



GCSE

French

8658/SF+SH Paper 2 Speaking Foundation and Higher

Mark scheme including Guidance for Role-plays

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk

Speaking Tests - Foundation tier and Higher tier

Part one mark scheme

All candidates complete one speaking test at either Foundation tier **or** Higher tier.

1 Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document.

No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

2 Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

3 The test as a whole

Each candidate’s speaking test consists of three parts, completed in this order:

Part 1 role-play - two mins approx (15 marks)

Part 2 discussion of photo card - two minutes at Foundation tier and three minutes at Higher tier (15 marks)

Part 3 General conversation – 3-5 minutes at Foundation tier and 5-7 minutes at Higher tier (30 marks)

Total marks at Foundation tier and Higher tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

Marks will be allocated in the following way at both Foundation tier and Higher tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
General Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Marks for each candidate must be entered clearly in black pen on the Detailed Mark Sheet (see Appendix 1) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Detailed Mark Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

4 Part 1 – Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate’s Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate’s response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So if the target language prompt in the script was ‘super’, this could justifiably be changed to ‘oh dear’. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

Assessment criteria for each role-play task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- (a) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- (b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- (c) The tasks on the Candidate's Card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc. in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished.** As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is 'Say what you did last night. Give **one** detail.'

Candidate A says: 'I went to the cinema and I'm going to the restaurant'. The task is complete as soon as the candidate says 'I went to the cinema.' Two marks are given for Communication and what follows is ignored.

Candidate B says: 'I'm going to the cinema and I went to the restaurant.' The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher's role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate's answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like *La question ?*

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by *Et toi/vous?* For example, where the prompt on the Candidate's Card is *La piscine: J'aime la piscine. Et toi/vous?*

This way of asking a question will not suit all ? tasks and the question must make sense for the award of 2 marks.

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play on page 20 of this document and in the part 2 mark scheme.

Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at each of Foundation and Higher tiers and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

Foundation Tier

For a student scoring 5 marks, the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled effectively.

For a student scoring 4 marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication.

For a student scoring 3 marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

For a student scoring 2 marks, although there is an ability to use a verb effectively, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring 1 mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Higher Tier

For a student scoring 5 marks, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

For a student scoring 4 marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

For a student scoring 3 marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring 2 marks, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring 1 mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

5 Part 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

Level	Mark	Communication
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

*‘Repair strategies’ include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc. in the target language. If the candidate asks for repetition, etc. in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question ‘What’s in the photo?’. The maximum time for Foundation tier is 2 minutes and for Higher 3 minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on 2 or 3 minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher’s Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain/copine*; in German *Job* for *Beruf*.

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

Comment tu passes tes heures de loisir ?

(No reply)

Qu’est-ce que tu fais pendant ton temps libre ?

When responding to the first question ‘What is there in the photo?’, candidate responses must be rooted in the content of the photo. Merely to say ‘I like the photo’ without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn’t. Conjecture is appropriate, eg ‘I think the weather is hot because the people are wearing shorts.’

If the question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this is an opinion and a development. For example:

- *Tu aimes la cuisine française?*

- *Oui, c’est délicieux.*

The following information relates to the number of questions answered by the candidate:

All	Defined as all five questions
Nearly all	Defined as four questions
Most	Defined as three questions or more
Some	Defined as two questions

A student who answers only one question can be awarded a mark in the 1-3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, most answers will be developed by using several clauses.

- To score in the 13-15 band, a candidate must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10-12 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7-9 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

6 Part 3: General conversation

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the Photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

Foundation Tier

At Foundation tier, the General conversation must last between three and five minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet if you are using them. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any changeover time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Foundation tier is one and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3). If the mark is reduced in this way, please indicate this with a downward arrow (↓) on the Detailed Mark Sheet next to the mark.

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only -2 marks. The maximum penalty overall, therefore, is -3 (-2 for short coverage of the themes and -1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Foundation tier lasts for 1'20", the second theme for 1'15" and no question is asked, this is a penalty of -3 (-2 /-1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of -3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (five minutes at Foundation tier). However, if the teacher-examiner has started to ask a question on five minutes, the candidate is allowed to complete the answer and this is eligible for credit. If the General conversation is too short (less than three minutes at Foundation tier), candidates are unlikely to score high marks for Communication, although there is no automatic penalty.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If the question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this is an opinion and a development. For example:

- *Tu aimes la cuisine française?*
- *Oui, c'est délicieux.*

Level	Mark	Communication
5	9-10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7-8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5-6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3-4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1-2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please tick the box on the Detailed Mark Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories. However, a **very** short conversation will not have enough evidence to support a high mark for Range & Accuracy, for Spontaneity and Fluency or for Pronunciation & Intonation, even though the little that is said is very accurate and well pronounced. For example, a student at Foundation tier may answer just three or four questions with short phrases or sentences, and he/she gives no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than $1+1+1+1 = 4$.

Level	Mark	Range and accuracy of language
5	9-10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7-8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5-6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3-4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1-2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 9-10 band for Range and accuracy of language at Foundation tier, a candidate must have had a recognisable attempt at all three time frames. For the 7-8 band at Foundation tier, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of *Oui* to the teacher's question *Tu vas jouer au tennis ?* The verb for an utterance communicating a past or future time frame may be in the present tense in French. For example: *J'habite ici depuis deux ans* (past time frame); *Demain je vais en ville* (future time frame).

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

Higher Tier

At Higher tier, the Conversation should last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet if you are using them. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any changeover time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Higher tier is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3). If the mark is reduced in this way, please indicate this with a downward arrow (↓) on the Detailed Mark Sheet next to the mark.

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only -2 marks. The maximum penalty overall, therefore, is -3 (-2 for short coverage of the themes and -1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Higher tier lasts for 2'20", the second theme for 2'15" and no question is asked, this is a penalty of -3 (-2 /-1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of -3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes at Higher tier). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit. If the General conversation is too short (less than five minutes at Higher tier), candidates are unlikely to score high marks for Communication, although there is no automatic penalty.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If the question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this is an opinion and a development. For example:

- *Tu aimes la cuisine française?*
- *Oui, c'est délicieux.*

Be aware, when marking the tests of Higher candidates, that if they don't fulfil the criteria for the 1-2 band (which is identical to the 7-8 band at Foundation), then they will receive a mark of 0 for Communication. This would automatically mean a mark of 0 for all other categories.

Level	Mark	Communication
5	9-10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7-8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5-6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3-4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1-2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please tick the box on the Detailed Mark Sheet.

Level	Mark	Range and accuracy of language
5	9-10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7-8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5-6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3-4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.

1	1-2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

In order to score in the 3-4 band for Range and accuracy of language at Higher tier, a candidate must have had a recognisable attempt at all three time frames. For the 1-2 band at Higher, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of *Oui* to the teacher's question *Tu vas jouer au tennis ?* The verb for an utterance communicating a past or future time frame may be in the present tense in French. For example: *J'habite ici depuis deux ans* (past time frame); *Demain je vais en ville* (future time frame).

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply

PAPER 2 SPEAKING TEST - DETAILED MARK SHEET

GCSE Bengali, Chinese (Mandarin), French, German, Italian, Modern Hebrew, Panjabi, Polish, Spanish and Urdu

SUMMER 20 _____

Centre No:						Language: _____ (eg German)	Component Code: _____ (eg 8668/SF)
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Candidate Name	Candidate No.				Tier F/H	Role-play					RP sub-total	Photo card		General Conversation					GC sub-total	Total	
						Communication Max. 10					K&U of L Max 5	Max 15	PC Letter	Max 15	C Max 10	1 mark penalty (tick if applied)	R&A of L Max 10	P & I Max 5	S & F Max 5	Max 30	Max 60
						Task 1 Max 2	Task 2 Max 2	Task 3 Max 2	Task 4 Max 2	Task 5 Max 2											

AQA Examiner name:(PLEASE PRINT)

Sheet No.	
Total sheets for this centre	

Top copy to be sent to AQA together with candidate recordings
Bottom copy to be retained by AQA Examiner

Appendix 2 – Subject content (Themes)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships

Topic 2: Technology in everyday life

- social media
- mobile technology

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport

Topic 4: Customs and festivals in target language-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living

Topic 3: Global issues

- the environment
- poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

GCSE French Speaking – Part 2 Mark Scheme**Role Plays: General Principles**

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	Type of error or omission	Mark (0/1/2)
1	Only one detail is given when two are required. [Message is partially conveyed]	1 mark
2	Opinion is given but without a reason when this is required. [Message is partially conveyed]	1 mark
3	Present tense is used with a past time marker. For example: <i>L'année dernière je joue au tennis.</i> [Message is conveyed with some ambiguity]	1 mark
4	Wrong tense is used with no correct timer marker. For example: <i>Où est-ce que tu passes les vacances ? → Je suis allé(e) en Espagne.</i> [Message is conveyed with some ambiguity]	1 mark
5	No auxiliary verb is used in a compound tense. For example: <i>Je joué au football.</i> [Message is conveyed with some ambiguity]	1 mark
6	Wrong auxiliary verb is used in a compound tense. For example: <i>J'ai sorti avec le chien. / Je suis joué au basket.</i> N.B. KUL consideration	2 marks
7	When requesting an item in a formal Role Play, no verb is used but <i>s'il vous plaît</i> is included. For example: <i>La carte, s'il vous plaît.</i>	2 marks
8	An incorrect form of address is used in the ? task in OAR.	2 marks
9	In the ? task, the prompt word(s) is (are) used in combination with an article and an appropriate intonation. For example: • ? Prix. → <i>(Et) le prix?</i>	1 mark
10	In the ? task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation.	0 marks
11	The pronoun used in a task is lifted and used in the candidate's response. For example: • Ton école (un détail). → <i>Ton école est grande.</i>	0 marks
12	Use of <i>Il/ Elle est</i> or <i>C'est</i> instead of <i>Il y a</i> in OAR.	1 mark

Foundation Role Play 1				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Table – quand.	An appropriate detail with or without a verb. Eg <i>(Je veux / voudrais) une table pour / à huit heures.</i> Appropriate detail with <i>s'il vous plaît</i> . Eg <i>Une table pour huit heures, s'il vous plaît.</i>	Inappropriate form that causes a delay in communication. Eg <i>(Pour / à) huit heures. / Table huit heures.</i>	Message not communicated. Eg <i>Une table.</i>
b	Combien de personnes.	An appropriate detail with or without a verb. Eg <i>(Il y a) quatre (personnes).</i>	Inappropriate form that causes a delay in communication. Eg <i>Combien quatre</i>	Message not communicated due to poor pronunciation. Eg <i>sink</i>
c	Réservation – une raison.	An appropriate detail with or without a verb. Eg <i>(La réservation est pour) mon anniversaire.</i>	Inappropriate form that causes a delay in communication. Eg <i>Réservation (mon) anniversaire.</i>	Message not communicated. Eg <i>Réservation, oui.</i>
d	! On peut vous contacter comment ?	Any relevant detail. Verb not required. Eg <i>(Par) téléphone / (Par mon) portable / (Par) texto / A mon) hôtel.</i>	Inappropriate form that causes a delay in communication. Eg <i>Mon portable contacter.</i>	Message not communicated.
e	? Spécialité.	Any clearly understandable question relating to a speciality. Must include a verb. Eg <i>Vous avez des spécialités ? / Quelle est la spécialité ? / Quel est le plat spécial ?</i>	Question asked but verb omitted from OAR. Eg <i>Une / des spécialité(s) ?</i>	Cue only used. Eg <i>Spécialité(s) (?)</i>

Foundation Role Play 2				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Film – heure.	Any clearly understandable statement relating to the time of a film. Must include a verb. Eg <i>Je veux voir le film à midi / un film ce soir.</i>	An attempt at an appropriate statement but verb is omitted. Eg <i>Le film à midi</i>	Incomprehensible pronunciation / message not communicated.
b	Acteur / actrice favori(te) (deux détails).	Any two appropriate details, including correct verb forms. Eg <i>Johnny Depp est mon acteur favori. Il est beau.</i> The name of an actor / actress plus another detail. Eg <i>Johnny Depp est super.</i>	One detail only. Eg <i>Johnny Depp.</i>	Single adjective without verb. Eg <i>Beau / super / bon.</i> Incomprehensible pronunciation / message not communicated.
c	Nombre de personnes.	Any appropriate detail with a verb. Eg <i>Il y a cinq personnes / Nous sommes cinq.</i> Any appropriate detail without a verb but including <i>non</i> . Eg <i>Non, deux personnes / billets.</i>	An appropriate detail but verb and <i>non</i> are omitted. Eg <i>Deux billets / cinq personnes (s'il vous plaît).</i>	Message not communicated. Eg <i>Nombre de personnes</i>
d	! Vous avez quel âge ?	Any appropriate detail. Verb not required. Eg <i>(J'ai) quinze / seize (ans).</i>	Inappropriate form that causes a delay in communication. Eg <i>âge quinze</i>	Message not communicated due to poor pronunciation. Eg <i>(J'ai) six ans</i>
e	? Fin du film – quand.	Any clearly understandable question relating to film finishing time. Must include a verb. Eg <i>A quelle heure finit le film ? / Le film finit à quelle heure ?</i>	Question asked but verb omitted from OAR. Eg <i>Heure de la fin du film ?</i>	Cue only used. Eg <i>Fin du film (quand) ?</i>

Foundation Role Play 3				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Occasion spéciale – quoi.	Any appropriate detail with or without a verb. Eg <i>(Il y a) un concert / une fête spéciale dans le village / un anniversaire.</i> <i>(C'est) mon anniversaire.</i>	An appropriate detail but verb is inappropriate. Eg <i>J'adore mon anniversaire.</i>	No / wrong message conveyed. Eg <i>Occasion spéciale aujourd'hui.</i>
b	Activité cet après-midi (un détail).	One appropriate activity with a verb. Eg <i>Je vais / Nous allons au cinéma / au restaurant cet après-midi. /</i> <i>Je joue au football avec mes amis.</i>	One appropriate activity, but verb or time frame is omitted. Eg <i>Restaurant / piscine / du shopping</i> <i>Je vais au cinéma.</i>	Message not communicated. Eg <i>Activité</i>
c	! Qu'est-ce qu'on mange de spécial aujourd'hui ?	Any food reference, no verb required. Eg <i>(Il y a / on mange un) gâteau (spécial).</i>	Inappropriate form that causes a delay in communication. Eg <i>Vous mange (un) gâteau.</i>	Message not communicated due to poor pronunciation. Eg <i>gatuks</i>
d	? Fête spéciale préférée.	Any clearly understandable question relating to a special celebration. Must include a verb. Eg <i>Quelle est ta fête spéciale préférée ? / Tu as une fête spéciale préférée ?</i>	Question asked but verb omitted from OAR. Eg <i>Ta fête spéciale préférée ? / Ta fête spéciale préférée ton anniversaire ?</i>	Cue only used. Eg <i>Fête spéciale préférée ? / Fête (spéciale) préférée ?</i>
e	Cadeau (deux détails).	Any two details including a correct verb or <i>Oui</i> . Eg <i>Je préfère recevoir / voudrais un portable bleu / un portable et une moto</i> <i>Oui, un portable bleu / un portable et une moto.</i>	Any one detail. Eg <i>L'argent / Une moto / Voir un match de rugby.</i>	No / wrong message conveyed. Eg <i>(Je préfère) un cadeau.</i>

Foundation Role Play 4				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Acheter (un article).	Any appropriate detail with a verb. Eg <i>Je veux / voudrais (acheter) un pantalon.</i> Any appropriate detail with <i>s'il vous plaît</i> . Eg <i>Un pantalon, s'il vous plaît.</i>	An appropriate detail but verb and <i>s'il vous plaît</i> are omitted. Eg <i>Un pantalon.</i>	No / wrong message conveyed. Eg <i>J'ai un pantalon.</i>
b	! Vous préférez quelle couleur ?	Any reference to colour, no verb required. Eg <i>(Je préfère / aime le) bleu.</i>	Inappropriate form that causes a delay in communication. Eg <i>Vous préférez(le) bleu.</i>	Message not communicated. Eg <i>Préfère / Préférez couleur.</i>
c	? Possibilité d'essayer.	Any clearly understandable question communicating a wish to try on item. Must include a verb. Eg <i>Je peux (l') essayer ? / Il est possible de (l') essayer ?</i>	Question asked but verb omitted from OAR. Eg <i>Possible de (l') essayer ?</i> <i>Je voudrais (l') essayer.</i> [For 2 marks, a question must be attempted]	Cue only used. Eg <i>Possibilité d'essayer ?</i>
d	Vacances – où (un détail).	Any reference to holiday location with a verb. Eg <i>Je passe les vacances au camping / Je suis en vacances sur la côte / chez ma tante.</i>	An appropriate detail but verb is omitted. Eg <i>Vacances sur la côte.</i>	Message not communicated. Eg <i>Je suis en vacances.</i>
e	Visite aujourd'hui (un détail).	Any reference to a visit. Eg <i>(Je vais à / visite) Bordeaux / la plage / au château / le château.</i>	Inappropriate form that causes a delay in communication. Eg <i>Visitez la plage.</i>	Message not communicated. Eg <i>Visite aujourd'hui.</i>

Foundation Role Play 5				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Réservation – combien de nuits.	Any reference to booking and length of stay including a verb. Eg <i>J'ai une réservation / j'ai réservé pour deux nuits.</i>	Appropriate details but verb is omitted. Eg <i>Une réservation (pour) deux nuits.</i> One detail only, with verb: <i>J'ai une réservation / Je reste deux nuits.</i>	One detail only, without a verb: <i>(Une) réservation / (Pour) deux nuits.</i> Incomprehensible pronunciation / message not communicated.
b	! Votre nom, ça s'écrit comment ?	Verb not required. All letters recognisable. Eg <i>B-A-R-K-E-R / W-I-L-S-O-N.</i>	Most letters recognisable (i.e. French pronunciation). Eg <i>B-E-K-E-R.</i>	Unrecognisable.
c	Repas à l'hôtel (un détail).	Any appropriate detail, no verb required. Eg <i>(Je prends / voudrais / veux) (le) petit déjeuner (et le dîner) / item of food.</i>	Inappropriate form that causes a delay in communication. Eg <i>Repas, petit déjeuner.</i>	Message not communicated. Eg <i>Oui / Repas</i>
d	Visite (une raison).	Any appropriate detail with a verb. Eg <i>Je visite la ville.</i> Any appropriate detail where the construction responds correctly to the Teacher's cue. Eg <i>Pour un mariage.</i>	An appropriate detail but verb is omitted. Eg <i>(Un) mariage.</i>	Message not communicated.
e	? Prix de la chambre.	Any clearly understandable question relating to price of a room. Must include a verb. Eg <i>C'est combien la chambre ?</i>	Question asked but verb omitted from OAR. Eg <i>Combien (la chambre)?</i>	Cue only used. Eg <i>Prix de la chambre ?</i>

Foundation Role Play 6				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Activités pour une vie saine (deux détails).	Any two appropriate details, including correct verb form(s). Eg <i>Je nage + je vais à pied au lycée / Je joue (au) basket et rugby / Je bois de l'eau et prends de l'exercice.</i> Any appropriate detail where the construction responds correctly to the Teacher's cue. Eg <i>du foot (et du) rugby.</i>	Any two appropriate details but (one) verb is omitted. Eg <i>Foot et rugby /</i> <i>Je nage et tennis.</i> One detail only: <i>Je fais de la natation.</i>	Incomprehensible pronunciation / message not communicated.
b	Manger – quoi (un détail).	Any appropriate detail with a verb. Eg <i>Je mange (de la) salade / Je ne mange pas (de) frites.</i>	An appropriate detail but verb is omitted. Eg <i>(De la) salade / (Des) frites.</i>	No recognisable food item communicated due to poor pronunciation or omission.
c	! Qui prépare les repas à la maison ?	Any appropriate detail. Verb not required. Eg <i>Ma mère / Mon père (prépare les repas).</i>	Inappropriate verb form that causes a delay in communication. Eg <i>Ma mère / Mon père préparez.</i>	Incomprehensible pronunciation / message not communicated.
d	Déjeuner à l'école – où.	Any appropriate detail with a verb. Eg <i>Je vais à la cantine / Je prends un sandwich dans la cour.</i>	An appropriate detail but verb is omitted. Eg <i>A la cantine / Dans la cour.</i>	Incomprehensible pronunciation / message not communicated.
e	? Dîner – heure.	Any clearly understandable question relating to evening meal time. Must include a verb. Eg <i>A quelle heure est le dîner / Vous dînez à quelle heure ?</i>	Question asked but verb omitted from OAR. Eg <i>A quelle heure (le) dîner ? /</i> <i>Heure du dîner ?</i>	Cue only used. Eg <i>Dîner – heure ?</i>

Foundation Role Play 7				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Votre collègue – description (un détail).	Any appropriate detail with a verb. Eg <i>Mon collègue est vieux / Il y a mille élèves (dans mon collègue).</i>	An appropriate detail but verb is omitted. Eg <i>(Mon collègue) vieux / Mille élèves (dans mon collègue).</i>	Message not communicated. Wrong person. Eg <i>Votre collègue (est) vieux.</i>
b	! Comment allez-vous au collège ?	Any appropriate detail. Verb not required. Eg <i>(Je prends le) bus / (Je vais à) vélo.</i>	Inappropriate verb form that causes a delay in communication. Eg <i>Allez (au collège à) vélo</i>	Message not communicated due to poor pronunciation. Eg <i>Buz</i>
c	Matière préférée et une raison.	Any appropriate preference plus reason, with a verb. Eg <i>(Je préfère la) chimie. C'est intéressant / (Ma matière favorite est la) géographie. On fait des visites scolaires.</i>	Only one item communicated. Eg <i>(Je préfère la) chimie / La chimie est intéressante.</i> Inappropriate form that causes a delay in communication. Eg <i>Préférée la chimie. C'est intéressant.</i>	Incomprehensible pronunciation / message not communicated.
d	Sport – votre opinion.	One opinion with a verb. Eg <i>J'aime le(s) sport(s) / J'aime le foot / Je déteste le badminton.</i>	An appropriate detail but verb is omitted. Eg <i>(Le) ski chouette / bon</i>	No opinion is conveyed. Eg <i>Le squash.</i>
e	? La pause déjeuner.	Any clearly understandable question relating to lunch time. Must include a verb. Eg <i>Où allez-vous à midi / Qu'est-ce que vous faites / mangez pendant la pause déjeuner ?</i>	Question asked but verb omitted from OAR. Eg <i>Pendant la pause déjeuner ?/ Manger à midi ?</i>	Message not communicated. Eg <i>Un sandwich</i> Cue only used. Eg <i>(La) pause déjeuner ?</i>

Foundation Role Play 8				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Journée scolaire (deux détails).	Any two appropriate details about the school day, including correct verb form(s). Eg <i>J'arrive à huit heures et je finis à trois heures et demie / Je me réveille à sept heures. Je me lève à sept heures dix / La journée scolaire est longue et fatigante.</i>	Any two appropriate details but one verb is omitted. Eg <i>Le premier cours est à neuf heures. Un sandwich à midi.</i> One detail only: <i>Je vais (au collège) à vélo.</i>	Message not communicated due to poor pronunciation.
b	! Quelle est ta matière préférée ?	Any appropriate detail. Verb not required. Eg <i>(J'aime/ Je préfère les) sciences.</i>	Inappropriate verb form that causes a delay in communication. Eg <i>Je préférez (les) sciences.</i>	Message not communicated due to poor pronunciation. Eg <i>Geography (anglicised)</i>
c	Uniforme – ton opinion.	One opinion with a verb. Eg <i>L'uniforme est moche / Je n'aime pas l'uniforme.</i>	An appropriate detail but verb is omitted. Eg <i>(L'uniforme) pas à la mode</i>	No opinion is conveyed. Eg <i>Un pantalon noir</i>
d	Club scolaire – quoi (un détail).	Any appropriate detail including a verb or <i>Oui</i> . Eg <i>Je suis membre de l'orchestre / Il y a beaucoup de clubs / Oui, (un club) de danse.</i>	An appropriate detail but verb or <i>Oui</i> is omitted. Eg <i>L'orchestre / L'équipe de cricket.</i>	Message not communicated. Eg <i>Non des clubs</i>
e	? Professeur idéal.	Any clearly understandable question about your ideal teacher. Must include a verb. Eg <i>Qui / Comment est ton / un prof / professeur idéal ?</i>	Question asked but verb omitted from OAR. Eg <i>Ton prof idéal ?</i> <i>Décris ton / un prof idéal.</i> [A question must be attempted for 2 marks] Question asked, verb present, but pronunciation of <i>ideal</i> completely anglicised Eg <i>Qui est ton professeur /aidi:l/ ?</i>	Message not communicated. Eg <i>Mon prof idéal est M. White.</i> Cue only used. Eg <i>Professeur idéal ?</i>

Foundation Role Play 9				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Emploi idéal et une raison.	Any appropriate job and reason with a verb. Eg <i>Je veux jouer au football. C'est fantastique / Médecin. C'est bien payé.</i>	Appropriate details but verb(s) omitted from OAR. Eg <i>Médecin. Bien payé.</i> One detail only: <i>Je veux travailler comme pilote.</i>	Neither part of the message is conveyed. Eg <i>Sportif/sportive.</i>
b	Qualité personnelle (un détail).	Any appropriate detail with a verb. Eg <i>Je suis patient(e) / Je travaille dur / J'aime aider les gens.</i>	Appropriate details but verb omitted from OAR. Eg <i>Patient(e) / Aider les gens.</i>	Incomprehensible pronunciation / message not communicated.
c	! Où veux-tu travailler ?	Any appropriate detail. Verb not required. Eg <i>(Je veux travailler à) Londres / étranger / (dans un) hôpital / ici.</i>	Inappropriate verb form that causes a delay in communication. Eg <i>Je travailler (à) Londres.</i>	Incomprehensible pronunciation / message not communicated.
d	? Tes études.	Any clearly understandable question about your studies. Must include a verb. Eg <i>Tu aimes étudier / tes études ? / Qu'est-ce que tu étudies ? / Quelle est ta matière favorite ?</i>	Question asked but verb omitted from OAR. Eg <i>Tes études bonnes ? / Quelle ta matière préférée ?</i>	Message not communicated. Eg <i>Ma matière préférée est l'histoire.</i> Cue only used. Eg <i>Tes études ?</i>
e	Petit job (un détail).	Any appropriate detail with a verb. Eg <i>Je n'ai pas de petit job / Je suis serveur / serveuse (dans un café) / Je travaille le samedi / Je veux un petit job.</i>	An appropriate detail but verb is incorrect or omitted. Eg <i>Serveur / serveuse (dans un café) / Samedi / A l'avenir.</i>	Incomprehensible pronunciation / message not communicated.

Higher Role Play 10				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Problème avec le repas (deux détails).	Any appropriate details with a verb(s). Eg <i>La viande est froide. Le vin est chaud.</i> Accept problems with the cutlery/crockery/table location etc.	Appropriate details but (a) correct finite verb(s) omitted. Eg <i>Froid. Couteau.</i>	Incomprehensible pronunciation / message not communicated.
b	Dernière visite au restaurant – quand et avec qui.	Clear statement using past tense verb(s). Eg <i>Je suis venu(e) la semaine dernière avec mes parents.</i> Accept any correct response where the construction responds correctly to the Teacher's cue. Eg <i>Oui, la semaine dernière avec mes parents.</i>	An appropriate detail but a correct finite verb is omitted. Eg <i>J'arrive / arrivé hier avec ma soeur.</i> One detail only: <i>J'ai visité avec ma famille.</i>	Details but without verb use. Eg <i>Hier. Ma sœur.</i>
c	! Qu'est-ce que vous pensez de notre restaurant ? ... Pourquoi ?	One opinion and a reason. Verb required in reason at least. Eg <i>Superbe. C'est sympa. / C'est nul. Le service est trop lent.</i>	Appropriate details but verb(s) incorrect or omitted. Eg <i>J'aimer. Bon.</i> One detail only: <i>J'aime.</i>	Incomprehensible pronunciation / message not communicated.
d	Solution possible – (un détail).	Any appropriate detail with a verb. Eg <i>Je veux une réduction / Je ne paie pas / Je voudrais une boisson gratuite.</i>	Appropriate detail but verb incorrect or omitted. Eg <i>Une réduction.</i> Inappropriate verb form that causes a delay in communication. Eg <i>Voulez une réduction.</i>	Incomprehensible pronunciation / message not communicated.
e	? Dessert.	Any clearly understandable question relating to dessert. Must include a verb. Eg <i>Qu'est-ce qu'il y a comme dessert ? / Qu'est-ce que vous recommandez pour le dessert ?</i>	An attempt at a question but a correct finite verb is incorrect or omitted. Eg <i>Le dessert aujourd'hui ?</i>	Cue only used. Eg <i>Dessert ?</i>

Higher Role Play 11				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Achat récent du billet – où et quand.	Any two appropriate details with verb(s) in an appropriate tense. Eg <i>J'ai acheté le billet en ville mardi. /</i> <i>J'achète le billet ici il y a deux jours.</i>	No verb or inappropriate verb form that causes a delay in communication. Eg <i>Achat du billet ici mardi /</i> <i>Acheter le billet en ville mardi</i> One detail only: <i>J'ai acheté le billet en ville.</i>	Incomprehensible pronunciation / message not communicated.
b	? Début de l'émission.	Any clearly understandable question relating to the start time. Must include a verb. Eg <i>A quelle heure / quand commence le programme ? / Ça commence à quelle heure ?</i>	Question asked but verb omitted from OAR. Eg <i>Commencement du programme à quelle heure / quand ?</i>	Cue only used. Eg <i>Début de l'émission ?</i>
c	Trajet au studio (deux détails).	Any two appropriate details with an appropriate verb form(s). Eg <i>C'était difficile. Il y avait beaucoup de circulation. / J'ai pris le train de Leeds.</i>	Any two appropriate details without a verb. Eg <i>Difficile. Beaucoup de circulation.</i> One detail only. Eg <i>J'ai pris le train.</i>	One detail without a verb. Eg <i>(Le) train.</i> Incomprehensible pronunciation / message not communicated.
d	Genre d'émission préférée et une raison.	Any two appropriate details with verb(s). Eg <i>(Je préfère) les comédies. Elles sont marrantes. J'aime les quiz. Ils sont intéressants.</i>	Any two appropriate details without a verb. Eg <i>(Les)comédies. Amusant(es).</i> One detail only. Eg <i>J'aime la télé réalité.</i>	Incomprehensible pronunciation / message not communicated.
e	! Qu'est-ce que vous prenez à manger ? ... Et à boire ?	Any one item of food plus any one drink. Verb not required. Eg <i>(Je prends) une limonade et des chips.</i>	One detail only: <i>(Je prends / bois) une limonade.</i> Inappropriate verb form that causes a delay in communication. Eg <i>Prenez (un) jus d'orange (et des chips).</i>	Incomprehensible pronunciation / message not communicated.

Higher Role Play 12				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Réservation – nom et sport.	Any reference to a booking for a sport and a name, with appropriate verb(s). Eg <i>J'ai une réservation pour le badminton. Mon nom est / J'ai réservé pour le ping-pong. Je m'appelle X.</i>	Appropriate references but verb(s) omitted. Eg <i>Réservation pour le badminton. Je suis John Smith.</i> One detail only, including a verb. Eg <i>J'ai une réservation pour le badminton / Je m'appelle John Smith.</i>	One detail only, without a verb. Eg <i>Réservation pour le badminton / John Smith.</i> Incomprehensible pronunciation / message not communicated.
b	Dernière visite (deux détails).	Any two details of an earlier visit, with appropriate verb(s). Eg <i>Je suis venu(e) mardi avec ma soeur. / J'ai joué samedi. Ma soeur est venue aussi.</i>	Appropriate references but verb(s) omitted. Eg <i>Mardi (dernier) avec Jean.</i> One detail only, including a verb. Eg <i>Je suis venu(e) mardi.</i>	One detail only, without a verb. Eg <i>Mardi / Jean.</i> Incomprehensible pronunciation / message not communicated.
c	Devenir membre – une raison.	Any reference to becoming a member and a reason. Must include an appropriate verb form(s). Eg <i>Je voudrais devenir membre. / C'est moins cher. /</i>	Appropriate references but verb is incorrect or omitted. Eg <i>Je voudrais membre. C'est moins cher. / Je voudrais devenir membre. Moins cher.</i>	One detail only, without a verb. Eg <i>Devenir membre. Pratique.</i> Incomprehensible pronunciation / message not communicated.
d	! Vous voulez commencer quand ? ... Et pour combien de temps ?	Any reference to start time and duration. Verb not required. Eg <i>Aujourd'hui pour un mois. / Cette semaine. Une année.</i>	One detail only. Eg <i>Aujourd'hui. / Un mois.</i>	Message not communicated. Eg <i>Commencer.</i>
e	? Horaire des cours.	Any clearly understandable question about class time(s). Must include a verb. Eg <i>Il y a un cours cet après-midi ? / Vous avez un horaire des cours ?</i>	Question asked but verb omitted from OAR. Eg <i>Des cours quand ?</i>	Cue only used. Eg <i>Horaire des cours ?</i>

Higher Role Play 13				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Ton travail bénévole – où et quand.	Any two details relating to location and time, with or without a verb(s). Eg <i>Je travaille dans un centre / à Leicester (le) samedi / pendant les vacances.</i>	One detail only, with or without a verb. Eg <i>(Je travaille) pendant les vacances.</i>	Incomprehensible pronunciation/ message not communicated.
b	La dernière fois– une activité.	Any reference to voluntary work in the past. Must include an appropriate tense verb. Eg <i>J'ai fait la vaisselle.</i>	Appropriate reference but verb is incorrect or omitted. Eg <i>(Je fais) la vaisselle.</i>	Incomprehensible pronunciation / message not communicated.
c	? Importance du travail bénévole.	Any clearly understandable question about the importance of volunteer work. Must include a verb. Eg <i>(Tu crois que) c'est important, le travail bénévole ?</i> <i>Quelle est l'importance du travail bénévole ?</i>	Question asked but verb omitted from OAR. Eg <i>L'importance du travail bénévole ?</i>	Message not communicated. Eg <i>Travail bénévole important?</i> Cue only used. Eg <i>Importance du travail bénévole ?</i>
d	Travailler en équipe – un avantage.	Any one advantage of team work. Must include a verb. Eg <i>(Oui) en équipe, c'est (plus) intéressant.</i>	Appropriate references but verb omitted in reason. Eg <i>(Plus) intéressant en équipe.</i>	Incomprehensible pronunciation / message not communicated.
e	! Et, pendant ton temps libre, qu'est-ce que tu fais?	Any appropriate detail. Verb not required. Eg <i>(La) natation / (Le) foot.</i>	Inappropriate verb form that causes a delay in communication. Eg <i>Je jouer au foot.</i>	Message not communicated. Eg <i>Tu joues au foot.</i>

Higher Role Play 14				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	? Renseignements sur la région.	Any clearly understandable question relating to information on the town. Must include a verb. Eg <i>Vous avez des renseignements sur la région ? / Je peux avoir un plan de la ville ?</i>	Question asked but verb omitted from OAR. Eg <i>Des renseignements sur la région ? / Un dépliant sur la région ?</i>	Cue only used. Eg <i>Renseignements sur la région ?</i>
b	La fête locale – où et quand.	Any two details relating to location and time, with a verb(s). Eg <i>(Oui) Il y a une fête (locale) ce soir, Place du Marché.</i> Accept any correct response where the construction responds correctly to the Teacher's cue. Eg <i>Oui, ce soir, Place du Marché.</i>	Two details but verb omitted. Eg <i>(Une fête locale) ce soir, Place du Marché.</i> One detail only, including a verb. Eg <i>Il y a une fête (locale) ce soir.</i> One detail only, which responds to the teacher's cue. Eg <i>Oui, ce soir / Oui, Place du Marché.</i>	One detail only, without a verb. Eg <i>(Une fête locale) ce soir / (Une fête locale) Place du Marché</i>
c	Vos activités – hier (deux détails).	Any reference to two activities. Must include appropriate past tense verb(s). Eg <i>(Hier) j'ai fait de la natation (et) je suis sorti(e) avec un ami.</i> <i>J'ai visité la campagne et acheté des cadeaux.</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>Je natation et sors avec un ami</i> <i>Je visite la campagne et achète des cadeaux.</i> One detail only, including a verb. Eg <i>J'ai visité la campagne.</i>	One detail only, without a verb. Eg <i>Le foot</i> Incomprehensible pronunciation / message not communicated.
d	Le musée – une opinion et une raison.	Any two details relating to an opinion and a reason. Must include a verb in reason. Eg <i>Je (l') aime. C'est intéressant.</i>	Appropriate references but verb(s) omitted. Eg <i>Oui. Intéressant.</i>	Incomprehensible pronunciation / message not communicated.
e	! Où dînez-vous ce soir ? ... Pourquoi ça ?	Two appropriate details. Verb required in reason at least. Eg <i>Ici. Je suis fatigué(e) / Chez Jules. C'est délicieux.</i>	Inappropriate verb form that causes a delay in communication. Eg <i>Dîner ici. C'est délicieux.</i> One detail only. Eg <i>Ici. / Intéressant.</i>	Message not communicated. Eg <i>Ce soir oui.</i>

Higher Role Play 15				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Activités récentes pour rester en forme (deux détails).	Any reference to two activities or one activity plus another detail. Must include appropriate past tense verb(s). Eg <i>J'ai joué au tennis (et) j'ai commencé à courir.</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>Je joue au tennis et je commence à courir.</i> One detail only, including a verb. Eg <i>J'ai nagé.</i>	One detail only, without a verb. Eg <i>Natation</i> Incomprehensible pronunciation / message not communicated.
b	Conseils pour une vie saine (deux détails).	Any two appropriate details with appropriate verb form(s). Eg <i>(Il faut) faire de l'exercice (et) ne pas fumer.</i> <i>Je fais de l'exercice (et) et je mange sain.</i>	Any two appropriate details without a verb. Eg <i>L'exercice et pas de cigarettes.</i> One detail only, including a verb. Eg <i>Je bois de l'eau.</i>	One detail only, without a verb. Eg <i>(Les) cigarettes</i> Incomprehensible pronunciation / message not communicated.
c	Fast-food – ton opinion et une raison.	One opinion and reason with appropriate verb(s). Eg <i>J'aime le fast-food / les hamburgers. C'est délicieux.</i>	Two details but verb omitted. Eg <i>Super. Délicieux.</i> One detail only, either opinion or reason, including a verb. <i>J'évite le fast-food. / Le fast-food est malsain.</i>	One detail only, without a verb. Eg <i>Délicieux.</i>
d	! Qu'est-ce qu'il y a à manger à midi dans ton collège ? ... Et à boire ?	Any two appropriate details. Verb(s) not required. Eg <i>(Il y a) un grand choix de plats. (Je bois de) l'eau. (Je mange toujours / Je vais manger / J'ai mangé) des pâtes. L'eau.</i>	Two details but inappropriate verb form that causes a delay in communication. Eg <i>Manger des frites. L'eau.</i>	Incomprehensible pronunciation / message not communicated. Eg <i>Manger au collège.</i>
e	? Faire la cuisine.	Any clearly understandable question relating to cooking. Must include a verb. Eg <i>Tu sais faire la cuisine ? Tu cuisines bien ? / Qui fait la cuisine chez toi ?</i>	An attempt at a question but a correct finite verb is omitted. Eg <i>Tu faire la cuisine ?</i>	Cue only used. Eg <i>Faire la cuisine ?</i>

Higher Role Play 16				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Uniforme scolaire – un avantage et un inconvénient	Any appropriate details; must include a verb(s). Eg <i>L'uniforme scolaire est laid (mais) tout le monde est pareil.</i>	Appropriate details but verb(s) omitted or incorrect. Eg <i>(Ce n'est) pas cher. Laid.</i>	Incomprehensible pronunciation / message not communicated.
b	Une règle au collège (un détail).	Any appropriate detail; must include a verb. Eg <i>Il ne faut pas fumer.</i> <i>On doit faire les devoirs.</i>	Appropriate reference but appropriate verb incorrect or omitted. Eg <i>Pas fumer. / Faire les devoirs.</i>	Incomprehensible pronunciation / message not communicated.
c	! Qu'est-ce que vous pensez des repas à la cantine ? ... Pourquoi ?	Any two details relating to an opinion and a reason. Must include a verb in reason. Eg <i>(Ils sont) bons. J'aime la pizza.</i>	Inappropriate verb form that causes a delay in communication. Eg <i>Ce sont je n'aime pas. Affreux.</i> One detail only. Eg <i>(Ils sont) bons.</i>	Incomprehensible pronunciation / message not communicated.
d	Visite scolaire récente (deux activités).	Any two appropriate activities. Must include appropriate past tense verb(s). Eg <i>J'ai visité Londres (récemment). Je suis allé(e) à la Tour de Londres.</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>Je visite le zoo. Dessiner.</i> One detail only, including a verb. Eg <i>J'ai visité Strasbourg.</i>	One detail only, without a verb. Eg <i>Le Eden Centre.</i> Incomprehensible pronunciation / message not communicated.
e	? Collèges en France.	Any clearly understandable question about French schools. Must include a verb. Eg <i>Les collèges en France sont grands ?</i>	An attempt at a question but without a correct finite verb. Eg <i>Les collèges est grands en France ?</i>	Cue only used. Eg <i>Collèges en France ?</i>

Higher Role Play 17				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Projets d'avenir (deux détails).	Any two references to future plans. Must include appropriate verb form(s). Eg <i>Je vais étudier le Droit et (après) travailler dans une entreprise internationale.</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>J'étudie le Droit et (après) travaille dans une entreprise internationale.</i> One detail only, including a verb. Eg <i>Je vais être avocat.</i>	One detail only, without a verb. Eg <i>Londres</i> Incomprehensible pronunciation / message not communicated.
b	Continuer les études – un avantage et un inconvénient.	Two appropriate details with verbs. E g <i>Continuer les études peut être cher (mais) c'est une grande opportunité.</i>	Any two details without an appropriate verb form. Eg <i>Cher (mais) intéressant.</i> One detail only, including a verb. Eg <i>C'est cher.</i>	One detail only, without a verb. Eg <i>Cher</i> Incomprehensible pronunciation / message not communicated.
c	! Qui est ton professeur favori au collège ? ... Pourquoi ?	The name of a teacher, or reference to the subject taught by a teacher, and reason. Verb not required in first part. Eg <i>M. Smith. Il est patient. / Mon prof de français. Il est sympa.</i>	One detail only. Eg <i>M. Smith / (Il est) patient.</i>	Incomprehensible pronunciation / message not communicated/wrong person.
d	Problème au collègue et une raison.	Any appropriate detail with a reason. Must include appropriate verb form(s). Eg <i>Nous sommes stressé(e)s à cause des examens. Nous avons peu de temps libre. Nous avons des examens.</i>	Any appropriate detail with a reason, but verbs omitted. Eg <i>Le stress parce que les examens.</i> One detail only: <i>Il y a du harcèlement. / Les gens peuvent être méchants.</i>	Incomprehensible pronunciation / message not communicated/wrong person.
e	? Emploi idéal.	Any clearly understandable question about an ideal job. Must include a verb. Eg <i>Quel est l'emploi idéal ? / Comment / Où serait ton emploi idéal ?</i>	Question asked but verb omitted from OAR. Eg <i>(Quel) ton emploi idéal ?</i> Question asked, verb present, but pronunciation of <i>ideal</i> completely anglicised Eg <i>Quel est ton emploi /aidi:l/ ?</i>	Cue only used. Eg <i>Emploi idéal ?</i>

Higher Role Play 18				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Emploi futur – (deux détails).	Any two references to future employment. Must include appropriate verb form(s). Eg <i>Je vais / veux travailler comme scientifique dans une grande entreprise.</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>Je veux scientifique dans une grande entreprise.</i> One detail only, including a verb. Eg <i>Je vais / veux travailler dans une grande entreprise.</i>	One detail only, without a verb. Eg <i>Scientifique</i> Incomprehensible pronunciation / message not communicated.
b	Un petit job – un avantage et un inconvénient.	Two appropriate details with verb(s). Eg <i>Je gagne de l'argent (mais) j'ai moins de temps libre.</i> <i>C'est une bonne expérience mais (c'est) fatigant.</i>	Any appropriate detail with a reason, but verbs omitted. Eg <i>De l'argent (mais) moins de temps libre.</i> One detail only: <i>C'est bien payé.</i>	Incomprehensible pronunciation / message not communicated.
c	L'importance du salaire – une opinion une raison.	An appropriate opinion with a reason. Must include appropriate verb form(s). Eg <i>Ce n'est pas important / Non. J'aime aider les gens.</i> <i>C'est très important / Oui. Je veux gagner un bon salaire.</i>	Any appropriate opinion with a reason, but verbs omitted. Eg <i>Pas important. Aider les gens.</i> One detail only: <i>Oui / Non tc</i> (answers 1 st question) / <i>C'est très important.</i>	
d	! Tu veux travailler à l'étranger ? ... Pourquoi/pourquoi (pas) ?	Oui or Non + appropriate reason with a verb. Eg <i>Oui. Je veux pratiquer mon français. / Non. Je reste avec ma famille.</i>	<i>Oui / Non tc</i> (answers 1 st question) Reason only with verb. Eg <i>C'est intéressant. / C'est cher.</i>	Message not communicated. Eg <i>L'étranger.</i>
e	? Université.	Any clearly understandable question about university. Must include a verb. Eg <i>Tu veux / voudrais aller à l'université ?</i>	An attempt at a question but a correct finite verb is omitted. Eg <i>Tu aller à l'université ?</i>	Message not communicated. Eg <i>Tu préfères l'université ?</i> Cue only used. Eg <i>Université ?</i>

**GCSE French - Symbols for annotating Speaking Score Sheet
Photo Card and General Conversation**
NB For the Photo Card, don't use these symbols: + ¿ S ^

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb
-	A clear piece of information without a verb
+	An enhancement, eg a more complex structure or unusual vocabulary item
S	A statement which lacks fluency but which is clearly a spontaneous response rather than mere hesitation through lack of linguistic capability
A	A minor inaccuracy, eg incorrect gender/adjectival agreement, which does not affect communication
Ⓐ	A more serious inaccuracy, usually a problem with a verb (wrong tense/person), which affects immediate understanding
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	<i>Oui/non</i> alone
¿	A question asked by the student without a verb
Ⓘ	A question asked by the student with a verb
Opinions and Justifications	
Op	An opinion without a verb
Ⓔ	An opinion with a verb
J	Justification of an opinion without a verb
Ⓙ	Justification of an opinion with a verb
Delivery	
P	A minor mispronunciation, which doesn't hinder communication
Ⓟ	A more serious mispronunciation which would make comprehension difficult
^	A hesitation
^^	A longer hesitation
?	What is said is incomprehensible

GCSE FRENCH

Centre Number						Candidate number and name
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Role Play

Task	Annotation	Comm mark
1		
2		
3		
4		
5		

Photo Card

Task	Communication
1	
2	
3	
4	
5	

Comm: plus KUL:

Photo Card mark:

RP Total:

General conversation

Nominated Theme	Second Theme
Time:	Time:

Verb usage (up to 4 of each ✓)	
Pluperfect	
Perfect	
Imperfect	
Future	
Immed future	
Conditional	
<i>Je voudrais</i>	
Subjunctive	

Comm	Range & Acc	Pron & Int	Spon & Flu	Total

Total mark for Speaking Test:

Examiner Name: