



GCSE

FRENCH

8658/SF+SH

Paper 2 Speaking Foundation and Higher

Mark scheme including Guidance for Role-plays

June 2019

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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 Examiner.

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.

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Speaking Tests – Foundation tier and Higher tier

Part One mark scheme

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

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.

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.

The test as a whole

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

- Part 1** Role-play – two minutes approximately (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 Speaking Score Sheet (see Appendix 1 on p.19) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

Section 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.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

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 vous / toi ?* For example, where the prompt on the candidate’s card is *La piscine: J’aime la piscine. Et toi ?*

This way of asking a question will not suit all question tasks and the question must make sense for the award of two 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 30.

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 five 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 four 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 three 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 two 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 one 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 five 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 four 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 three 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 two 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 one 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.

Section 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 is there in the photo?'. The maximum time for Foundation tier is two minutes and for Higher three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on two or three 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 a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

Qu'est-ce que tu penses du sport ? ... Pourquoi ?

J'aime le sport. C'est amusant.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

Tu aimes le sport ?

Oui, c'est amusant.

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, at least three ('most') answers will be developed by using at least three 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.

Section 3: General conversation (Foundation Tier)

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. 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 change over 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).

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.

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

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. 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 indicate it on the Speaking Score 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. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have enough evidence to support a high mark for Range and Accuracy, for Spontaneity and Fluency or for Pronunciation and 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. 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.

Section 4: General conversation (Higher Tier)

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.**

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. 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 change over 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).

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.

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

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. 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 indicate it on the Speaking Score 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.

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.

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.

APPENDIX 1 – SPEAKING SCORE SHEET – GCSE French

Examiner name:

Centre Number						Candidate name and number	
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Role Play №:

Photo Card Letter:

PC Theme №:

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm +
KUL
Total:

Task	Communication	Time:
1		
2		
3		
4		
5		

Total:

General Conversation

Nominated Theme №:	Second Theme №:
Time	Time

Verb usage (up to 4 of each ✓)				
Past	<u>Plup</u>	<u>Perf</u>	<u>Imp</u>	<u>Pres</u>
Fut	<u>Fut</u>	<u>Imm</u>	<u>Cond</u>	<u>Pres</u>
Je voudrais				
Fin + Infin				
Subjunctive				

Other notes:

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	Total
Penalty deductions included in above mark for Comm (✓)	No Question -1		Short GC Theme -2	

Total mark for test

Appendix 2 - GCSE French Symbols for annotating Speaking Score Sheet

Role-play and General Conversation

NB For the Role-play, don't use these symbols: + S ^

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb
✓?	An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole.
-	A clear piece of information with no 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
ⒶOp	An opinion with a verb
J	Justification of an opinion without a verb
ⒶJ	Justification of an opinion with a verb
Delivery	
P	A minor mispronunciation, which doesn't hinder communication
ⒶP	A more serious mispronunciation which would make comprehension difficult
^	A hesitation
^^	A longer hesitation

?	What is said is incomprehensible
---	----------------------------------

Appendix 3 - Marking of photo card – Guidance Notes

Symbols to be used:

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
? ✓	An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole.
-	A clear piece of information with no verb
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
?	What is said is unclear or incomprehensible so the response is not credited. The message may be wrong, for example if the wrong person of the verb is used.
Opinions and Justifications	
Op	An opinion without a verb
Ⓞ	An opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
J	Justification of an opinion without a verb
ⓙ	Justification of an opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

Automatic access to the band if the minimum requirements are achieved:

Band	Requirements
13–15	<ul style="list-style-type: none"> • all 5 questions answered clearly • minimum 3 of ✓ in 3 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)
10–12	<ul style="list-style-type: none"> • minimum 4 questions answered clearly • minimum 2 ✓s in 2 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓
7–9	<ul style="list-style-type: none"> • minimum 3 questions answered which are understandable • minimum 2 ✓s in 1 answer • minimum 1 (Op) or Op • Note: (Op) or (J) can count instead of a ✓
4–6	<ul style="list-style-type: none"> • minimum 3 questions answered which are understandable
1–3	<ul style="list-style-type: none"> • only 1 or 2 questions answered which are understandable

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

Example 1

Task	Communication
1	✓ ✓ ✓ - -
2	(Op) (J) ✓
3	✓ ✓ ✓
4	✓
5	✓

Photo Card mark:

15

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly (there are no ? or [?]✓ symbols)
- 3 answers have 3 ✓s (with (Op) + (J) counting instead of ✓s on one occasion)
- There is one opinion
- There is one justification

Because everything is clear, 15 marks are given.

Example 2

Task	Communication
1	✓ ✓ ✓ ✓ ✓
2	(Op) (J) ? ? ✓
3	✓ - ✓ - ✓ ✓ ? ? ✓
4	(Op) (J) (Op) (J)
5	✓ ✓ ✓ ?

Photo Card mark:

13

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible.
- More than 3 answers have 3 ✓s (with (Op) + (J) counting instead of ✓s)
- There is one more than one opinion
- There is more than one justification

A mark in the 13–15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

Example 3

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	(Op) (J) ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo Card mark:

11

The minimum requirements are fulfilled for the 10–12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible.
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓s (with Op + J counting instead of ✓s)
- There is one opinion
- There is one justification

As only four questions are answered clearly, the 13–15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10–12 band is given.

Example 4

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	(Op)
4	(Op) ✓ ✓ ✓ ✓
5	(Op) (Op) ✓ ✓

Photo Card mark:

9

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13–15 and 10–12 bands are not met. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is received.

Example 5

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	Op

Photo Card mark:

9

The minimum requirements are fulfilled for the 7–9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also a lack of clarity on one occasion.
- One answer is developed with two ✓s.
- There is one opinion

There is one occasion where the information given is unclear, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

Example 6

Task	Communication
1	✓ ✓ -
2	? ?
3	Op J
4	W
5	-

Photo Card mark:

7

The minimum requirements are fulfilled for the 7–9 band.

- Three questions are answered clearly.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible, and the last question is answered very briefly without a verb. The combination of these issues means that a mark at the bottom of the 7–9 band is appropriate.

Example 7

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo Card mark:

5

The minimum requirements are fulfilled for the 4–6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the answers that are given correctly, there is an implied lack of clarity in the final response because it is the wrong answer to the question. The replies are short and so the mid-mark in the band is awarded.

Example 8

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo Card mark:

2

The minimum requirements are fulfilled for the 1–3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb.
- Three of the questions have no response.

Most (ie three) questions must be answered understandably in order to access the 4–6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1–3 band is awarded.

Example 9

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo Card mark:

1

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

Appendix 4 – 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

Appendix 5 – 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	Use of <i>Il/Elle est</i> or <i>C'est</i> instead of <i>Il y a</i> in OAR.	1 mark
12	Unexpected, but valid, response offered. For example: Cand's cue: Ton opinion du sport Cand's response: <i>Mon opinion est intéressant(e)</i>	2 marks
13	The possessive adjective 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
14	The possessive adjective used in a task is lifted and used in the candidate's response but there is additional, valid, information too. Cand's cue: Ton collègue (deux détails) Cand's response: <i>Ton collègue est grand et les professeurs sont bons.</i> or: Cand's cue: Une opinion de ton collègue et une raison Cand's response: <i>J'aime ton collègue parce que c'est moderne.</i> [Credit the second part of the answer]	1 mark

Appendix 6 – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

	Original wording	Allow	Reject	Rationale
1	Où est-ce que tu passes les vacances normalement ?	Où est-ce que tu passes les vacances d'habitude ?	Où est-ce que tu passes les vacances en été ?	Substitution of synonym. Original meaning not retained.
2	Qu'est-ce que tu as fait récemment dans ta ville ?		Qu'est-ce que tu as fait hier dans ta ville ? Qu'est-ce que tu as fait récemment à Londres / Lincoln / Bath ?	Original meaning not retained. Original meaning not retained and additional assistance given.
3	Qu'est-ce que tu veux faire à l'avenir ?	Qu'est-ce que tu voudrais faire à l'avenir ?	Qu'est-ce que tu veux faire en septembre ?	Use of <i>vouloir</i> in conditional mood instead of present tense. Original meaning not retained.
4	Comment est-ce que tu passes ton temps libre ?	Qu'est-ce que tu fais pendant ton temps libre ? Qu'est-ce que tu fais pendant tes heures de loisir ?	Quelles activités fais-tu pendant ton temps libre ? Qu'est-ce que tu fais le week-end ?	Substitution of synonymous phrase. Substitution of synonymous phrase. Additional assistance given. Original meaning not retained.
5	Tu voudrais travailler à l'étranger ?	Tu voudrais travailler dans un autre pays ?	Tu voudrais travailler dans un autre pays, comme la France, par exemple ?	Substitution of synonymous expression. Additional assistance given.
6	Comment est ton collègue ?	Décris ton collègue.		Substitution of synonymous expression.

Photo Card - Paraphrased Questions - 2019 series

The following is a guide to paraphrasing which is acceptable in specific photo cards. The list is not exhaustive and examiners must exercise their judgement in light of the examples given here and those listed in the Photo Card Marking – Guidance on Paraphrased Questions document, which can be found in the main Mark scheme booklet for French 8658/S.

You may need to seek guidance from your Team Leader if you cannot decide if an alteration to the question as printed in the Teacher's Booklet should be allowed.

Card	Q No	Paraphrase
Foundation Tier		
A	4	Tes parents, qu'est-ce qu'ils font comme profession ?
A	5	Quelle est ta personnalité ? DO NOT ACCEPT
B	2	Quelle est ton opinion du fast-food ?
B	5	Quelle est ton opinion de fumer ? / Qu'est-ce que tu penses de fumer ?
D	4	Où est-ce que tu préfères aller en vacances ? Pourquoi ?
H	3	Récemment, qu'est-ce que tu as fait pour te détendre à la maison ?
H	5	Avec qui tu sors de préférence, ton/ta meilleur(e) ami(e) ou ta famille ? Pourquoi ?
I	5	Quel genre de musique aimes-tu ?
Higher Tier		
J	4	Décris / Fais-moi une description de ton patron ou ta patronne idéal(e).
K	4	Qu'est-ce que tu vas faire le week-end prochain pour garder la forme ?
L	4	Qu'est-ce qu'il y a comme problèmes de l'environnement dans ta ville ou ta région ?
L	5	Qu'est-ce que tu vas faire la semaine prochaine pour aider l'environnement ? Pourquoi ?
M	3	Où veux-tu passer les vacances de Noël ? Pourquoi ?
M	4	Avec qui tu préfères passer les vacances, tes parents ou tes amis ? Pourquoi ?
N	3	Tu aimais mieux ton école primaire ? Pourquoi / pourquoi pas ?
N	4	Décris / Fais-moi une description des repas à la cantine.
N	5	Parle-moi d'un voyage scolaire que tu veux faire.
P	5	Qu'est-ce que tu vas faire le week-end prochain avec tes copains ?
Q	5	A part le sport, qu'est-ce que tu vas faire le week-end prochain ?

GCSE French Speaking – Part Two Mark Scheme

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	En vacances – où.	Any clear statement relating to location. Must include a verb. Eg <i>Je reste/suis à l'hôtel X/à Tours.</i> <i>Je veux/voudrais rester à l'hôtel X/à Tours.</i> Accept past & future tenses. Eg <i>Je suis allé(e) / Je voudrais aller</i>	Inappropriate form that causes a delay in communication. Eg <i>Rester à l'hôtel X.</i> Verb omitted from OAR. Eg <i>En vacances à l'hôtel X.</i>	Incomprehensible pronunciation/message not communicated. One detail without a verb. Eg <i>(A) l'hôtel X.</i>
b	! Et vous restez combien de temps ?	Any relevant detail. Verb not required. Eg <i>(Je reste) deux jours/une semaine.</i>	Inappropriate form that causes a delay in communication. Eg <i>Rester deux jours.</i>	No/wrong message conveyed.
c	? Attractions touristiques.	Any clear question relating to items of tourist interest. Must include a verb. Eg <i>Il y a des attractions touristiques ?/Qu'est-ce qu'il y a comme attractions ?/Qu'est-ce qu'on peut visiter/voir ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>(Et) pour les touristes ?</i>	Message not communicated. Cue only used. Eg <i>Attractions touristiques ?</i>
d	Visite de la ville – quand.	Any relevant detail. Must include a verb or <i>Oui</i> . Eg <i>Je veux/préfère (faire une visite de la ville) cet après-midi/demain.</i> <i>Oui, je visite la ville demain.</i>	Verb omitted from OAR and <i>Oui</i> not used either. Eg <i>(Faire) une visite (de la ville) cet après-midi.</i>	No/wrong message conveyed.
e	Région – votre opinion.	Any relevant detail, with or without a verb. Eg <i>(La région est) belle./J'aime (la région).</i>	Inappropriate form that causes a delay in communication. Eg <i>Opinion (de la région). Belle.</i>	Incomprehensible pronunciation/message not communicated.

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	Acheter – un article.	Any clear statement relating to buying an item to be found in a clothes shop . Must include a verb or <i>s'il vous plaît</i> . Eg <i>Je cherche/veux (acheter) un pull.</i> <i>Un tee-shirt, s'il vous plaît.</i>	An attempt at an appropriate statement but finite verb omitted from OAR. Eg <i>Acheter un tee-shirt.</i>	Incomprehensible pronunciation/message not communicated.
b	! C'est pour qui ?	Any relevant detail. Verb not required. Eg <i>(C'est pour) mon ami(e)/mon père.</i>	Inappropriate form that causes a delay in communication. Eg <i>C'est pour qui ma mère.</i>	Message not communicated due to poor pronunciation. Eg <i>Ma sewer.</i>
c	Préférence – couleur et taille.	Two appropriate details with a verb. Eg <i>Je préfère/aime mieux le/un (pull) bleu (et) grand.</i>	One detail with a verb. Eg <i>J'aime mieux le (pull) bleu.</i> Inappropriate form that causes a delay in communication. Eg <i>(Préférence) le petit (pull) bleu.</i> Verb omitted from OAR. Eg <i>La petite jupe bleue.</i>	Message not communicated. Eg <i>Préférence, oui.</i>
d	Activité aujourd'hui (un détail).	Any one detail with a verb. Eg <i>Je visite/Nous visitons le lac/la ville (aujourd'hui).</i> Any one detail without a verb but including <i>oui</i> . Eg <i>Oui, le lac (aujourd'hui).</i>	An appropriate detail but neither a verb or <i>oui</i> is present. Eg <i>Le lac (aujourd'hui).</i>	Message not communicated. Eg <i>Visite aujourd'hui.</i>
e	? Restaurant.	Any clear question relating to a restaurant. Must include a verb. Eg <i>Il y a un (bon) restaurant (près d'ici) ?/ Vous recommandez un restaurant ?</i> Omission of verb causes ambiguity.	Question asked but verb omitted from OAR. Eg <i>(Un) restaurant ici ?</i>	Message not communicated. Cue only used. Eg <i>Restaurant ?</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	Ta ville (deux détails).	Any two appropriate details. Must include a verb. Eg <i>Ma ville est grande et historique./J'habite un petit village près de Bath.</i>	Any two appropriate details but (a) verb(s) omitted. Eg <i>Ma ville est laide. Un million d'habitants./Grande et historique.</i> One detail only. Eg <i>Ma ville est laide.</i>	Incomprehensible pronunciation/message not communicated.
b	Bâtiment intéressant (un détail).	Any appropriate detail. Must include a verb. Eg <i>Il y a/Nous avons un château.</i>	An appropriate detail but verb is omitted. Eg <i>Un château.</i>	No recognisable building communicated due to poor pronunciation or omission. Eg <i>(Il y a) un bâtiment.</i>
c	Activité le week-end dans ta ville (un détail).	Any appropriate detail. Verb not required. Eg <i>(Je fais de la) natation/(Je joue au) foot (avec mes amis).</i>	Inappropriate form that causes a delay in communication. Eg <i>Activités foot.</i>	Incomprehensible pronunciation/message not communicated.
d	! Qu'est-ce que tu penses des transports en commun ?	Any relevant detail. Verb not required. Eg <i>(Les transports en commun sont) lents./Je n'aime pas prendre le bus.</i>	Inappropriate form that causes a delay in communication. Eg <i>Je pense du transport public affreux.</i>	No opinion is conveyed. Eg <i>Prendre le bus.</i>
e	? Magasin préféré.	Any clear question relating to a preference for a particular shop. Must include a verb. Eg <i>Quel est ton magasin préféré ?/Tu as un magasin préféré ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>Ton magasin préféré ?</i>	Message not communicated. <i>Tu aimes Next ?</i> Cue only used. Eg <i>Magasin préféré ?</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	Commencer le matin – quand.	Any clear statement relating to starting school in the morning. Must include a verb. Eg <i>Je/Le collège commence (à) neuf heures.</i> <i>Les cours commencent (à) neuf heures.</i>	An attempt at an appropriate statement but finite verb omitted from otherwise OAR. Eg <i>(Le(s) cours (à)) neuf heures.</i>	Incomprehensible pronunciation/message not communicated.
b	! Ton premier cours, c'est quelle matière ?	Any relevant detail. Verb not required. Eg <i>Mathématiques.</i>	Inappropriate form that causes a delay in communication. Eg <i>Quelle matière maths.</i>	Message not communicated.
c	Règlement scolaire (un détail).	Any appropriate detail. Verb not required if a direct response to question asked. Eg <i>(Le règlement est) juste./On ne doit pas fumer.</i>	An appropriate detail but verb is omitted when required. E g <i>Ne pas fumer.</i>	Incomprehensible pronunciation/message not communicated.
d	Cantine – ton opinion (un détail).	One opinion with a verb. Eg <i>Je n'aime pas manger à la cantine.</i>	An appropriate detail but verb is omitted. Eg <i>Mangeable.</i>	No opinion is conveyed. Eg <i>Je mange à la cantine.</i>
e	? Devoirs.	Any clear question relating to homework. Must include a verb. Eg <i>Tu fais les/Tu as beaucoup de devoirs ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>Beaucoup de devoirs ?</i>	Message not communicated. Cue only used. Eg <i>Devoirs ?</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	Journée scolaire (un détail).	Any appropriate detail. Must include a verb. Eg <i>La journée scolaire est longue./Je commence à neuf heures dix.</i>	An appropriate detail but verb is omitted. Eg <i>Longue. / Quatre heures.</i>	Incomprehensible pronunciation/message not communicated.
b	Emploi du temps - après-midi (deux détails).	Any two appropriate details. Must include a verb. Eg <i>J'ai (cours de) maths et je finis (à) quatre heures./J'ai anglais et sciences (cet après-midi).</i>	Any two appropriate details but (a) verb(s) omitted. Eg <i>Anglais et sciences.</i> One detail only. Eg <i>J'ai (cours de) maths.</i> Inappropriate form that causes a delay in communication. Eg <i>Ton emploi du temps cet après-midi est anglais et sport.</i> [Use of <i>ton</i> is confusing]	Incomprehensible pronunciation/message not communicated. Eg anglicised pronunciation of <i>geography</i> (other relevant detail still scores).
c	Récréation – une activité.	Any appropriate activity. Verb not necessarily required. Eg <i>Je bavarde avec mes amis./ (Je joue au) football.</i>	Inappropriate form that causes a delay in communication. Eg <i>Activité football.</i>	Incomprehensible pronunciation/message not communicated.
d	? Sciences.	Any clear question relating to science. Must include a verb. Eg <i>Tu aimes/étudies les sciences/la chimie ?</i>	Inappropriate form or incomplete question that causes a delay in communication. Eg <i>Etude les sciences ?</i>	Message not communicated. Cue only used. Eg <i>Sciences ?</i>
e	! Que penses-tu de l'uniforme scolaire ?	Any opinion. Verb not required. Eg <i>Démodé/Je n'aime pas.</i>	Inappropriate form that causes a delay in communication. Eg <i>Uniforme affreux.</i>	Message not communicated. Eg <i>Je porte un uniforme.</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	Petit job – où.	Any appropriate detail. Must include a verb. Eg <i>J'ai un (petit) job dans un restaurant./Je travaille dans un café.</i>	Any appropriate detail but verb omitted. Eg <i>(Dans un) restaurant.</i>	Incomprehensible pronunciation/message not communicated.
b	! Combien d'argent est-ce que tu gagnes ?	Any relevant detail. Verb not required. Eg <i>(Je gagne) vingt livres/euros.</i>	Inappropriate form that causes a delay in communication. Eg <i>Vingt (pounds).</i>	Message not communicated.
c	Voyage au travail (un détail).	Any relevant detail. Verb not required. Eg <i>(Je vais à) pied./ (Je prends le) bus.</i> Accept answers with a verb such as <i>C'est lent/long.</i>	Inappropriate form that causes a delay in communication. Eg <i>Aller (à) pied./Voyage (en) bus.</i> <i>Lent/long (alone)</i>	Incomprehensible pronunciation/message not communicated.
d	Employeur (deux détails).	Two details with a verb. Eg <i>Il est sympa et amusant./J'aime mon employeur. Il s'appelle Tom.</i>	Appropriate details but verb(s) omitted. Eg <i>Chef bon et sympa.</i>	No detail is conveyed. Eg <i>Mon chef oui.</i>
e	? Boulot idéal.	Any clear question relating to ideal job. Must include a verb. Eg <i>Quel est ton boulot idéal ?/Tu as un boulot/job/travail idéal ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>Ton boulot idéal ?</i>	Message not communicated. Cue only used. Eg <i>Boulot idéal ?</i> Poor pronunciation. Eg <i>/aɪ'diəl/</i> (English pronunciation of <i>ideal</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	Activité à faire (un détail).	Any clear statement relating to sport/leisure activity. Must include a verb. Eg <i>Je veux nager./J'ai une réservation pour le badminton./Je joue au foot.</i>	Inappropriate form that causes a delay in communication or does not include a verb. Eg <i>La piscine.</i>	Incomprehensible pronunciation/message not communicated.
b	Commencer – quand.	Any relevant detail. Verb not required if a direct response to question asked. Eg <i>Je commence à dix heures./C'est pour dix heures.</i>	Inappropriate form that causes a delay in communication. Eg <i>Commencer (à) dix heures.</i>	No/wrong message conveyed.
c	! C'est pour combien de personnes ?	Any relevant detail. Verb not required. Eg <i>(Pour) deux (personnes).</i>	Inappropriate form that causes a delay in communication. Eg <i>Combien deux.</i>	No/wrong message conveyed.
d	Sport préféré (un détail).	Any relevant preference. Must include a verb. Eg <i>J'aime mieux/Je préfère le tennis./Mon sport préféré est la natation.</i>	Inappropriate form that causes a delay in communication or does not include a verb. Eg <i>La natation.</i>	Incomprehensible pronunciation/message not communicated.
e	? Prix.	Any clear question relating to price. Must include a verb. Eg <i>C'est combien ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>(Et) le prix ?/Combien ?</i>	Message not communicated. Cue only used. Eg <i>Prix ?</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	Chercher un article électronique - quoi.	Any relevant detail. Verb not required if a direct response to question asked. Eg <i>(Je cherche/Je veux acheter) un jeu-vidéo/un portable/un ordinateur.</i>	Inappropriate form that causes a delay in communication. Eg <i>Mon portable super.</i>	Incomprehensible pronunciation/message not communicated. <i>Je cherche un article (électronique).</i>
b	! Quelle sorte de prix voulez-vous payer ?	Any relevant detail. Verb not required. Eg <i>Vingt euros/livres.</i>	Inappropriate form that causes a delay in communication. Eg <i>Je voulez payer cinq cents livres/euros./ Cent pounds.</i>	Incomprehensible pronunciation/message not communicated.
c	? Réductions pour étudiants.	Any clear question relating to reductions for students. Must include a verb. Eg <i>Vous offrez/offrir // Il y a des réductions pour (les) étudiants ?</i>	Question asked but appropriate verb form omitted from otherwise OAR. Eg <i>Offrir (des) réductions pour étudiants ?</i>	Message not communicated. Cue only used. Eg <i>Réductions pour étudiants ?</i>
d	L'informatique au collège (un détail).	Any relevant detail. Eg <i>J'utilise l'informatique pour mes devoirs.</i> Verb not required if a direct response to question asked. Eg <i>Oui, le mercredi.</i>	Inappropriate form that causes a delay in communication. Eg <i>Etudier l'informatique au collège./ L'informatique au collège, j'étudie.</i>	Message not communicated. <i>L'informatique au collège, oui.</i>
e	Facebook – votre opinion.	Any opinion. Verb not required. Eg <i>J'aime Facebook./Je préfère Twitter./ Amusant.</i>	Inappropriate form that causes a delay in communication. Eg <i>Facebook bon.</i>	Incomprehensible pronunciation/message not communicated.

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	? Concerts.	Any clear question relating to concerts. Must include a verb. Eg <i>Aimes-tu les/Tu vas aux concerts ?</i> <i>Quel est ton concert préféré ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>Un/Les concert(s) ?</i>	Message not communicated. Cue only used. <i>Concert(s) ?</i>
b	Festival de musique ici – heure.	Any clear statement relating to the time of a musical event/concert. Must include a verb. Eg <i>Il y a un festival/Le concert est/commence à six heures.</i>	Inappropriate form that causes a delay in communication or verb is omitted. Eg <i>Festival musical six heures.</i>	Incomprehensible pronunciation/message not communicated.
c	Musique – préférence (un détail).	Any clear statement relating to a musical preference. Must include a verb. Eg <i>J'adore/Je préfère la musique classique.</i>	Inappropriate form that causes a delay in communication, no verb or preference not stated. Eg <i>Le rock, super.</i>	Incomprehensible pronunciation/message not communicated.
d	! Qu'est-ce que tu penses des émissions musicales à la télévision ?	Any appropriate detail. Verb not required. Eg <i>J'aime/Ennuyeuses.</i> Accept teacher using <i>télé</i> in cue.	Inappropriate verb form that causes a delay in communication. Eg <i>Musical intéressant.</i>	Incomprehensible pronunciation/message not communicated.
e	Dîner ce soir (un détail).	Any appropriate detail. Verb not required if a direct response to question asked. Eg <i>Oui. (Aller au) restaurant./</i> <i>Je vais manger à la maison (ce soir).</i>	An appropriate detail but ambiguous or unclear. Eg <i>Je dinner avec des amis.</i> (Anglicised pronunciation of dinner)	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	Résultats scolaires (deux détails).	Any appropriate details. Eg <i>(Je reçois) toujours de bonnes notes/(Je suis) fort(e) en maths mais nul(le) en histoire.</i> <i>Bon(ne) en maths. Pas bon(ne) en histoire.</i>	One detail only. Eg <i>Je suis fort(e) en sciences.</i> Wrong possessive adjective undermines message. Eg <i>Tes résultats bons et intéressants.</i> (Credit second detail – see mark scheme p30, General Principles, boxes 13 & 14)	Incomprehensible pronunciation/message not communicated.
b	Matières – une préférence et une raison.	A preference and a reason with verbs. Eg <i>Je préfère les maths. Le prof enseigne bien./Je préfère l’anglais. Les maths sont dures.</i>	Both details but verb(s) omitted from otherwise OAR. Eg <i>Je préfère les maths. Le prof bon.</i> One detail only: <i>Je préfère les maths.</i>	Both details but without verb use. Eg <i>Les maths. Bon prof.</i>
c	Tes efforts l’année dernière (un détail).	Clear statement using past tense verb. Eg <i>(L’année dernière) j’ai beaucoup travaillé/ étudié.</i>	Appropriate details but verb incorrect or omitted. Eg <i>(L’année dernière) j’avez beaucoup étudié./ Bien travaillé.</i>	Message not communicated.
d	! Qu’est-ce que tu penses des devoirs ? ... Pourquoi ?	Any relevant details. Must include a verb in reason. Eg <i>Je n’aime pas. Ils sont/C’est ennuyeux./ Important(s). Ils m’aident à comprendre.</i>	Inappropriate form(s) that causes a delay in communication. Eg <i>Devoirs faciles. Pourquoi utile.</i> One detail only. Eg <i>Ennuyeux.</i>	Message not communicated.
e	? Sport.	Any clear question relating to sport. Must include a verb. Eg <i>Quel sport fais-tu ?/Tu joues au rugby au collège ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>Rugby au collège ?</i>	Incomprehensible pronunciation/message not communicated. Cue only used. Eg <i>Sport ?</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	Les devoirs – un avantage et un inconvénient.	Any two appropriate details. Eg <i>Les devoirs sont utiles mais ça prend du temps./ Utiles mais ennuyeux.</i>	Two appropriate details but inappropriate verb form causes a delay in communication. Eg <i>Ce serait utile mais ennuyeux.</i> One detail only. Eg (<i>Les devoirs sont</i>) <i>utiles.</i>	Incomprehensible pronunciation/message not communicated.
b	Les portables au collègue – une opinion et une raison.	Any two appropriate details with verb(s). Eg <i>Il est important d'avoir mon portable pour rester en contact.</i>	Two appropriate details but no verb or inappropriate verb form that causes a delay in communication. Eg <i>Important pour le contact.</i> One detail only. Eg <i>Je veux rester en contact.</i>	Incomprehensible pronunciation/message not communicated. One detail only without a verb: <i>Important.</i>
c	Visite scolaire future (deux détails).	Clear statement(s) using future time frame. Eg <i>(Oui.) La semaine prochaine nous allons à/ visitons/allons visiter Londres./Je voudrais aller au théâtre pour voir une pièce.</i>	Appropriate details but verb incorrect or omitted. Eg <i>J'irai aux Alpes. Je ski.</i> One detail only. Eg <i>Je voudrais faire du ski.</i>	Incomprehensible pronunciation/message not communicated. One detail without a verb. Eg <i>(Le) ski/théâtre/Londres.</i>
d	! Et, qui est ton professeur favori ? ... Pourquoi ?	Any two appropriate details. Must include a verb in reason. Eg <i>M. Dupont/Mon prof de sciences. Il est marrant.</i>	One detail only. Eg <i>M. Dupont./Marrant.</i>	Message not communicated.
e	? Emploi du temps.	Any clear question relating to timetable(s). Must include a verb. Eg <i>A quelle heure tu commences le matin ?/Ton emploi du temps est bon ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>Et ton emploi du temps ?</i>	Incomprehensible pronunciation/message not communicated. Cue only used. Eg <i>Emploi du temps ?</i>

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	Travail futur en France – raison.	Clear statement using future time frame. Must include a verb. Eg <i>Je voudrais/vais/veux travailler en France pour améliorer mon français.</i> Accept <i>Je veux ...</i> given the context.	Appropriate references but verb is incorrect or omitted. Eg <i>Je travailler en France pour l'expérience.</i>	Incomprehensible pronunciation/ message not communicated.
b	Combien de temps et quand (deux détails).	Any reference to duration and when. Verb not required. Eg <i>(Je veux travailler pour) deux semaines en été.</i>	One detail only. Eg <i>Deux semaines./En été.</i>	Incomprehensible pronunciation/ message not communicated.
c	! En ce moment, où est-ce que vous étudiez ? ... et quelle matière étudiez-vous ?	Any reference to a location and a subject. Verb not required. Eg <i>Manchester. Français.</i>	One detail only. Eg <i>Français.</i>	Incomprehensible pronunciation/ message not communicated.
d	? Logement.	Any clear question about accommodation. Must include a verb. Eg <i>Vous organisez le logement ?/Je peux rester chez une famille ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>(Et) le logement ?</i>	Message not communicated. Cue only used. Eg <i>Logement ?</i>
e	Activités de loisir (deux détails).	Any two appropriate details with verb(s). Eg <i>J'aime visiter les lieux historiques et me promener./ J'aimerais visiter les musées et voir la Rive Gauche.</i> Verb not required if a direct response to question. Eg <i>Le foot et le cricket.</i>	Two appropriate details but no verb or inappropriate verb form that causes a delay in communication. Eg <i>(La) natation et préférer tennis.</i> One detail only with a verb. Eg <i>Je préfère nager.</i>	Incomprehensible pronunciation/ message not communicated. One detail without a verb. Eg <i>Natation.</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	Arrivée à l'hôtel – quand et avec qui.	Clear statement referring to when and with whom using past tense verb(s)/time frame. Eg <i>Je suis arrivé(e) hier avec ma sœur. / Ma sœur et moi, nous sommes là depuis mardi.</i>	Appropriate details but verb incorrect or omitted. Eg <i>J'arrivé hier avec ma sœur.</i> One detail only with a correct verb form. Eg <i>Je suis arrivé(e) hier.</i>	One detail only without a correct verb form. Eg <i>Hier./Ma soeur.</i>
b	Problème avec votre chambre (un détail).	Any appropriate detail with verb. Eg <i>La douche ne marche pas/il n'y a pas de savon (dans ma chambre).</i>	One detail without a verb. Eg <i>La douche.</i>	Incomprehensible pronunciation/ message not communicated.
c	! Quel est votre nom ? ... Et, quel est le numéro de votre chambre ?	Any two appropriate details. Verb not required. Eg <i>Smith. Deux cent cinq.</i>	One detail only. Eg <i>Smith.</i>	Incomprehensible pronunciation/ message not communicated.
d	Activités pendant votre visite (deux détails).	Any two appropriate details with verb(s). Eg <i>Je rends visite à la famille et je mange bien.</i> Verb not required if a direct response to question. Eg <i>Du shopping (et) du ski.</i>	One detail only with a verb. Eg <i>Je fais du tourisme.</i> Two details without a verb and without partitive article. Eg <i>Shopping (et) ski.</i>	Incomprehensible pronunciation/ message not communicated.
e	? Piscine – heure d'ouverture.	Any clear question about swimming pool opening time(s). Must include a verb. Eg <i>Quand ouvre la piscine ?/La piscine est ouverte ce soir ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>(Et) l'heure/les heures d'ouverture de la piscine ?</i>	Message not communicated. Cue only used. Eg <i>(La) piscine heures d'ouverture ?</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	Exercice physique – vos habitudes (deux détails).	Any two appropriate details. Verb not required if a direct response to question asked. Eg <i>Je joue au foot chaque mardi/ (Oui), la natation et le tennis.</i>	Two details but verb required and is incorrect. Eg <i>Je jouer au foot et rugby.</i> One detail only, including a verb. Eg <i>Oui, je joue au basket.</i>	Incomprehensible pronunciation/ message not communicated. One detail only, without a verb and without <i>oui</i> . Eg <i>(Le) ping-pong.</i>
b	Votre régime alimentaire (deux détails).	Any two appropriate details. Eg <i>Je mange sain. Je bois de l'eau./C'est sain. Je suis végétarien(ne). / Sain et équilibré.</i>	One detail only with verb. Eg <i>Je suis végétarien(ne).</i> One detail only without verb as elliptical response to question. Eg <i>Sain/Équilibré.</i>	Message not communicated. Eg <i>L'eau.</i>
c	Dernier repas – quand et quoi.	Clear statement referring to when and what eaten using past tense verb(s). Eg <i>J'ai mangé du pain au petit déjeuner./J'ai pris un steak (vers huit heures) hier soir.</i>	Appropriate details but verb incorrect or omitted. Eg <i>Je mangé du pain au petit déjeuner.</i> One detail only with a correct verb form. Eg <i>J'ai mangé à midi.</i>	One detail only without a correct verb form. Eg <i>Midi/(Des) saucisses.</i>
d	! Qu'est-ce que vous prenez comme fruits ? ... et comme légumes ?	Any two appropriate details. Verbs not required. Eg <i>(Je prends des) oranges ... (et de la) salade.</i>	One detail only. Eg <i>(Je prends de la) salade.</i>	Incomprehensible pronunciation/ message not communicated. Eg <i>Fruit, oui.</i>
e	? Conseil.	Any clear question about advice. Must include a verb. Eg <i>Vous avez des conseils/Qu'est-ce que vous (me) conseillez ?</i>	Question asked but verb incorrect or omitted from otherwise OAR. Eg <i>Possible conseil ?</i>	Message not communicated. Cue only used. Eg <i>Conseil ?</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	Ta ville – un avantage et un inconvénient.	Any appropriate details. Eg <i>Ma ville est belle mais (c'est) petit(e). / Grande et moche.</i>	Appropriate references but verb(s) incorrect. Eg <i>Mon village regarde beau mais petit.</i> One detail only. Eg <i>(Ma ville est) intéressante.</i>	Incomprehensible pronunciation /message not communicated.
b	Ta ville dans le passé (un détail).	Any appropriate detail with a past tense verb form. Eg <i>Ma ville était importante au Moyen Age./J'ha bitais à Londres</i>	Any appropriate detail but verb is incorrect or omitted. Eg <i>La revolution industrielle (commence) ici.</i>	Incomprehensible pronunciation /message not communicated.
c	! Tu préfères la ville ou la campagne ? ... Pourquoi ?	A preference and a reason. Must include a verb in reason. Eg <i>La campagne. C'est tranquille.</i>	Appropriate detail but inappropriate verb form that causes a delay in communication. Eg <i>Je préférer la ville. Beaucoup à faire.</i> One detail only. Eg <i>La ville.</i>	Incomprehensible pronunciation /message not communicated.
d	La circulation dans ta région – une opinion et une raison.	One opinion and a reason. Verb required in reason at least. Eg <i>La circulation est pénible. Il y a trop de voitures.</i>	Appropriate references but verb(s) incorrect or omitted. Eg <i>Affreux. Trop de voitures.</i> One detail only. Eg <i>Il y a trop de voitures.</i>	One detail only, without a verb. Eg <i>Trop de voitures.</i>
e	? Attraction recommandée.	Any clear question relating to an attraction. Must include a verb. Eg <i>Il y a une attraction à visiter ?/Qu'est-ce qu'il y a pour les touristes ?</i>	Question asked but verb omitted from otherwise OAR. Eg <i>Une attraction à visiter ?</i>	Cue only used. Eg <i>Attraction recommandée ?</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	Une table (deux détails).	Any appropriate details. Verb not required. Eg <i>(Je veux) une table pour deux près de la fenêtre.</i>	Inappropriate form that causes a delay in communication. Eg <i>Préférer une table deux personnes ici.</i> One detail only. Eg <i>(Je veux) une table pour deux.</i>	Incomprehensible pronunciation/message not communicated.
b	Dernière visite à ce restaurant - quand et une opinion.	Any two appropriate details. Must include appropriate past tense verb(s). Eg <i>La dernière fois que j'ai mangé ici, le poisson était bon./J'ai mangé ici samedi. Il y avait trop de monde.</i>	Any two appropriate details but at least one verb form omitted. Eg <i>La semaine dernière, (c'était) bon.</i> <i>(J'ai mangé) ici la semaine dernière. Bon.</i>	Incomprehensible pronunciation/message not communicated.
c	! Quelle sorte de cuisine préférez-vous ? ... Pourquoi ?	Any two appropriate details. Verb required in reason. Eg <i>Italien(ne). C'est délicieux.</i>	Appropriate details but inappropriate verb form that causes a delay in communication. Eg <i>Préférer italien(ne). (C'est) délicieux.</i> One appropriate detail only. Eg <i>Je préfère (la cuisine) italien(ne).</i>	Incomprehensible pronunciation/message not communicated.
d	Différence – France et Angleterre (un détail).	Any appropriate detail with verb. Eg <i>La France est plus grande.</i>	Appropriate detail but verb incorrect or omitted. Eg <i>France beau.</i>	Incomprehensible pronunciation/message not communicated.
e	? Patron.	Any clear question about the manager. Must include a verb. Eg <i>Le patron est là ce soir ?/C'est qui, le patron (maintenant) ?</i>	An attempt at a question but without a correct finite verb. Eg <i>Qui le patron ?</i>	Cue only used. Eg <i>Patron ?</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	Mariage – ton opinion (un détail).	Any appropriate opinion with a verb. Eg <i>(Je crois que) le mariage est une bonne chose/difficile./</i> <i>Je voudrais me marier (un jour).</i>	Appropriate opinion. Verb incorrect or omitted. Eg <i>Le mariage dur.</i>	Incomprehensible pronunciation/message not communicated.
b	? Repas de mariage.	Any clear question about the wedding meal. Must include a verb. Eg <i>Tu aimes le repas de mariage ?/Qu'est-ce qu'on mange à un mariage ?</i>	An attempt at a question but without a correct finite verb. Eg <i>Tu aimer le repas ?</i>	Cue only used. Eg <i>Repas de mariage ?</i>
c	Cadeau - quoi et une raison.	Any appropriate detail with a reason. Must include appropriate verb form in reason. Eg <i>(J'ai offert) des verres. Ils sont très pratiques.</i>	Any appropriate detail with a reason, but correct verb(s) omitted. Eg <i>Un cadre photo. Chouette.</i> One detail only. <i>Une lampe.</i>	Incomprehensible pronunciation/message not communicated.
d	Projets pour ce soir (deux détails).	Any two appropriate details. Finite verb(s) not required if a direct response to question. Eg <i>(Je vais) danser avec mes amis.</i>	Appropriate details but inappropriate verb form that causes a delay in communication. Eg <i>Je danser et parler avec mes cousins.</i>	Incomprehensible pronunciation/message not communicated.
e	! Quelle est ta fête préférée ? ... Pourquoi ?	Any appropriate detail. Verb required in reason. Eg <i>(Je préfère) Noël. J'aime bien être en famille.</i>	Appropriate details but inappropriate verb form that causes a delay in communication. Eg <i>Préférer le vingt-sept mars. Mon anniversaire.</i>	Incomprehensible pronunciation/message not communicated.

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	Réservation (deux détails).	Any two appropriate details. Must include appropriate verb form(s). Eg <i>J'ai une réservation pour [name of film] à sept heures./</i> <i>J'ai réservé hier en ligne./</i> <i>Je voudrais deux billets/tickets pour sept heures.</i>	Appropriate details but verb(s) incorrect or omitted. Eg <i>Réservation pour [name of film] pour deux personnes.</i> One detail only: <i>J'ai réservé pour X.</i>	Incomprehensible pronunciation/message not communicated.
b	! Vous voulez quel snack ? ... Et quelle boisson ?	Two appropriate details. Verb(s) not required. Eg <i>Popcorn ... (de l') eau.</i>	One detail only: <i>(Un) Coca.</i>	Incomprehensible pronunciation/message not communicated.
c	Films au cinéma – un avantage et un inconvénient.	Two appropriate details with verb(s). Eg <i>J'adore le grand écran mais c'est cher.</i>	Appropriate details but verb(s) incorrect or omitted. Eg <i>Fantastique (mais) cher.</i> One detail only: <i>C'est cher.</i>	Incomprehensible pronunciation/message not communicated.
d	Dernier film (deux détails).	Any appropriate details. Must include verb(s). Eg <i>J'ai vu X. C'est/C'était superbe.</i>	Appropriate details but verb(s) omitted. Eg <i>X. Superbe.</i> One detail only: <i>J'ai regardé X.</i>	Incomprehensible pronunciation/message not communicated.
e	? Fin du film.	Any clear question about the end of the film. Must include a verb. Eg <i>A quelle heure finit le film ?/Le film finit bien ?</i>	An attempt at a question but a correct finite verb is omitted. Eg <i>A quelle heure le film ?</i>	Cue only used. Eg <i>Fin du film ?</i>