



General Certificate of Secondary Education

French 3652 *Specification B*

36504/S Module 4 Speaking

Mark Scheme

2005 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.

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
1-4	6	6
5-8	8	8
9-12	10	10
13-16	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).

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 utterances where there is communication in the incorrect tense award 1 mark

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

Foundation Tier**Role-Play 1 You are talking to your French 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 you would like to go into town.	Je voudrais aller en ville	En ville / je voudrais aller		
2. Say you want to buy some presents.	Je voudrais acheter / Pour acheter / des cadeaux/ souvenirs	Des cadeaux / je voudrais acheter		
3. Ask if there are many shops.	Il y a beaucoup de / des magasins?	Les magasins? Il y a des magasins?		
4. Say when you would like to go.	Je voudrais aller / j'irai/je vais aller / je veux aller plus time / part of day etc	Time etc only / verb only		

Role-Play 2 You arrive at a hotel in France and speak to the receptionist.

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 type of room you want.	Je voudrais une chambre plus one descriptor.	Je voudrais une chambre / Une chambre svp	Une chambre	
2. Ask how much the room costs.	Ça coûte combien ? / c'est combien (la chambre ?) / C'est combien (par nuit)?	Combien?	La chambre?	
3. Say how long you want to stay.	Je voudrais / veux rester plus length of time / Pour plus length of time.	Length of time tc		
4. Say what meals you want at the hotel.	Je voudrais le petit déjeuner etc. Accept one meal.	Je voudrais un repas Any meal(s) without je voudrais. Je mange le petit déjeuner		

Role-Play 3 You have lost an item and go to the 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.	J'ai perdu plus item.	Item tc.		
2. Say where you lost the item.	(J'ai perdu...) à la gare. Accept a place name.			
3 Describe the item.	C'est grand / petit etc.	Grand / petit	English word	
4. Ask if they are open on Sunday.	Vous êtes ouvert dimanche ?	Dimanche? Ouvert dimanche?	Ouvert dimanche (no question intonation)	

Role-Play 4 You are in a clothes shop in France. You speak to the assistant.

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 item of clothing you want to buy.	Je voudrais / veux acheter / avez-vous plus item ? / une jupe etc svp.			
2. Say what colour you prefer.	Je préfère / aime / adore / voudrais bleu etc / une jupe rouge etc Je préférer / préféré	Colour tc		If the intention of purchase is clear in Task 1 then verb not required in Task 2.
3. Say what size.	Taille... Single word – petit / grand	Number on own		Accept any reasonable size. For impossible sizes, award 1 if the remaining information is correct.
4. Ask the price of the item.	C'est / ça coûte combien?	Combien?		

Role-Play 5 You are talking to your French friend about work.

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.	Je travaille dans un supermarché etc	Place tc / je travaille		
2. Say how you get to work.	Je vais en autobus etc	Method of travel tc (no preposition needed)		
3. Say what time you finish.	Je finis / le travail finit / plus time	Time tc Vague time eg dans l'après- midi.		
4. Ask if s/he works at weekends.	Tu travailles le week-end / samedi et / ou dimanche ?	Week-end tc		

Role-Play 6 You are talking to your French friend about holidays

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 going on holiday.	Je vais (en vacances) en Espagne etc	Place tc		
2. Say what type of accommodation you are staying in.	Je reste dans un hôtel etc	Place tc		
3. Say one activity you would like to do.	Je voudrais faire / je veux faire de la natation etc.	Activity tc		
4. Ask your friend if s/he is going on holiday.	Tu vas en vacances ?	En vacances?	Les vacances	

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 *j'ai / je voudrais* instead of question form for maximum 2 marks.
: *S'il vous plaît* accepted as a verb.

Role-Play 7 You telephone a hotel in France to book 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	Comments
1. Donnez votre nom et dites combien vous êtes.	Je m'appelle... Nous sommes plus number					
2. Dites exactement quelles chambres vous voulez.	Je voudrais plus types of room(s) Chambre de famille Accept no. of rooms Une grande chambre / une chambre + any qualifying descriptor		Une chambre			

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	Comments
3. Response to: C'est pour combien de nuits?	N/A	N/A	Number of nights. Accept days.	Soirs		
4. Dites à quelle heure vous arriverez.	Je vais arriver / j'arriverai à / vers plus time					Accept such answers as "I don't know/ I'll let you know".
5. Response to: Comment voyagerez-vous?	N/A	N/A	En voiture etc			
6. Posez une question sur l'hôtel.	Est-ce qu'il y a une piscine / des courts de tennis ici ? etc					

Role-Play 8 You are talking to your French friend about work.

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	Comments
1. Dis où tu as fait un stage.	J'ai travaillé / j'ai fait mon stage dans un magasin etc					Accept proper name of shop etc.
2. Donne les heures du travail.	Je travaille de... à... heures. Accept past tense Accept no. of hours per day		One time			Accept continuation from 1 with times (no verb)
3. Response to: Quelle était ton opinion du stage ?	N/A	N/A	(C'était) très intéressant etc.			
4. Pose une question à ton ami (e) sur le travail.	Est-ce que tu travailles le samedi? etc.					
5. Dis ce que tu fais comme travail le samedi.	Je travaille dans un café etc.					
6. Response to: Depuis quand fais-tu ce travail ?	N/A	N/A	(Depuis) deux mois etc.			

Role-Play 9 You feel unwell and 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	Comments
1. Dites où vous restez en France.	Je reste dans un hôtel					
2. Response to : Vous êtes avec qui en France ?	N/A	N/A	Mes parents etc.			
3. Expliquez pourquoi vous êtes chez le médecin.	J'ai mal au ventre etc					
4. Response to : Vous êtes malade depuis quand ?	N/A	N/A	(Depuis) hier soir etc			
5. Dites ce que vous avez mangé hier.	J'ai mangé des fruits de mer etc					
6. Posez une question sur les comprimés.	Où est-ce qu'on achète des comprimés? / Où est la pharmacie la plus proche? / C'est combien, les comprimés?					

Role-Play 10 You have arrived at your French friend's house after a long journey. You are speaking to your 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	Comments
1. Dis comment tu as voyagé.	Je suis allé (e) / j'ai voyagé en voiture etc					
2. Explique pourquoi tu es arrivé(e) tard.	Le train était en retard / il y a / avait beaucoup de circulation etc.					
3. Response to :Qu'est-ce que tu as fait pendant le voyage ?	N/A	N/A	Any acceptable activity. Verb required.	La radio etc		
4. Pose une question sur ta chambre.	Où est ma chambre svp ? / Puis-je voir ma chambre svp ? etc					
5. Dis ce que tu voudrais faire maintenant.	Je vais / voudrais manger quelque chose. / Est-ce que je peux prendre un café? Etc					
6. Response to: Et à quelle heure voudrais-tu te lever demain matin?	N/A	N/A	Time (which might be late).			

Role-Play 11 You are organising a barbecue next Sunday and you are shopping for it.

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	Comments
1. Dites ce que vous allez faire dimanche.	Je fais / organise un barbecue					
2. Response to: Pourquoi?	N/A	N/A	C'est l'anniversaire de.. etc			
3. Dites ce que vous allez manger.	Je vais manger...					
4. Response to: Et avec ça?	N/A	N/A	Any relevant item			
5. Achetez quelque chose à boire.	Je voudrais...		Verb omitted			
6. Demandez les heures d'ouverture du magasin le dimanche.	A quelle heure ouvre / ferme le magasin ? / Vous êtes ouvert le dimanche?					

Role-Play 12 You are talking about your town / village with your 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	Comments
1. Décris ta ville / ton village (Deux détails).	Ma ville / mon village est grand(e) et près de la rivière etc.		Le village est grand etc			
2. Donne ton opinion de la ville / du village.	J'aime / je n'aime pas / C'est fantastique etc					
3. Response to: A quelle distance du collège habites-tu ?	N/A	N/A	A un kilomètre etc			
4 Décris le temps qu'il fait d'habitude chez toi en été.	Il fait beau / Il fait (quelquefois) du soleil etc		Beau			
5 Demande les activités préférées de ton ami(e).	Qu'est ce que tu aimes faire (comme sports) ? / Tu aimes le sport / le foot / le tennis etc?		Tu fais du sport ?			
6. Response to: Qu'est-ce qu'on peut faire comme sport dans ta ville / ton village?	N/A	N/A	Le football etc			

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