



# **General Certificate of Secondary Education**

## **French 4652** *Specification B*

### **Module 4 Speaking**

## **Mark Scheme**

*2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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**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

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### 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).

## **PART TWO**

### **Foundation Tier**

#### **General Principles**

Not all tasks need a verb to fully communicate. However, for the first task of each Foundation Tier role play, a verb is required to gain full marks. Further guidance on the requirement of a verb is given in the Part Two Mark Scheme. Eg Role Play 4 where tasks, if linked together, need no additional verb to fully communicate the required messages.

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. Likewise a task requiring a statement but given in the form of a question will score 1 mark.

“I would like” tasks may be expressed in the *“je voudrais”* format or with *“s’il vous plaît”* at the end. In some contexts this may also be expressed as *“Avez-vous....s’il vous plait?”*

The use of an infinitive, rather than a correct present tense, is likely to create ambiguity, and therefore will gain 1 mark.

Teacher script changed to ‘pardon?’ = O.K but *‘je ne comprends pas’* = 0 (clear that candidate’s utterance was incorrect)

**Foundation Tier**

**Role-Play 1 You are talking to your French friend about holidays.**

<b>TASK</b>	<b>2 Marks Required message conveyed even if not totally correct</b>	<b>1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed</b>	<b>0 Marks Required message not communicated</b>	<b>Comments</b>
1. Say when you are going on holiday.	<i>Je vais (en vacances) la semaine prochaine.</i>	Going plus destination or time only.		Verb required for 2 marks
2. Say who you are going with.	<i>(Je vais) avec ma famille.</i>	Omission of <i>avec</i>	family	
3. Say how you are travelling.	<i>(Je vais) en avion.</i> (accept prepositions which communicate in context)	Omission of preposition.		
4. Ask your friend if s/he is going on holiday.	<i>Tu vas / iras en vacances?</i>	<i>(Tu) en vacances?</i> Statement. <i>Et tu?</i> <i>Es-tu allé(e) en vacances?</i>		Verb required for 2 marks.

**Role-Play 2** You are at a tourist office in France.

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Say you would like a map of the town.	<i>Je voudrais un plan/ une carte de la ville / un plan de la ville svp / name of town.</i>	<i>Un plan (de la ville) / une carte.</i>		<i>Je voudrais or svp</i> required for 2 marks.
2. Say what tourist attraction you would like to visit.	<i>Je voudrais visiter le .....</i>	Attraction only / <i>visiter ...</i> (no subject). <i>Je voudrais visiter</i> plus word doubtful		Verb required for 2 marks.
3. Say when you want to visit the attraction.	<i>Lundi etc.</i>	Uncertain time eg <i>lundi dernier</i>		No verb required for 2 marks.
4. Ask where it is.	<i>Le...svp? / où est le .....? C'est où?</i>		Place <b>t.c.</b>	

**Role-Play 3** You are telephoning a restaurant to book a table.

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Say you would like to book a table.	<i>Je voudrais (réserver) une table / Je voudrais réserver (une table). / Vous avez une table svp?</i>	<i>Une table svp?</i>		Verb required for 2 marks.
2. Say for what time.	<i>Pour ... heures.</i>	Number only		
3. Say for how many people.	<i>Pour ...(personnes)</i>	Number only unless incorporated in 1 and/or 2.		
4. Ask if there is a car park.	<i>Il y a un parking / vous avez un parking / le parking svp?</i>	<i>Un parking?</i>		Verb required for 2 marks.

could be covered in one sentence for full marks.

**Role-Play 4** You are buying food for a picnic.

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Say what fruit you would like.	<i>Je voudrais .../ ... svp?</i>	<i>Fruit</i> only.	Other items eg <i>pommes de terre</i> .	Verb required for 2 marks. 2 items (1 ✓ 1 x) = O.K.
2. Say what else you would like to buy to eat.	<i>(Je voudrais aussi) .../ et (...svp).</i>	Item only.	Non picnic items. ('Fritz' for frites) ('Free' for frites).	
3. Say what you would like to buy to drink.	<i>(Je voudrais) ..... / ... (svp).</i> Accept brand names.	Item only.		Some indication of wanting to buy required for 2 marks.
4. Ask how much it is.	<i>C'est combien? / Le prix? / Ça fait combien? / Ça coûte combien?</i>	<i>Combien?</i>		

One sentence could cover all 3

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

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Say you want to go to a shop.	<i>Je voudrais / Je veux aller à un magasin / à un supermarché / type or name of shop. Je voudrais faire du shopping</i>	<i>Je vais for Je voudrais</i>		Verb required for 2 marks.
2. Say when you want to go.	<i>(Je voudrais) /(Je veux aller) maintenant. Time only (no verb)</i>	<i>samedi <u>dernier</u></i>		
3. Say what you want to buy.	<i>Je voudrais/ Je veux acheter ... +/ pour acheter.</i>	Item <b>t.c.</b>		Verb required for 2 marks.
4. Ask where the shop is.	<i>Où est le magasin? / Le magasin svp? / C'est où? / if 'magasin' is mentioned elsewhere, otherwise = 1</i>	<i>Le magasin? t.c.</i>		

**Role-Play 6** You are discussing hobbies with your French friend.

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Say what your favourite sport is.	<i>Mon sport préféré est ... / je préfère...</i>	<i>J'aime...</i> sport only		
2. Say who you play with.	<i>Je joue avec ...</i>	Person only		Verb required for 2 marks.
3. Say you like watching television.	<i>J'aime (regarder) la télé.</i>	<i>Je regarde la télé</i>		
4. Ask what s/he does at weekends.	<i>Qu'est-ce que tu fais le week-end?</i>	Time only. / <i>Qu'est-ce que tu fais? / Qu'est-ce que tu aimes faire?</i>		



## **PART TWO**

### **Higher Tier**

#### **General Principles:**

The complete utterance of the candidate must be assessed for each task. If the candidate completes the task successfully but then goes on to add further information which includes a major error, then 1 mark only may be awarded. (See Minor / Major errors).

The full attempt at a task will normally require the use of a verb. Any instances where this is not the case are noted in the Part Two Mark Scheme.

The response to a teacher intervention is assessed for communication only and is awarded a maximum of 2 marks. A verb is not required unless detailed in the Part Two Mark Scheme.

If the task is partially communicated and there is additional information which contains a major error, then the mark is 1.

Two marks are awarded for the partial communication of a task where there is no major error. Partial communication may not require the use of a verb unless detailed in the Part Two Mark Scheme.

Award 4 marks if only one minor error is evident (see Minor / Major errors). A minor error may be one of communication or of grammatical accuracy. If, however, a pronunciation error is such that there is difficulty in the immediate comprehension of the message, although the structural accuracy is sound, then 3 marks should be awarded. If pronunciation is such that communication of the task is prevented and would not be understood by a native speaker then the mark is 0.

In all cases where a question form is required but the information is given in the form of a statement, award 1 mark. Likewise a task requiring a statement but given in the form of a question will score 1 mark.

“I would like” tasks may be expressed in the *“je voudrais”* format or with *“s’il vous plaît”* at the end. *“Avez-vous”* may be appropriate in some contexts.

Allow *je voudrais* instead of a question form for a maximum of 2 marks.

**Role-Play 7 You are at a lost property office in France.**

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b> 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	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Décrivez exactement l'objet que vous avez perdu.	<i>J'ai perdu ..... noun.</i>					
2. Dites où vous étiez quand vous avez perdu l'objet.	<i>J'étais .....</i>					
3. Response to: Vous étiez avec qui?	N/A	N/A	<i>(Avec) .....</i>			
4. Expliquez pourquoi cet objet est très important pour vous.	<i>C'était un cadeau de ma mère / C'était cher / accept present tense.</i>					
5. Response to: C'était à quelle heure que vous l'avez perdu?	N/A	N/A	Time. No verb required.			
6. Posez une question sur les heures d'ouverture du bureau.	<i>A quelle heure ouvre et ferme le bureau? (Only one verb required).</i>					

**Role-Play 8** You are discussing hobbies with your French friend.

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b> 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	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Dis ce que tu aimes faire comme passe-temps à la maison.	<i>J'aime (regarder) la télévision.</i>					
2. Explique pourquoi.	<i>J'aime regarder le sport.</i>					
3. Response to: Qu'est-ce que tu aimes faire quand tu sors avec tes ami(e)s?	<i>N/A</i>	<i>N/A</i>	<i>Aller au cinéma.</i>	<i>le cinéma.</i>		
4. Dis ce que tu aimes faire comme sport au collège.	<i>J'aime / mon sport préféré ...est</i>		.			
5. Response to: Quand tu auras quitté le collège, qu'est-ce que tu voudrais faire comme passe-temps?	<i>N/A</i>	<i>N/A</i>	<i>Le golf</i>	Past time frame.		
6. Pose une question sur les passe-temps préférés de ton ami(e) le week-end.	<i>Qu'est-ce que tu aimes faire (comme passe-temps) le week-end?</i>					

**Role-Play 9** You are discussing holidays with your French friend.

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b> 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	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Dis où tu es allé(e) en vacances l'année dernière.	<i>Je suis allé(e) à ....</i>		Omission of time			
2. Response to: Quel temps a-t-il fait?	N/A	N/A	<i>(Il a fait) chaud.</i>			
3. Dis ce que tu as fait le soir.	<i>Je suis allé(e)...</i>					
4. Décris ce que tu aimes manger en vacances.	<i>J'aime (manger).....</i>					
5. Response to: Tu préfères aller en vacances avec qui?	N/A	N/A	<i>(Avec) mes ami(e)s.</i>			
6. Pose une question sur les vacances de ton ami(e) l'été dernier.	<i>Où es-tu allé(e) l'année dernière?</i>		Omission of time.			

**Role-Play 10** You are telephoning your French friend from hospital after an accident.

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b> 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	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Décris comment l'accident s'est passé.	<i>Je suis tombé(e) dans la rue. L'accident s'est passé en voiture</i>		<i>L'accident s'est passé dans la rue</i>			Past tense required. Do not credit the same answer to 1 + 4 twice.
2. Response to: C'était à quelle heure?	N/A	N/A	Any time.			
3. Dis comment tu es arrivé(e) à l'hôpital.	<i>Je suis allé(e) (à l'hôpital) en ambulance.</i>					Past tense required.
4. Explique le problème.	<i>Je me suis cassé(e) la jambe.</i>					(Could be covered in 1 if not present in 4). Do not credit the same answer to 1 + 4 twice.
5. Response to: Quand est-ce que tu peux retourner à la maison?	N/A	N/A	<i>(Peut-être) demain.</i>			
6. Pose une question sur le transport pour retourner à la maison.	<i>Tu peux venir me chercher?</i>					

**Role-Play 11** You are talking to your French friend about buying souvenirs.

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b> 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	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Dis ce que tu veux faire.	<i>Je voudrais (acheter) des souvenirs</i>					Accept any phrase which implies shopping.
2. Dis pour quelle personne.	<i>(C'est) pour mes parents.</i>					
3. Response to: Quand veux-tu aller aux magasins?	N/A	N/A	<i>Demain (si possible).</i>			
4. Dis deux choses que tu veux acheter.	<i>Je veux acheter ...</i>		One thing mentioned.			
5. Response to: Alors comment vas-tu aller en ville?	N/A	N/A	<i>(En) bus.</i>			
6. Pose une question sur les banques dans la ville.	<i>(Où) est-ce qu'il y a une banque dans la ville?</i>					

**Role-Play 12** You are on holiday in France but feel ill and have gone to the doctor.

<b>TASK</b>	<b>4 Marks</b> Appropriate and correct response. The task is accomplished fully and without significant error	<b>3 Marks</b> Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension	<b>2 Marks</b> Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message	<b>1 Mark</b> 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	<b>0 Marks</b> Required message not communicated	<b>Comments</b>
1. Dites pourquoi vous êtes en France.	<i>Je suis en vacances ici.</i>					
2. Response to: Vous restez encore combien de temps en France?	N/A	N/A	<i>Une semaine.</i>			
3. Expliquez le problème.	<i>J'ai un mal de tête.</i>					
4. Response to: Vous êtes malade depuis quand?	N/A	N/A	<i>Deux jours.</i>			
5. Dites ce que vous avez mangé et bu récemment.	<i>J'ai mangé ... et j'ai bu ....</i>		One thing mentioned two items of food / two drinks.			
6. Posez une question sur les pharmacies.	<i>Où est la pharmacie (la plus proche)?</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 sœur.*
- Use of *un/une* or *le/la/l'* with jobs/professions  
e.g. *Ma sœur 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 dirigé*.
- 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 **2006 tests only**. There may be additional clarification for the marking of the 2007 tests.