Non. Je veux être médecin.</i>		Reason only	<i>Oui / non</i> only.	

ROLE-PLAY 12 HIGHER					
TASK	4	3	2	1	0
a) <i>Qu'est-ce que tu fais comme sports? Tu les fais où? 2 sports.</i>	CCR <i>Je joue au basket et au badminton à l'école.</i>		Place + 1 sport.	1 element.	
b) <i>Tu fais ces sports avec qui? Tu les fais quand?</i>	CCR <i>(Je fais du sport) avec mes amis (le) mercredi soir.</i>			1 element.	
c) <i>Pourquoi est-il important de faire du sport?</i>	CCR <i>(Il est/c'est important) pour garder la forme.</i>				
d) <i>! Et à part le sport, qu'est-ce que tu fais pour garder la forme?</i>	CCR <i>Je mange des fruits Rien t.c.</i>				

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 2008 tests only. There may be additional clarification for the marking of the 2009 tests.