

GCSE 2004

June Series



Mark Scheme

French B Module 4

(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:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

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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 in a separate booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance 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. All columns must be completed for all candidates.

Foundation Tier

Role Play	$4 \times 2 =$	8
Conversation A + B		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 =$	24
	Maximum Total	56

Higher Tier

Role Play	$4 \times 4 = 16 + (2 \times 2 = 4) = 20 \div 2$	10
Conversation A + B		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 = 24 (24 \times 3) \div 2 =$	36
	Maximum Total	70

3 Role Playing Situations Foundation Tier

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme.
- 3.2 Each Role-play consists of four discrete tasks. For each of the tasks a maximum of two marks may be awarded in accordance with the assessment criteria below. There are no greetings or endings included in the tasks. Any greetings / endings given by the candidate should be ignored for assessment purposes.
- 3.3 The cards clearly instruct the candidate to speak first. The teacher may need to prompt the candidate to begin the first task but if any vocabulary or structure relevant to the first task is given in so doing then no mark may be awarded for the first task.
- 3.4 The teacher's script is prescriptive. The candidate may not receive credit for repeating something which has been provided by the teacher in the form of a prompt, whether intentionally or not.
- 3.5 Bracketed material in the marking schemes is not required for the award of a mark.
- 3.6 If a candidate corrects him/herself without any teacher intervention, the correction should be accepted as the candidate's intended response.
- 3.7 If the candidate fails to say anything and the teacher prompts him/her without in any way alluding directly to the task, the candidate's subsequent response should be accepted.
- 3.8 If a candidate gives an incorrect response and the teacher questions it e.g. "I don't understand" or "that's not true" whereby the teacher is indicating that the utterance is incorrect or incomprehensible, then no marks should be awarded for any further attempt by the candidate.
- 3.9 Where a teacher has clearly not heard what a candidate has said and asks the candidate to repeat what was first said, then award marks as appropriate for the repeated utterance ignoring any difference between the two utterances.
- 3.10 If the teacher provides either vocabulary or structures which are in any way connected with the task no marks may be awarded, irrespective of what the candidate says.
- 3.11 There will be occasions when a candidate's utterance cannot be heard however many times the cassette is replayed. In such cases no marks can be awarded.
- 3.12 Accept the familiar or polite form in all role-plays.
- 3.13 Do not accept English pronunciation of words in the target language when assessing communication.

- 3.14 In items where a verb is required, a mark cannot be awarded for verbs indicating an incorrect time frame.
- 3.15 You should not penalise the candidate for 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).

The following applies to Higher Role-Plays only

- 3.16 The teacher-examiner interventions may not be altered in any way. Each intervention may be repeated once only. If the candidate fails to respond after the first hearing, the intervention may not be reworded for the repetition. It may not be repeated or reworded if the candidate fails to respond on the second occasion.
- 3.17 In all Role-Plays where the response is given to a teacher intervention, credit must also be given for alternatives which are valid in the context and may not appear in the mark scheme.
- 3.18 Marks out of four are awarded for each of the four candidate utterances at Higher Tier on a combined Communication and Quality of Language basis.
- 3.19 Marks out of 2 are awarded for the responses to the teacher interjections at Higher Tier. These responses are marked for Communication only.

4 Conversation

- 4.1 You must mark the conversation in accordance with the criteria in this booklet.
- 4.2 You must not make allowances for poor teacher conduct of the conversation. You can only assess what you hear.
- 4.3 The mark for Quality of Language is limited by the mark for Communication

Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	4	4
3-4	6	6
5-6	8	8
7-8	12	12

- 4.4 The mark for Spontaneity and Fluency is not limited by the Communication mark band, 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 Tier.

- 4.5 To score 7 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events using a verb and /or appropriate time indicator.
- 4.6 A successful example of each time frame is required for a candidate to have access to 7 marks for Range and Complexity. “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 If the Conversation is too long, you should stop marking after the prescribed time. If the Conversation is too short, candidates are unlikely to score high marks for Communication.
- 4.8 If the candidate produces a Conversation that consists largely or entirely of material outside the scope of the Conversation topic(s), you should treat the irrelevant material as if it were silence and award accordingly for Communication.
- 4.9 If the candidate speaks only on one topic throughout the Conversation then no Communication marks can be given for the topic omitted. Quality marks are awarded for the Conversation as a whole so marks for Range and Complexity and Pronunciation and Accuracy should in such cases be awarded bearing in mind that the candidate has only attempted half of the required Conversation.

Role-play

The following criteria are used for the Role-Playing situations in Module 4.

The Foundation Tier Role-Play is marked out of 8 as follows:

Foundation Tier 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 marks	

The Higher Tier Role-Play is marked out of 10 in the following way. Each task is marked out of 4 for Communication and Quality of Language.

Higher Tier 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 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.

Each response to an intervention question from the teacher-examiner is marked out of 2.

Higher Tier Interventions – Communication	
0	Required message not communicated
1	Comprehension difficult or ambiguous. Some relevant information conveyed
2	Required message conveyed even if not totally correct
2 tasks x 2 = 4 marks	

The mark out of 16 for the four tasks is added to the mark out of 4 for the interventions. The resulting mark out of 20 is divided by 2 to give a total mark out of 10 for the Higher Tier Role-Play. (Half marks are rounded up).

Conversation

The following criteria will be used for the Conversation in Module 4. Each conversation topic is marked out of 8 for Communication.

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1-2	A little relevant information is communicated. The candidate responds to a number of questions but replies are very brief and there is little if any development.
3-4	Some communication takes place. The candidate responds to many of the questions asked, and there is some further development.
5-6	Quite a lot of communication takes place. The candidate responds well to most of the questions and extends many of the answers.
7-8	The candidate communicates all that is required with only very occasional omissions and develops the conversation in an interesting and informative way.

The conversation as a whole is marked out of 8 for Spontaneity and Fluency using the criteria below.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1-2	Sometimes hesitant; little natural flow of language.
3-4	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative
5-6	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
7-8	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently

The Conversation as a whole is marked for Quality of Language using the criteria below.

Marks	Range & Complexity	Pronunciation & Accuracy
0	Occasional words which make little coherent sense.	The language used makes comprehension almost impossible.
1 – 2	Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3-4	Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
5-6	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.	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.
7-8	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.	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.
9-10	Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
11-12	Wide-ranging vocabulary and structures appropriately used in complex and extended answers.	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated accurately using a variety of tenses.

Marks are given out of 12 for Range & Complexity and Pronunciation & Accuracy. At Foundation Tier the total mark is out of 24. At Higher Tier, the mark out of 24 is multiplied by 3 and divided by 2 to give a total mark out of 36. (Half marks are rounded up).

GCSE Modern Languages Speaking Tests: Module 4.



Examiner's Detailed Mark Sheet

Language _____ FOUNDATION TIER

Centre No _____

Tape No _____

CAND NO.	CANDIDATE'S NAME	R-P NO.	CONV CARD	ROLE PLAY MARKS				SUB TOTAL 8)	CONVERSATION					SUB TOTAL 48)	TOTAL 56)
									Topic A Comm. 8)	Topic B Comm. 8)	S+F 8)	Quality of Language			
												R+C 12)	P+A 12)		

Name.....(Examiner)

(Please Print)

Sheet No	
Total sheets for this centre	

GCSE Modern Languages Speaking Tests: Module 4.

Examiner’s Detailed Mark Sheet

Language _____ HIGHER TIER



Centre No

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Tape No _____

CAND NO.	CANDIDATE’S NAME	R-P NO.	CONV CARD	ROLE PLAY MARKS						SUB TOTAL (20)	SUB TOTAL ÷ 2 (10)	CONVERSATION								TOTAL (70)		
												Topic A Comm (8)	Topic B Comm (8)	S+F (8)	SUB TOTAL (24)	Quality of Language						
																R+C (12)	P+A (12)	SUB TOTAL (24)	SUB TOTAL x 3 ÷ 2 (36)			

Name.....(Examiner)

(Please Print)

Sheet No	
Total sheets for	

SPEAKING TEST**PART TWO****General Principles**

Not all tasks require a verb to communicate. However for the first task of each Foundation role play a verb **is** required to gain full Marks. This applies to **all** Foundation role plays.

In all cases where a question form is required, if it is given in the form of a statement, award 1 mark.

Abbreviations used:

t.c tout court

CCR candidate choice of response

Foundation Tier**Role-Play 1 You are in a tourist office in France.**

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Marks Required message not communicated	Comments
1. Say where you are staying in the town.	<i>Je reste/loge/passe mes vacances + some accommodation /near somewhere etc</i>	No verb / verb+incorrect place (e.g. <i>je reste à la gare</i>). <i>(Dans) un hôtel</i> <i>Je reste à Paris.</i> <i>Je reste dans un hôtel à Colchester etc.</i>	Verb + non – French town.	
2. Say what you would like to visit.	<i>Je voudrais visiter/voir/aller à..</i>	Inappropriate place / place + question intonation		
3. Ask how to get there.	<i>Pour aller à....? / Pour y aller?</i> <i>Où est le/la....?</i>	<i>C'est près d'ici?</i>		
4. Ask if there is a cinema in town.	<i>Il y a / vous avez un cinéma en ville?</i>	<i>Un cinéma, svp?</i>		

Role-Play 2 You telephone a restaurant to book an evening meal.

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Marks Required message not communicated	Comments
1. Ask if there is a table free this evening.	<i>Il y a une table (de) libre / vous avez une table pour ce soir?</i>	Omission of time / <i>Pour ce soir, svp?</i> <i>Je voudrais une table pour ce soir.</i> (no question intonation) No clear indication of requirement of a table / availability	<i>Je voudrais une table.</i>	May combine 1 + 2 in one utterance for 4 marks.
2. Say for how many people.	<i>C'est pour...personnes / pour..personnes svp / nous sommes...</i>	<i>Quatre personnes etc t.c</i>		
3. Say what time you want the table.	<i>Je voudrais la table à.../ à... heures, c'est possible?</i>	Statement of time		
4. Ask if there is a car park.	<i>Il y a / vous avez un parking?</i>	<i>Un parking?</i> <i>Où est le parking?</i>		

Role-Play 3 You are discussing your part-time job with a friend.

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Marks Required message not communicated	Comments
1. Say where you work.	<i>Je travaille....+ place</i>	Place on its own <i>Je travaille (alone)</i>		
2. Say what time you start work.	<i>Je commence (le travail) à..+ time</i> <i>Je travaille de....à...</i>	Time only		
3. Say how much you earn.	<i>Je gagne livres / euros</i>	Amount only		
4. Ask what your friend does at weekends.	<i>Qu'est-ce que tu fais le week-end? / Et toi, le week-end?</i>	<i>Week-end?</i>		

Role-Play 4 You have arrived at a French hotel.

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Marks Required message not communicated	Comments
1. Say what kind of room you want.	<i>Je voudrais une chambre.... / une chambre.....svp</i>	Type of room on its own		
2. Say how long you want to stay.	<i>Je veux / voudrais rester... / pour...jours / nuits svp</i>	Time only		
3. Ask how much it is per night.	<i>C'est / ça coûte combien par nuit / jour?</i>	<i>C'est combien?</i>	<i>Combien?</i>	
4. Ask where the swimming pool is.	<i>Où est la piscine? / La piscine svp?</i>	<i>La piscine t.c</i>		

Role-Play 5 You are at a station in France, asking about trains to Paris.

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Marks Required message not communicated	Comments
1. Say where you want to go.	<i>Je voudrais / veux aller à Paris / Paris, svp Je vais à Paris.</i>	<i>Paris Je vais Paris Je voudrais Paris</i>	Any other destination	
2. Say what type of ticket you want.	<i>Je voudrais un...(type of ticket) / svp</i>	Type of ticket not clear		
3. Ask what time the train leaves.	<i>A quelle heure / quand est / part le train?</i>	Omission of verb to leave <i>départ</i> for <i>part</i> .	<i>Le train</i>	
4. Ask how long the journey lasts.	<i>Le voyage dure combien de temps?</i>	<i>(Le voyage.) C'est long? C'estheures?</i>	<i>Le voyage</i>	

Role-Play 6 You are at a lost property office.

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Marks Required message not communicated	Comments
1. Say what you have lost.	<i>J'ai perdu..+ item</i> Allow <i>j'ai laissé/oublié + item</i> if given in same utterance with where + when.	<i>Je perds / perdre + item / item only</i> <i>laissé/oublié + item for perdu</i> <i>Je ne trouve pas + item.</i>		<i>J'ai perdu = 1</i>
2. Say when and where.	<i>A...heure / ce matin etc + place</i> Verb not required for 2 marks	Time or place only		
3. Describe the lost item.	<i>C'est / c'était.</i>			
4. Ask if s/he can help you.	<i>Pouvez-vous m'aider? / Vous pouvez aider?</i>	<i>Aidez / aidez-moi</i>		

Higher Tier**General Principles:**

Although one minor error is allowed, for full marks we are looking for a full response, which includes the use of a verb in the correct time frame. This applies to all Higher Tier role-play tasks.

For Teacher interventions one detail required – may not always require a verb. Must be feasible answer in context of role-play. This applies to all teacher interventions in all role-plays.

General Principles: Allow *je voudrais* instead of question form for maximum 2 marks.
: *S'il vous plaît* accepted as a verb.

Role-Play 7 You are at an interview for a holiday job in France. You speak to the manager.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
1. <i>Dites quelle sorte de travail vous voulez.</i>	CCR <i>Je voudrais travailler comme... / je voudrais être / devenir...</i>				
2. <i>Expliquez pourquoi vous voulez ce travail.</i>	CCR <i>Parce que</i> +/- or any relevant reason containing a verb		<i>Pour l'argent</i>		

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
3. Response to: <i>Où avez-vous travaillé en Angleterre?</i>	N/A	N/A	CCR <i>Dans un restaurant.</i> Any relevant place of work		
4. <i>Dites combien de temps vous voulez travailler.</i>	<i>Je voudrais travailler</i> + length of time CCR for length of time				
5. Response to: <i>Quand pouvez-vous commencer ce travail?</i>	N/A	N/A	CCR Any date, any month, time.		
6. <i>Demandez les heures de travail.</i>	<i>Quelles sont les heures de travail? / A quelle heure commence et finit le travail ?</i>		Start or finish time only		

Role-Play 8 You arrive at a French hotel. You are booking rooms for yourself and your family.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
1. <i>Dites combien et quelle sorte de chambres vous voulez.</i>	<i>Je voudrais.... chambres à deux personnes. CCR</i>		Number or types of rooms omitted.		
2. Response to: <i>Pour combien de temps?</i>	N/A	N/A	<i>Deux nuits CCR</i>	Number or time unit only	
3. <i>Demandez le prix des chambres.</i>	<i>C'est combien les chambres? CCR Le prix, svp ?</i>		<i>C'est combien? Je voudrais le prix Quel prix? Et le prix? Combien la chambre?</i>	<i>Le prix</i> (no question intonation)	
4. Response to: <i>Vous voulez des chambres à quel étage?</i>	N/A	N/A	<i>Au deuxième étage CCR for storey Any number (e.g <i>trois</i>)</i>		

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
5. <i>Expliquez les repas que vous voulez prendre à l'hôtel.</i>	<i>Je voudrais prendre le petit déjeuner / déjeuner / dîner</i> or negative One meal only needed.				
6. <i>Posez une question sur les activités dans l'hôtel.</i>	<i>Il y a ...dans l'hôtel? / On peut nager dans l'hôtel?</i> CCR One activity ok.		<i>Je voudrais une liste des activités dans l'hôtel.</i>		

Role-Play 9 You are on holiday in France and do not feel well. You go to a doctor.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
1. <i>Dites avec qui vous êtes en France.</i>	<i>Je suis avec mes parents</i>				
2. <i>Expliquez pourquoi vous êtes chez le médecin.</i>	<i>J'ai mal à la tête</i> CCR for illness/injury				
3. Response to: <i>Vous êtes malade depuis quand ?</i>	N/A	N/A	<i>Deux jours / hier soir</i> CCR		
4. <i>Expliquez ce que vous avez mangé récemment.</i>	<i>J'ai mangé...</i> CCR for food				

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
5. Response to: <i>Qu'est-ce que vous avez bu hier?</i>	N/A	N/A	<i>Trois bières CCR</i>		
6. <i>Posez une question sur la pharmacie.</i>	<i>Où est la pharmacie?</i> <i>/ La pharmacie svp?</i> NB no verb but must have please				

Role-Play 10 You go into a French restaurant with a friend. You want to eat straightaway.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
1. <i>Dites combien vous êtes.</i>	<i>Il y a 2 personnes. Je voudrais une table pour deux personnes / Une table pour deux personnes svp ?/ Nous sommes deux</i>		<i>Il y a 2.</i>		
2. <i>Expliquez pourquoi vous n'avez pas beaucoup de temps pour votre repas.</i>	<i>Nous allons au cinéma. CCR for reason</i>				
3. Response to : <i>Où voulez-vous vous asseoir, M/Mlle ?</i>	N/A	N/A	<i>Au coin. CCR</i>		
4. <i>Demandez quelque chose à boire.</i>	<i>Je voudrais de l'eau minérale / svp. CCR for drink</i>				

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
5. <i>Dites ce que vous et votre ami(e) voudriez manger.</i>	<i>Je voudrais..., svp.</i> CCR for food /set menu but must apply to two people				
6. Response to: <i>Et comme dessert, M / Mlle?</i>	N/A	N/A	CCR for food items.		

Role-Play 11 You are discussing holidays with a French friend.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
1. <i>Dites où vous êtes allé(e) en vacances.</i>	<i>Je suis allé(e)</i> CCR for place				
2. <i>Response to: Le voyage a duré combien de temps?</i>	N/A	N/A	<i>Deux heures.</i> CCR for length of time		
3. <i>Dites pendant combien de temps vous y êtes allé(e).</i>	<i>Nous sommes restés deux semaines / allés pendant deux semaines.</i> CCR for length of time				
4. <i>Décrivez le temps qu'il a fait.</i>	<i>Il a fait / faisait beau.</i> CCR for type of weather				

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
5. Response to: <i>Et qu'est-ce que vous avez fait le soir?</i>	N/A	N/A	<i>Nous sommes allés au restaurant.</i> CCR for activity but needs verb for 2 marks.		
6. Posez une question sur les prochaines vacances de votre ami(e).	<i>Où est-ce que tu vas en vacances l'année prochaine?</i> CCR for question on holidays				

Role-Play 12 You are asking about sightseeing trips at a tourist office in France.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
1. <i>Expliquez quelle attraction touristique vous voudriez visiter.</i>	<i>Je voudrais visiter / aller à..</i> CCR for attraction				
2. Response to: <i>Vous êtes combien?</i>	N/A	N/A	<i>Deux.</i> CCR for number		
3. <i>Demandez l'heure de départ.</i>	<i>A quelle heure part le bus?</i> CCR for relevant question				
4 Response to: <i>Quel jour voulez-vous faire l'excursion?</i>	N/A	N/A	<i>Vendredi</i> CCR for day		

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	1 Mark 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	0 Marks Required message not communicated
5 <i>Faites une réservation.</i>	<i>Je voudrais un billet svp. / Je voudrais faire une réservation.</i> CCR for booking phrase				
6. <i>Posez une question sur les activités en ville le soir.</i>	<i>Qu'est-ce qu'il y a à faire le soir (en ville?)</i> CCR for question				

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'allerais, 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 2004 tests only. There may be additional clarification for the marking of the 2005 tests.