
GCSE

FRENCH

8658/SF+SH

Paper 2 Speaking (Foundation and Higher)

F+H

Specimen mark scheme

June 2018

v1.0

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

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

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each 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 answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer 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 answer. With practice and familiarity you will find that for better answers 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 answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer 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 response 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 descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at both Foundation 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 |
| Conversation | 10 | | 10 | 5 | 5 | 30 |
| Total | 35 | 5 | 10 | 5 | 5 | 60 |

Foundation Tier

Part 1

Role-play - Assessment criteria

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]

For each 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

- 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.
- 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.
- 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.

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. |

Role plays: 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 and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 6-8.

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

At Foundation Tier

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

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

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

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

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

To exemplify application of the marking criteria in relation to an individual role-play, Foundation Tier role-play 1 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher’s Role and the assessment criteria.

Student 1

1. Mon collègue est grand. Il y a mille élèves.
2. Je prends ma déjeuner.
3. J’aime le science car c’est intéressant.
4. Je veux rester à mon collège.
5. Quelle est ta matière préférée ?

Communication (10 marks)

All tasks are communicated without ambiguity.

Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to the tasks. There are only two minor errors of gender (*ma déjeuner* and *le science*).

Student 2

1. Mon collègue est grande et belle.
2. Je joue le foot.
3. J’ aime la science. C’est utile.
4. Non. Je reste à l’école.
5. Ta matière favori ?

Communication (8 marks)

Tasks 1, 2 and 3 all score two marks. There are minor errors of adjectival agreement in Task 1, but the message is unambiguous. Similarly in Tasks 2 and 3, the minor errors there have no impact on communication of required messages. Task 4 scores one mark. The use of *Non* leads to some ambiguity, as there is doubt whether the student actually wants to remain at school. Task 5 scores one mark. The absence of a verb leads to some ambiguity here, even if the interrogative intonation is good. The intended message may be, for example, to ask what the friend’s favourite subject is; alternatively, the intention could be to ask if they have their favourite lesson next. The absence of a verb leads to a lack of precision.

Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to the tasks. The language used is appropriate for conveying the required messages, but the missing verb in Task 5 indicates a grammatical shortcoming. The incorrect adjectival agreements in Tasks 1 and 5, and the omission of the notion of *à* in Task 2 have no effect on communication, however and it is only the inclusion of *Non* in Task 4, which leads to a little confusion.

Student 3

1. Ma collage.
2. aller le cantine.
3. Je détesté science.
4. Je voudrais aller le lycée.
5. Quelle est votre matière favori ?

Communication (6 marks)

Tasks 4 and 5 receive two marks each. The errors are the omission of à in Task 4 and the formal use of *votre*, together with incorrect adjectival agreement in Task 5, but these do not have a bearing on communication. Tasks 2 and 3 get one mark each. The use of the infinitive in Task 2 does not give us the subject or tense of the verb and is therefore ambiguous. In Task 3, a part of the message is just about conveyed despite the dubious tense (students are asked for an opinion and a reason). No marks are awarded for Task 1, as the required information is not communicated.

Knowledge and use of language (3 marks)

The student shows reasonable knowledge and use of language in relation to the tasks. Two of the tasks are accomplished well with the use of an appropriate verb, despite the incorrect register in the question task. The language used in Task 2 is sufficient to convey partially the required message, although it lacks a conjugated verb. Task 3 has an ambiguous verb. As the student is unable to answer Task 1, it must be assumed that this reflects a gap in linguistic knowledge.

Student 4

1. Le collège grand.
2. Je joue basket.
3. J'aime science. C'est super.
4. Je allé septembre.
5. Qu'est-ce que ma subject favorite ?

Communication (5 marks)

Tasks 2 and 3 both receive two marks. In spite of errors, the messages are conveyed without ambiguity. Task 1 gets one mark. One item is communicated. Tasks 4 and 5 score 0. In both tasks the errors are such that no parts of the messages are conveyed.

Knowledge and use of language (2 marks)

The student shows limited knowledge and use of language. The two tasks which use correct verbs are still not perfect and, although they convey the required messages sufficiently well for the award of two marks each under Communication, grammatical inaccuracies are present. The language used in Task 4 is inappropriate, whilst in Task 5 there is no verb, the wrong possessive adjective is used and the use of the English word 'subject' creates confusion. The only other task in which any information is conveyed successfully is Task 1, and that is via the use of a noun and adjective only, which gives partial information in relation to the task.

Student 5

1. Le collage petite.
2. Je mange fromage sandwich.
3. J'ai science.
4. C'est je collage.
5. (No answer)

Communication (3 marks)

Task 2 is given two marks. The language is not correct in that there is no article and *fromage* is incorrectly placed, but the message is conveyed without ambiguity. Task 1 receives one mark. The language is poor and the omission of a verb creates confusion, but there is just enough there to suggest that the school is small. Tasks 3 and 4 both score 0. In Task 3, the verb is inappropriate and conveys nothing requested by the task. In Task 4, the response makes no sense and Task 5 receives no response at all.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. Only one verb is used correctly and appropriately. Two of the other three tasks attempted use inaccurate language. Task 1 is the only one of these that can even be classed as 'ambiguous'. The other task shows a gap in the student's knowledge, as it is not attempted.

Student 6

1. Je collège.
2. Football.
3. Science.
4. Oui.
5. Dessin ?

Communication (1 mark)

Task 2 gets one mark. The absence of a verb means that the message is ambiguous. For example does the student play football or watch it? All other tasks score 0, as they do not convey any part of the required messages.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. There is just one piece of language which communicates anything in relation to the tasks and that is the word *football*. Nevertheless, the language used is just sufficient to convey a little information.

Foundation Tier**Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

[15 marks]

| 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.

Foundation Tier**Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Foundation Tier, the Conversation should last between three and five minutes.

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.

[30 marks]

| 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 students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

| 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. |

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

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

Notes

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

Higher Tier**Part 1****Role-play - Assessment criteria**

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]**For each 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.

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. |

Role plays: 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 and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 16-18.

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

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

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

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

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

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

To exemplify application of the marking criteria in relation to an individual role-play, Higher Tier role-play 10 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

Student 1

1. Je suis allé au concert avec mes amis.
2. J'adore l'ambiance des concerts.
3. Je fais mes devoirs et je regarde la télé.
4. J'adore le musique rock.
5. Quelle sorte de musique aimes-tu ?

Communication (10 marks)

All tasks are communicated without ambiguity.

Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to the tasks. There is only one minor error of gender (*le musique*) over the five tasks. There is correct use of the present and perfect tenses.

Student 2

1. Je suis allé voir Taylor Swift avec ma sœur.
2. J'aime aller voir mes chanteurs préférés.
3. J'écoute la musique et je joue sur ma X Box.
4. Le rap. J'adore les paroles.
5. Quelle sorte de musique ?

Communication (9 marks)

Almost all tasks are completed successfully. The only task that does not get two marks is Task 5, where the omission of a correct verb form leads to some ambiguity, even if the interrogative intonation is good. The intended message could be, for example, to ask what the friend's favourite music is; alternatively, the intention could be to ask what sort of music they do not like. The absence of a verb leads to a lack of precision.

Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to almost all of the tasks. The language used is appropriate for conveying the required messages, the minor error of gender in Task 3 having no effect on the communication of the intended message. The omission of the verb in Task 5 is a more serious error, however, as it does affect communication. Nevertheless, with the exception of Task 5, verb usage and tense formation are always correct, and so 4 marks are awarded.

Student 3

1. Je suis allé au concert.
2. (No answer)
3. Ecouter la musique et regarder la télé.
4. Le rock me plaît. C'est super.
5. Quelle sorte de musique aimez-vous ?

Communication (6 marks)

Tasks 4 and 5 receive two marks each. The only minor error is the use of *vous* in Task 5 but this does not have a bearing on communication and both tasks are communicated effectively. Tasks 1 and 3 get one mark each. In Task 1 only part of the message is conveyed as students are asked to provide two pieces of information (**Concert hier – avec qui**) and the use of the infinitives in Task 3 does not give us the subject or tense of the verb and is therefore ambiguous. There is no response to Task 2.

Knowledge and use of language (3 marks)

The student shows reasonable knowledge and use of language in relation to the tasks. Two of the tasks are accomplished precisely with the use of appropriate verbs, despite the incorrect register in the question task. The language used in Task 1 is sufficient to convey partially the required message. Task 3 lacks a conjugated verb, although the use of the infinitive here leads to ambiguity rather than the loss of the message. As the student is unable to answer Task 2, it must be assumed that this reflects a gap in linguistic knowledge.

Student 4

1. Un concert avec amis.
2. Gentil.
3. Fais mes devoirs et je sors avec copains
4. Musique classique. C'est relaxant.
5. J'aime la musique ?

Communication (5 marks)

Tasks 3 and 4 both receive two marks. In spite of errors, the messages are conveyed without ambiguity. Task 1 gets one mark. Scant information is offered but the message is partially conveyed. Tasks 2 and 5 score 0. In Task 2, a relevant verb is omitted and no valid opinion is given; in Task 5, the incorrect person of the verb is a serious error which leads to no part of the message being conveyed.

Knowledge and use of language (2 marks)

The student shows limited knowledge and use of language. The two tasks which use a correct verb are still not perfect and, although they convey the required messages sufficiently well for the award of two marks each under Communication, grammatical inaccuracies are conspicuous. The only other task in which any information is conveyed successfully is Task 1, and that is via the use of nouns only, resulting in ambiguity, as the student may have watched a concert on TV, online or been to a concert.

Student 5

1. Concert.... avec amis.
2. (No answer)
3. Tu regardes la télé et écoutes la musique.
4. Hip Hop parce que est cool.
5. Non.

Communication (3 marks)

Task 4 is given two marks. The language used in the response is brief and incorrect as far as the omission of the definite article and subject pronoun. However, the message is still unambiguous. Task 1 receives one mark. The language is limited and the omission of a verb creates confusion, but there is just enough there to suggest what the student did and with whom. Tasks 2 and 3 both score 0. In Task 2, the student offers no response. In Task 3, the incorrect person of the verb is used and so no part of the required message is conveyed.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. The student does not display an ability to use verbs effectively. Three verbs are used, two of which are dependent on the incorrect person and the other has no subject pronoun. Two of the other three tasks attempted use inaccurate or inappropriate language, with Task 1 the only one where the language used is sufficient to convey a partial message.

Student 6

1. Nous aller amis.
2. Oui j'allier concerts.
3. Regarder la télé.
4. Musique.
5. Tu aimes il ?

Communication (1 mark)

Task 3 gets one mark. Despite the use of the infinitive, given the context, sufficient information is provided to convey the first part of the task. However the student fails to provide a second activity. All other tasks score 0, as they do not convey any part of the required messages.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. The only language which communicates anything in relation to the tasks is *regarder la télé*, which highlights the student's limitations in handling verbs. Nevertheless, the language used is just sufficient to convey a little information.

Higher Tier**Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

[15 marks]

| 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.

Higher Tier**Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Higher Tier, the Conversation should last between five and seven minutes.

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.

[30 marks]

| 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 students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

| 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. |

| 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.