



General Certificate of Secondary Education

French 4652 *Specification B*

Module 4 Speaking

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given 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
Total	Maximum	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
Total	Maximum	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 eg "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 interventions 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 - 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 at a tourist office, talking 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 you are on holiday.	<i>Je suis en vacances.</i>	<i>(En) vacances</i> <i>Je suis en vacances.</i> <i>J'ai les vacances.</i> <i>Je suis sur vacances.</i>	Vacancies.	
2 Say you would like a plan of the town.	<i>Je voudrais un plan de la ville. / Un plan de la ville svp?</i> <i>Je voudrais une carte de / dans la ville / vie</i>	<i>(Je voudrais) un plan.</i>		
3 Say you like swimming.	<i>J'aime nager / (faire de) la natation / la nage(r) / aller à la piscine</i>	<i>Je nage / nager.</i> <i>J'aime la piscine.</i>		
4 Ask how to get to the swimming pool.	<i>Pour aller à / où est la piscine / la piscine s'il vous plaît?</i>	<i>La piscine?</i> <i>Je voudrais aller à la piscine.</i> <i>Il y a une piscine en ville?</i>		

Role - Play 2 You want to hire a bike in France.

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Marks Required message not communicated	Comments
1 Say you want to hire a bike.	<i>Je voudrais (louer) un vélo.</i>	<i>Un vélo.</i>		
2 Say for how long.	<i>(C'est) pour un jour.</i>	<i>Un jour.</i>		
3 Say where you are going.	<i>Je vais à Je vais faire des balades / un tour à vélo</i>	Place only. <i>Je vais à + English place. Je <u>fais</u> à Paris etc.</i>	Place only in England. <i>Je vais faire du vélo / aller en / à vélo.</i>	
4 Ask how much it costs.	<i>C'est combien? Ça coûte combien? Ça fait combien?</i>	<i>Combien?</i>		

Role - Play 3 You are discussing your journey to school with your 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 what time you leave your house.	<i>Je quitte la maison à ...</i>	<i>Je quitte la maison / (à ..)</i> Time only.		
2 Say how you get to school.	<i>Je vais en bus.</i>	<i>En bus.</i>		
3 Say how long the journey is.	<i>Le voyage dure / c'est ...</i>	Length of time only.	<i>La journée.</i>	
4 Ask what time your friend goes to school.	<i>A quelle heure vas-tu / arrives-tu au collège?</i>	<i>Au collège?</i>		

Role - Play 4 You are checking arrangements for a visit to a friend.

TASK	2 Marks Required message conveyed even if not totally correct	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed	0 Marks Required message not communicated	Comments
1 Say what day you will arrive.	<i>J'arriverai / j'arrive / je vais arriver....</i>	Day.		
2 Say how long you would like to stay.	<i>Je voudrais rester / pour</i> (in combination with task 1).	Number of days / weeks. Mangled pronunciation of numbers = 1 max.		
3 Say you would like to go to school.	<i>Je voudrais aller au collège.</i>	<i>Au collège.</i> <i>Je voudrais aller au coll<u>age</u>.</i>	<i>Collège / collage.</i>	
4 Ask if your friend will visit England.	<i>Tu viens en Angleterre?</i> <i>Tu visites / vas visiter l'Angleterre?</i>	<i>En Angleterre.</i> Question form / intonation + (en) anglais.		

Role - Play 5 You are talking to a friend about lunch time at school.

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 time lunch break is.	<i>La pause déjeuner / le déjeuner est à... / je mange (le déjeuner) à....</i>	Time only.		
2 Say what you do at lunchtime.	<i>Je parle avec mes ami(e)s.</i>	<i>Avec mes ami(e)s.</i>		
3 Say what you eat for lunch.	<i>Je mange</i>	Items of food only.		
4 Ask if s/he has a canteen at school.	<i>Tu as / il y a une cantine au collège?</i>	<i>Une cantine.</i>		

Role - Play 6 You are telephoning a restaurant for a part time job.

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 your name and age.	<i>Je m'appelle.. et j'ai....</i>	One item		Accept <i>je suis</i> plus age followed by <i>ans</i> .
2 Give your telephone number.	<i>Mon (numéro de) téléphone est... Mon numéro est</i>	Number on its own.		Minimum four numbers or two pairs of numbers.
3 Say which days you would like to work.	<i>Je voudrais travailler / travail</i>	Day(s) on its own.		One day sufficient for 2 marks.
4 Ask how much you will earn.	<i>Je gagne / vais gagner combien?</i>	<i>C'est combien? Je vais gagner 10 euros? etc.</i>	<i>Combien? Je vais gagner 10 euros etc</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.

Higher Tier

Role - Play 7 You have just returned from your holiday and are talking to your penfriend on the telephone.

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 <i>Dis quand tu es arrivé(e) à la maison.</i>	<i>Je suis arrivé(e) day and or time.</i>		Time or home missing.			
2 Response to: <i>Comment était le voyage?</i>	N/A	N/A	<i>Très bon.</i>			
3 <i>Décris ce que tu as fait pendant le voyage.</i>	<i>J'ai écouté de la musique.</i>					
4 Response to: <i>Qu'est-ce que tu as préféré comme activité pendant les vacances?</i>	N/A	N/A	Any relevant activity.			
5 <i>Dis quand l'école commence.</i>	<i>L'école / le collège commence à .. time / day / date.</i>					
6 <i>Pose une question à ton ami(e) sur ses vacances.</i>	<i>Où es-tu allé(e) en vacances?</i>					

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

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 <i>Explique pourquoi tu aimes faire du shopping dans ta ville.</i>	<i>J'aime les magasins.</i>					
2 Response to: <i>Avec qui est-ce que tu fais du shopping?</i>	N/A	N/A	<i>(Avec) mes ami(e)s.</i>			Accept English names of people.
3 <i>Décris ta dernière visite où tu as fait du shopping.</i>	<i>Je suis allé(e) en ville samedi dernier.</i>					Accept any relevant statement.
4 <i>Explique comment tu vas en ville pour faire du shopping.</i>	<i>Je vais (en ville) en autobus.</i>					
5 Response to: <i>A quelle heure ferment les magasins?</i>	N/A	N/A	<i>A huit heures.</i>			
6 <i>Pose une question à ton ami(e) sur les magasins de sa ville.</i>	<i>Il y a beaucoup de magasins dans ta ville?</i>					

Role - Play 9 You are applying for a job in a large shop.

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 <i>Dites quel travail vous voulez.</i>	<i>Je voudrais travailler dans un magasin / restaurant. Je voudrais un petit emploi. Je voudrais travailler pour vous. Je voudrais travailler + suitable place / comme caissier / caissière / serveur / serveuse</i>		<i>Je voudrais un travail / emploi etc</i>		Wrong place eg hôtel.	
2 Response to: <i>Où avez-vous déjà travaillé?</i>	N/A	N/A	<i>Dans un magasin.</i>			
3 <i>Décrivez ce que vous avez fait pour votre stage.</i>	<i>J'ai travaillé dans un bureau.</i>					
4 <i>Dites pourquoi vous voulez ce travail.</i>	<i>Je voudrais (gagner) de l'argent.</i>					
5 Response to: <i>Quand pouvez-vous commencer le travail?</i>	N/A	N/A	<i>Samedi (prochain).</i>			
6 <i>Posez une question sur les vêtements de travail.</i>	<i>Qu'est-ce qu'on / Qu'est-ce que je porte pour le travail? / Il faut porter un uniforme?</i>					

Role - Play 10 You are being interviewed after you witness an accident between a car and a bike.

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 <i>Donnez votre nom et votre numéro de téléphone en Angleterre.</i>	<i>Je m'appelle...et mon numéro de téléphone est le...</i>					Telephone number - a minimum of 4 numbers or two pairs of numbers.
2 <i>Response to: Où étiez-vous exactement quand l'accident s'est passé?</i>	N/A	N/A	<i>Devant la banque.</i>	Generalisation e.g. name of town.		
3 <i>Décrivez ce que vous avez vu.</i>	<i>Il y avait une collision entre une auto et un cycliste.</i>		<i>J'ai vu un accident + place (eg dans la rue)</i>	<i>J'ai vu un accident.</i>		
4 <i>Décrivez la voiture. Donnez deux détails.</i>	<i>La voiture est / était grande et rouge.</i>					
5 <i>Response to: Qui a causé l'accident?</i>	N/A	N/A	<i>Le cycliste / Le chauffeur / Je ne sais pas / la voiture</i>			
6 <i>Posez une question sur le cycliste.</i>	<i>Le cycliste, il est / était blessé?</i>					

Role-Play 11 You have arrived to stay in a gîte. You are late.

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 <i>Dites pourquoi vous êtes en retard.</i>	<i>Il y avait beaucoup de circulation.</i>					
2 Response to: <i>A quelle heure avez-vous quitté l'Angleterre?</i>	N/A	N/A	<i>A huit heures (ce matin) / day.</i>			
3 <i>Décrivez ce que vous voudriez faire pendant votre séjour.</i>	<i>Je voudrais / nous voudrions visiter la région.</i>					
4 <i>Dites à quelle heure vous voulez quitter le gîte samedi prochain.</i>	<i>Je veux / nous voulons partir (samedi) vers dix heures.</i>					
5 Response to: <i>Où préférez-vous manger le soir?</i>	N/A	N/A	<i>Dans un restaurant.</i>		Items of food.	
6 <i>Posez une question sur les magasins dans la région.</i>	<i>Où sont les magasins les plus proches?</i>					

Role-Play 12 You have recently been out for a meal. You are discussing the meal with 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 <i>Dis où tu as mangé le repas.</i>	<i>J'ai mangé dans un restaurant.</i>					
2 Response to: <i>Tu étais avec qui?</i>	N/A	N/A	<i>(Avec) ma famille.</i>			
3 <i>Dis pourquoi tu es allé(e) au restaurant.</i>	<i>C'était l'anniversaire de ma mère. / C'était ma mère's anniversaire.</i>					
4 <i>Dis pourquoi tu n'as pas aimé le repas.</i>	<i>Je n'ai pas aimé la viande. Je n'aime pas + item.</i>					
5 Response to: <i>Qu'est-ce que tu as bu?</i>	N/A	N/A	<i>(Du) vin.</i>			If a candidate misunderstands <i>bu</i> as <i>vu</i> and answers <i>j'ai vu un film</i> and teacher repeats the question and answer is then correct, 2 marks awarded.
6 <i>Pose une question à ton ami(e) sur les restaurants dans sa ville.</i>	<i>Il y a beaucoup de restaurants dans ta ville?</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'allerai, J'ai diré.*
- Inappropriate use of *je suis* etc. to produce the English continuous present e.g. *je suis mange un sandwich.*
- Use of *être* for *avoir* in the perfect tense.
Confusion of *être/avoir* in any other context e.g. *j'ai grand*
- Use of *qu'est-ce que ...?* for *est-ce que...?* & vice-versa.
- Use of infinitive for conjugated verb.
- Incorrect intonation when using statement form to ask a question.

These lists are not exhaustive and are to be used as a guide to the marking of the **2008 tests only**. There may be additional clarification for the marking of the 2009 tests.