



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

French B (Modular)

3652

Module 4: Speaking tests

Copyright © 2003 AQA and its licensors. All rights reserved.

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 x 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 x 4 = 16 + (2 x 2 =4) = 20 ÷ 2	10
Conversation A + B		
Communication	(A) 8 + (B) 8 =	16
Spontaneity & Fluency		8
Quality of Language	12 + 12 = 24 (24 x 3) ÷ 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 at either 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

--	--	--	--	--

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 this centre	

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.

Foundation Tier**Role-Play 1**

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say you would like a brochure of the area	<i>Je voudrais une brochure de la région / une brochure de la région, s'il vous plaît</i>	Omission of region <i>une brochure</i>		
2. Say how long you will be staying in Dieppe	<i>Je reste à Dieppe plus length of time</i>	Omission of length of time / length of time only		

TASK	2 Marks	1 Mark	0 Marks	Comments
3. Say two activities you like	<i>J'aime / je préfère</i> one activity plus second activity	Only one activity / two activities but no verb		
4. Ask if they have a map of the town	<i>Vous avez / avez-vous une carte / un plan de la ville? / carte de la ville s'il vous plaît?</i>	Omission of town / omission of verb		

Role-Play 2

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say what kind of ticket you want	<i>Je voudrais un billet simple etc / un billet simple s'il vous plaît?</i>	Omission of type of ticket	<i>Billet tc</i>	
2. Say which day you want to travel	<i>Je veux / voudrais voyager / aller / partir + day of week / date</i>	Omission of verb / day of the week		
3. Say what time you want to leave	<i>Je veux partir / aller à + time</i>	Use of <i>sortir / quitter</i>		
4. Ask if you can pay by credit card	<i>Puis-je / je peux payer par carte de crédit?</i>	Omission of verb / <i>carte de crédit</i> with question intonation		

Role-Play 3

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say you are looking for a bank	<i>Je cherche une banque / la banque s'il vous plaît? / Où est la banque? / Est-ce qu'il y a une banque tout près / près d'ici?</i>	<i>(La) banque?</i>		
2. Say you want to change some money	<i>Je veux / voudrais changer de l'argent / billets</i> Accept types of currency (including francs)	<i>Changer de l'argent? / Je voudrais changer de la monnaie</i>	<i>La monnaie / les billets / l'argent</i> tc	
3. Ask when the bank closes	<i>A quelle heure ferme la banque? / la banque ferme à quelle heure?</i>	<i>A quelle heure la banque est fermée?</i>	<i>La banque</i> tc	
4. Say you will go now	<i>Je vais / je vais aller maintenant / tout de suite</i>	Omission of time		

Role-Play 4

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say where you want to go	<i>Je veux / voudrais aller à Rennes (accept approximate pronunciation)</i>	<i>Je vais aller / je vais à Rennes / omission of place</i>		
2. Ask what time the bus leaves	<i>A quelle heure / quand part le bus?</i>	<i>Le bus s'il vous plait? A quelle heure le bus partir? / A quelle heure départ le bus? / A quelle heure le bus?</i>		If candidate makes a statement as opposed to a question - 1 mark. If this occurs more than once, nfp .
3. Ask how much the ticket costs	<i>C'est combien / ça coûte combien un billet</i>	<i>Le billet s'il vous plait? / C'est combien?</i>		
4. Ask where the toilets are	<i>Où sont les toilettes? / Les toilettes s'il vous plaît?</i>	<i>Les toilettes tc</i>		Accept <i>WC</i> for <i>toilettes</i>

Role-Play 5

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say what kind of rooms you want	<i>Je voudrais + type of room(s) accept 1 room</i> <i>Avez - vous des chambres avec balcon? etc Accept: Room description e.g. Je voudrais deux grandes chambres</i>	<i>Il y a / avez-vous des chambres? etc.</i>		
2. Say for how many nights	<i>(C'est) (pour)...nuits</i>			
3. Ask what time breakfast is	<i>A quelle heure / c'est quand le petit déjeuner?</i> <i>A quelle heure le petit déjeuner? (no verb)</i>	<i>Le petit déjeuner?</i>	<i>Le déjeuner</i>	
4. Ask where the restaurant is	<i>Où est le restaurant? / le restaurant s'il vous plaît?</i> <i>Il y a un restaurant?</i>	<i>Le restaurant?</i>		

Role-Play 6

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say what your favourite programme is	<i>Mon émission préférée est.../ je préfère...</i>	J'aime...	Programme name tc	
2. Say why you like it	<i>(J'aime)... (parce que) c'est.../ j'aime + character / actor etc C'est super</i>	Adjective on its own		
3. Say you do not like going to the cinema	<i>Je n'aime pas aller au cinéma</i>	<i>Je n'aime pas le cinéma</i>	<i>Le cinéma tc</i>	
4. Ask your friend if he/she watches much television	<i>Tu regardes beaucoup / souvent la télévision? Accept: tous les jours/ Tu aimes regarderetc</i>	Omission of "much" <i>Tu aimes la télé?</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.

Role-Play 7

You are at the coach station because your car has broken down.

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. <i>Dites où vous allez</i>	<i>Je vais / voudrais aller / veux aller / aimerais aller à ...s'il vous plaît</i> Full message Ignore minor error Accept any place	Full message but minor errors	Element of message missing.	Major error but some part of message conveyed eg <i>à</i> + place	No message
2. <i>Expliquez combien et quelle sorte de billets vous voulez</i>	<i>Je voudrais</i> + number of tickets + type of ticket Full message. Ignore minor error. Accept <i>ticket</i> (French) for <i>billet</i> but not "ticket" (English)	Full message but minor errors.	Element of message missing eg type of ticket	Major error but some part of message conveyed eg <i>un billet</i>	No message

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
3. Response to: <i>A quelle heure voulez-vous partir?</i>	N/A	N/A	<i>A trois heures</i> etc.	Doubt with pronunciation	No message
4. <i>Expliquez pourquoi vous prenez le car</i>	<i>(Je prends le car parce que) notre auto est (tombée) en panne / ne marche pas</i> Full message. Ignore minor error	Full message but minor errors.	Element of reason missing or doubtful.	Major error(s) but some part of message conveyed eg <i>auto en panne</i>	No message.
5. Response to : <i>Où est votre voiture maintenant?</i>	N/A	N/A	<i>Dans la rue / derrière l'hôtel</i> etc.	Incomplete phrase eg. <i>la rue</i> or complete phrase but doubt with pronunciation	No message
6. <i>Posez une question sur les hôtels tout près</i>	<i>Est-ce qu'il y a un bon hôtel près d'ici?</i> or any valid question. Full message but ignore minor error.	Full message but minor errors.	Element of message missing.	Major error but some part of the message conveyed. eg <i>un hôtel</i> . Question in the form of a statement. <i>Un hôtel</i> .	No message

Role-Play 8

You are at a tourist office in France

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. <i>Dites combien de temps vous êtes en ville</i>	<i>Je reste / suis ici pour trois jours / je passe trois jours...</i> Full message but ignore minor error Accept any name of town and any reasonable length of time	Full message but minor errors	Element of message missing.	Major error(s) but some part of message conveyed eg <i>trois jours</i>	No message
2. Response to : <i>Vous restez où?</i>	N/A	N/A	Some fully comprehensible place of accommodation	Place of accommodation unclear	Name of town
3. <i>Décrivez les deux brochures que vous voulez</i>	<i>Je voudrais une brochure de ...et une brochure de.../ svp. / deux brochures sur le château</i> Full message but ignore minor error	Full message but minor errors	Some element of message missing eg only one brochure	Major error(s) but some part of message conveyed eg brochures	No message

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. <i>Expliquez les deux excursions que vous voudriez faire</i>	<i>Je voudrais faire une excursion / aller à plus deux destinations.</i> Full message but ignore minor error	Full message but minor errors.	Element of message missing eg only one destination.	Major error(s) but some part of message conveyed eg <i>au château</i>	No message
5. Response to: <i>Quand voulez-vous faire ces excursions?</i>	N/A	N/A	Times / day. Excursions could be on the same day or two different ones	Time / day for only one excursion or pronunciation / meaning not clear because of pronunciation	No message
6. <i>Posez une question sur les théâtres et les cinémas en ville</i>	Any valid question - <i>Est-ce qu'il y a des théâtres et des cinémas en ville?</i> etc - Must refer to theatres and cinemas. Full message. Ignore minor error	Full message but minor errors	Element of message missing eg mention only of cinema	Statement instead of question. Some part of message conveyed eg <i>le cinéma</i>	No message

Role-Play 9

You have arrived late with your family at a French hotel. You speak to the receptionist.

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. <i>Expliquez pourquoi vous êtes arrivés tard</i>	Accept any valid reason e.g. <i>Il y a trop de circulation</i>	Full message but minor errors	Some element of reason missing or doubtful.	Major error(s) but some part of message conveyed	No message
2. <i>Dites quelles chambres vous voulez pour vous et votre famille</i>	<i>Je voudrais / veux / avez-vous...chambres svp</i> Full message. Ignore minor error Must include rooms suitable for a family of two or more persons	Full message but minor errors	Some element of message missing eg rooms inadequate for family	Major error(s) but some element of message conveyed eg <i>deux chambres</i>	No message
3. Response to: <i>C'est pour combien de temps?</i>	N/A	N/A	Any relevant length of time <i>deux jours / une semaine</i> etc	Pronunciation causes difficulty with comprehension	No message

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. <i>Dites ce que vous voudriez faire comme activités dans l'hôtel (Donnez deux détails)</i>	<i>Je voudrais</i> + one activity <i>et</i> + second activity. Full message. Ignore minor error	Full message but minor errors	Some element of message missing eg only one activity	Major error(s) but some part of message conveyed eg <i>nager</i>	No message
5. <i>Posez une question sur les heures des repas à l'hôtel</i>	<i>A quelle heure est le...et le...? / Le.. et le..., c'est quand?</i> Full message.Ignore minor error. Must be more than one meal	Full message but minor errors.	Some element of message missing eg only one meal mentioned	Major error(s). Statement instead of question. Some part of message conveyed eg <i>le petit déjeuner</i>	No message
6. Response to: <i>Où voulez-vous manger ce soir?</i>	N/A	N/A	<i>A l'hôtel</i> etc. Accept <i>je ne sais pas</i> if given as answer	Unclear venue	No message

Role-Play 10

You witnessed an accident involving a cyclist. The following day you go to a police station.

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. <i>Dites exactement où vous avez vu l'accident</i>	<i>J'ai vu l'accident...plus place. "exactement" implies a detailed place not just en ville. Accept centre-ville. Full message.Ignore minor error</i>	Full message but minor errors	Some element of message missing or unclear eg vague reference to place <i>J'ai vu l'accident en ville</i>	Major error(s) but some part of message conveyed eg <i>en ville</i>	No message
2. Response to: <i>Quel temps faisait-il au moment de l'accident?</i>	N/A	N/A	<i>Il a fait / il faisait...+ weather phrase</i> Correct time frame essential Accept any weather.	Incorrect time frame for weather phrase	No message
3. <i>Donnez deux détails sur ce que vous avez vu</i>	Eg. <i>Le cycliste tournait à gauche et il est tombé</i> Accept any two details about what was seen - e.g. colour of car, may be two descriptive details Full message.Ignore minor error	Full message but minor errors	Some element of message missing eg only one detail mentioned	Major error(s) but part of message conveyed eg <i>tombé</i>	No message

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. Response to: <i>Le cycliste, il était blessé où?</i>	N/A	N/A	Comprehensible part of the body with preposition if appropriate If several details given, accept one correct detail	Doubt about place of injury or pronunciation.	Place of accident. This has been covered in Task 1. No message
5. <i>Donnez deux détails sur le cycliste</i>	<i>Il était</i> + description / <i>il portait</i> + clothes or any relevant details. Physical description may be in present tense. Full message. Ignore minor error	Full message but minor errors	Some element of message missing eg only one detail	Major error(s) but some part of message eg <i>grand</i>	No message
6. <i>Demandez des nouvelles du cycliste</i>	<i>Est-ce que le cycliste est allé à l'hôpital?</i> Any relevant question. Full message. Ignore minor error	Full message but minor errors.	Some element of message missing.	Major error(s) but some part of message conveyed. No question form. <i>Le cycliste?</i>	No message

Role-Play 11

You want to hire a bike. You speak to the assistant in the hire shop.

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. <i>Dites ce que vous voulez faire.</i>	<i>Je voudrais louer un vélo</i> Full message. Ignore minor error.	Full message but minor errors	Some element of message missing. eg. <i>je voudrais un vélo</i>	Major error(s) but some element of message conveyed eg <i>un vélo</i>	No message
2 Response to: <i>Pour combien de personnes?</i>	N/A	N/A	Any reasonable number	Comprehension of number difficult	No message
3. <i>Dites pour combien de jours et demandez le prix.</i>	This may be two separate statements or combined. <i>C'est combien pour quatre jours?</i> Full message. Ignore minor error	Full message but minor errors	Some element of message missing eg days or price.	Major error(s) but some part of message conveyed eg <i>pour deux jours</i>	No message

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. <i>Dites à quelle heure et quel jour vous voulez les vélos</i>	<i>Je voudrais le(s) vélo(s) à time + day</i> Full message. Ignore minor error	Full message but minor errors	Some element of the message missing eg time / day.	Major error(s) but some part of message conveyed eg <i>à neuf heures</i>	No message
5. Response to: <i>Où voulez-vous faire une promenade à vélo?</i>	N/A	N/A	Any appropriate place	Difficulty with pronunciation	No message
6. <i>Demandez les heures d'ouverture du magasin.</i>	<i>A quelle heure (s')ouvre et (se) ferme le magasin?</i> <i>/ Quelles sont les heures d'ouverture du magasin?</i> Full message.Ignore minor error	Full message but minor errors	Some element of the message missing eg open / close if this structure used	Major error(s) but some part of message conveyed eg <i>Quand le magasin?</i> Statement instead of question	No message

Role-Play 12

You are talking to your penfriend about leisure activities.

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. <i>Dites ce que vous préférez regarder à la télévision et pourquoi.</i>	<p><i>Je préfère regarder / aime regarder...parce que c'est intéressant etc.</i></p> <p>Full message. Ignore minor error.</p> <p>Accept: any programme and any reason/Accept: name of British TV programme</p>	Full message but minor errors.	Some element of message missing Reason unclear.	Major error(s) but some part of the message conveyed eg <i>Eastenders, bon.</i>	Name of programme tc.
2 Response to: <i>Vous regardez la télé combien d'heures par semaine?</i>	N/A	N/A	Appropriate number of hours. <i>Par semaine</i> not required.	Message doubtful or partially correct eg <i>par jour</i>	No message
3. <i>Dites ce que vous aimez comme musique et pourquoi.</i>	<p><i>J'aime le...parce que c'est....</i></p> <p>Full message. Ignore minor error</p> <p>Accept any valid reason</p>	Full message conveyed but minor errors	Some element of message missing or reason unclear.	Major error(s) but some part of message conveyed eg <i>le rock</i>	No message

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. Response to: <i>Quelles sortes de films est-ce que vous préférez?</i>	N/A	N/A	Type of film	Name of film or type of film doubtful	No message
5. <i>Dites ce que vous avez fait comme sport le week-end dernier. (Donnez deux détails)</i>	<i>Le week-end dernier j'ai joué au.../j'ai fait .. dans le parc</i> Full message. Ignore minor error The second detail may be a second sport	Full message but minor errors	Some element of the message missing	Major error(s) but some element of the message conveyed eg <i>le football</i> .	No message
6. <i>Posez une question à votre ami(e) sur le sport</i>	<i>Qu'est-ce que tu aimes comme sport?</i> Any relevant question Full message Ignore minor error	Full message but minor errors	Some element of the message missing.	Major error(s) but some part of the message conveyed eg <i>la natation?</i> Message as statement rather than question.	No message

GCSE FRENCH SPEAKING TEST

ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME

MINOR/MAJOR ERRORS

This information applies to French Specification A Speaking Tests and Specification B Module 4 Speaking Tests only.

These lists are examples of errors, which do (**major**) or do not (**minor**) affect communication, and errors not referred to here should be judged minor or major on the basis of their effect on communication.

MINOR ERRORS

These are errors which do not affect communication. The following errors should be treated as minor unless the Part 2 Mark Scheme states otherwise.

1. **Articles**

- Use of *un/une* instead of *de* after negative
e.g. *Je n'ai pas une soeur.*
- Use of *un/une* or *le/la/l'* with jobs/professions
e.g. *Ma soeur est une prof.*
- Confusion of *du/de la/de l'/des*
au/à la/ à l'/aux

2. **Gender**

- *le/la, un/une* – unless confusion arises from change of meaning.
- Wrong agreement – including adjectives, possessive adjectives and use of *ma/ta* etc. before a vowel.
- Wrong gender of personal pronoun
e.g. *mon père s'appelle Pierre : elle a 50 ans.*

3. **Number**

- *le/la* for *les* and vice-versa.
BUT *J'aime les chiens* for *J'aime le chien* may be major depending on the context.
- Singular verb with plural subject and vice-versa
e.g. *Les cours finit*

4. **Word Order**

- Position of adjective/adverb.
- Position of negative.

5. **Tense formation**

- Use of *avoir* for *être* in the perfect tense, but not *être* for *avoir*

6. **Prepositions**

- Wrong or omitted preposition when this does not affect meaning.
e.g. *je joue au piano, je joue du/le foot, sur samedi*

7. Omission of reflexive e.g. *je lève à*

8. 's e.g. *mon père 's anniversaire*

9. Confusion of *qui/que*.

10. Incorrect irregular comparatives and superlatives e.g. *plus bon*

MAJOR ERRORS

Major errors are those which affect communication. The following errors should be treated as major.

- Double subject – *elle j'aime la télé.*
- Object pronoun used after the verb.
e.g. *J'ai regardé un film hier soir. J'ai aimé le.*
- Inappropriate vocabulary.
- Inappropriate tense.
- Inappropriate verb structure e.g. *j'allerai, J'ai diré.*
- Inappropriate use of *je suis* etc. to produce the English continuous present e.g. *je suis mange un sandwich.*
- Use of *être* for *avoir* in the perfect tense.
Confusion of *être/avoir* in any other context e.g. *j'ai grand*
- Use of *qu'est-ce que ...?* for *est-ce que...?* & vice-versa.
- Use of infinitive for conjugated verb.
- Incorrect intonation when using statement form to ask a question.

These lists are not exhaustive and are to be used as a guide to the marking of the 2003 tests only. There may be additional clarification for the marking of the 2004 tests.