



General Certificate of Secondary Education

French 3651 *Specification A*

3651/S Speaking

Mark Scheme

2007 examination - June series

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

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

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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.

Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
	Maximum Total	36

Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

3 Role-playing Situations

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may 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 assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4 Presentation & Discussion and Conversation

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.

4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0**. In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher Tiers.

4.6

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks must include two of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion	Max 5
4	4, 5, 6 marks 4 marks or more must include Past and Present and Future and opinion Revert to 3 if 2 time frames only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (e.g. 1 + 0 + 0 would not be possible).

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. "An attempt at an appropriate verb form" = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.7 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.8 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.
- 4.9 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5 Exemplar Mark Sheet

See overleaf.

Exemplar Mark Sheet

**GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet**

Language _____



Full/Short Course
* delete as appropriate

Centre No

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Tape No _____

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C	RC+P A ÷ 3 Q*	C+S F + Q T	C	S/F	R/C	P/A		
0001	Garden, Lilly	H	12	C	1	3	3	2	9	5	3	0	3 P/A 2	2	5	2	2	2	2	8	18

Name.....(Examiner) (Please Print)

* Round up or down to the nearest whole number (i.e. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT**Role-Playing Situations**

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

*Without significant error" = grammatically correct (but may contain **one** minor error). If an answer contains more than one minor error a maximum of 3 marks may be awarded.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

Presentation & Discussion	Marks
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion only)	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

General Conversation	Marks
Communication	4
Spontaneity and Fluency	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
TOTAL	20

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

RAW MARK	SCALED MARK
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

PRESENTATION & DISCUSSION GRID

RAW SCORE FOR QUALITY	SCALED MARK OF LANGUAGE
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

Abbreviations used:

t.c tout court

pron. Pronunciation

ocr otherwise correct response

CCR candidate choice of response

nfp no further penalty

✓ tolerate a response which may be less than perfect

ROLE-PLAY 1 FOUNDATION			
TASK	2	1	0
a) <i>Tu as un animal à la maison?</i> Say what pet you have ?	CCR e.g. <i>(J'ai) (un) chien.</i>	<i>Je suis un chien.</i> Mangled pron. Wrong tense	<i>J'aime ...</i>
b) <i>Quel âge a-t-il?</i> Say how old it is.	CCR e.g. <i>(Il a) 2 ans</i>	<i>Il est 2 ans</i> <i>Il est/a 2 t.c.</i> 2 t.c.	
c) <i>Comment est-il?</i> Describe it (one detail).	CCR e.g. <i>(Il est) noir/petit.</i>	<i>Il a ...</i>	
d) Ask if he/she likes animals.	<i>Tu aimes(les) animaux ?</i> <i>les animal(s) ?</i> <i>un animal ?</i> <i>les chiens ?</i>	<i>Aimé forms</i> <i>Tu aimes le chien ?</i> <i>l'animal ?</i> <i>Tu j'aime...</i> Wrong intonation	

ROLE-PLAY 2 FOUNDATION			
TASK	2	1	0
a) <i>Oui, monsieur/mademoiselle?</i> Say what meat you want.	CCR <i>Je voudrais des saucisses</i> <i>Des saucisses s.v.p.</i>	<i>J'aime...</i> <i>des saucisses t.c.</i>	
b) <i>Vous en voulez combien?</i> Say how much you want.	CCR <i>quatre</i> <i>un kilo</i>		
c) <i>Et avec ça?</i> Say that's all.	<i>C'est tout</i> <i>rien</i>	<i>non</i>	
d) Ask how much it costs.	<i>c'est combien ?</i>	<i>Combien ? t.c.</i>	

ROLE-PLAY 3 FOUNDATION			
TASK	2	1	0
a) <i>Ta sœur travaille ?</i> Say what her job is.	CCR Elle est prof	<i>Oui. t.c.</i> <i>Prof. t.c.</i>	.
b) <i>Elle est mariée ?</i> Say she is divorced.	Elle est divorcée	<i>séparée</i>	<i>non t.c.</i> <i>elle n'est pas mariée</i>
c) <i>Elle a des enfants?</i> Say how many children she has.	CCR <i>(Elle a) un(enfant)</i> <i>(elle n'a)pas d'enfants</i> <i>Non t.c.</i>	Elle est... <i>Oui</i>	
d) Ask if your friend has brothers/sisters.	<i>Tu as des frères ?</i> <i>(ou des sœurs) ?</i> <i>Tu as un frère ?</i> <i>une sœur ?</i>	Tu es....?	

ROLE-PLAY 4 FOUNDATION			
TASK	2	1	0
a) <i>La boum commence à quelle heure ?</i> Say what time it starts.	CCR e.g. (<i>Ça commence à</i>) 7h.	Pron. hours in OCR <i>7 et demie heures</i>	Number only t.c. .
b) <i>Qu'est-ce qu'on mange?</i> Say what there is to eat.	CCR e.g. (<i>Il y a</i>) (<i>des</i>) <i>chips</i> (<i>on/je mange</i>)		<i>Chips</i> Eng. pron. Free
c) <i>Qu'est-ce que tu voudrais comme cadeau?</i> Say what present you would like.	CCR e.g. (<i>Je voudrais</i>) <i>un portable</i>		
d) Ask if your friend likes parties.	<i>Tu aimes les boums?</i> <i>J'aime... et toi?</i> <i>Surprises-parties</i> <i>fêtes</i>	<i>Tu j'aime...?</i> <i>Tu aimes les parties?</i>	<i>Parties</i> Eng. Pron.

ROLE-PLAY 5 FOUNDATION			
TASK	2	1	0
a) <i>Oui, monsieur/mademoiselle?</i> Say you would like to swim.	<i>Je voudrais nager/faire de la natation</i> <i>Je voudrais la natation</i>	<i>La natation t.c.</i> <i>Nager t.c.</i>	La piscine
b) <i>Vous êtes combien?</i> Say how many you are.	CCR e.g. (<i>Nous sommes/il y a</i>) <i>4 (personnes)</i>	Pron. persons in OCR	<i>très (3) sink(5)</i> <i>six (Eng. pron) doux (2)</i>
c) <i>Vous avez quel âge?</i> Say how old you are.	CCR e.g. (<i>J'ai</i>) <i>16 ans</i> nfp same number	<i>16 t.c.</i> <i>je suis 16 ans</i> <i>j'ai/ je suis 16 t.c.</i>	
d) Ask how much it costs.	<i>C'est combien?</i>	<i>combien ? t.c.</i>	

ROLE-PLAY 6 FOUNDATION			
TASK	2	1	0
a) <i>Tu as quel âge?</i> Say how old you are.	CCR e.g. (<i>j'ai</i>) 15 ans	<i>Je suis 15 ans</i> <i>J'ai /je suis 15 t.c.</i> 15 t.c.	<i>très (3) sink(5)</i> <i>six (Eng. pron) doux (2)</i> .
b) <i>C'est quand, ton anniversaire?</i> Say when your birthday is.	CCR e.g. (<i>c'est le</i>)(4) <i>octobre</i> past/future <i>demain</i> <i>lundi</i> etc	mangled number	mangled number & month
c) <i>Qu'est-ce que tu fais le jour de ton anniversaire ?</i> Say what you do on your birthday.	CCR e.g. <i>je vais au cinéma</i> <i>du shopping t.c.</i> <i>any noun activities which work with ' je fais'</i> past/future	Cinéma t.c.	<i>Je ne sais pas</i>
d) Ask if your friend likes parties.	<i>Tu aimes les boums ?</i> <i>J'aime... et toi ?</i> <i>Tu aimes les surprises-parties?</i> <i>fêtes</i>	<i>Tu j'aime... ?</i> <i>Tu aimes les parties ?</i>	<i>Parties</i> Eng. pron.

ROLE-PLAY 7 HIGHER					
TASK	4	3	2	1	0
a) <i>Que penses-tu du collègue ? Pourquoi ?</i>	CCR e.g. <i>J'aime le collègue (parce que)les profs sont excellents.</i>	Mangled pron. 2 + minor errors	Reason only	Opinion only Major error anywhere in response Wrong tense	
b) <i>Qu'est-ce que tu trouves stressant ? Pourquoi ?</i>	CCR e.g. <i>les examens, (ils) sont difficiles.</i>		Reason only when first part attempted	first element only	Reason only t.c.
c) <i>Qu'est-ce que tu voudrais changer au collègue ?</i>	CCR e.g. <i>Je voudrais porter le jean. Rien t.c.</i>				
d) <i>! Tu vas continuer les études ? Pourquoi/Pourquoi pas ?</i>	CCR e.g. <i>(Oui). (parce que) Je veux aller à l'université</i>			<i>Oui/non t.c.</i>	

ROLE-PLAY 8 HIGHER					
TASK	4	3	2	1	0
a) <i>Que penses-tu de travailler à l'étranger? Pourquoi?</i>	CCR e.g. <i>je voudrais faire ça (parce que) c'est utile.</i>		Reason only	Opinion only	
b) <i>!Qu'est-ce que tu as comme expérience de travail?</i>	CCR e.g. <i>J'ai fait un stage/ (j'ai) un petit job rien t.c.</i>				
c) <i>Qu'est-ce que tu voudrais faire dans la vie? Pourquoi?</i>	CCR e.g. <i>(je voudrais être) avocat C'est bien payé</i>			One element	
d) <i>Et pour faire ça?</i>	CCR e.g. <i>Je dois aller/je vais à l'université. Je vais étudier/j'étudie...</i>				

ROLE-PLAY 9 HIGHER					
TASK	4	3	2	1	0
a) <i>Que fais-tu pendant tes heures de loisir?</i> Two activities	CCR e.g. <i>Je joue au foot je regarde la télé du shopping et des promenades</i>			One activity <i>Joué forms</i>	
b) <i>Qu'en pensent tes parents?</i>	CCR e.g. <i>je regarde trop la télé/ ils/il 'aime(nt) pas</i>				
c) <i>! Tu t'entends bien avec tes parents?</i> <i>Pourquoi/Pourquoi pas ?</i>	CCR e.g. <i>Oui, (parce que) nous allons au restaurant</i>		Reason only	<i>Oui/non t.c.</i>	
d) <i>A ton avis, qu'est-ce que c'est un bon parent?</i> one quality	CCR e.g. <i>un bon parent écoute les problèmes</i>			<i>Adj t.c.</i>	

ROLE-PLAY 10 HIGHER					
TASK	4	3	2	1	0
a) <i>Alors, ces vacances ?</i> Where and for how long	CCR e.g. <i>j'ai passé 2 semaines en France.</i>			Present/imperfect	
b) <i>Comment était le camping ?</i> Two details	CCR e.g. <i>(Il était) grand avec beaucoup de caravanes.</i> present/imperfect			1 detail	
c) <i>Qu'est-ce que tu as fait pendant les vacances ?</i> Two activities	CCR e.g. <i>J'ai nagé (dans la mer). J'ai joué au volley. du shopping de la natation</i> imperfect			1 activity present	
d) <i>! Pour les vacances, tu préfères la mer ou la montagne? Pourquoi ?</i>	CCR e.g. <i>Le bord de la mer (parce que) j'aime me bronzer sur la plage.</i>		Reason only	Opinion only	

ROLE-PLAY 11 HIGHER					
TASK	4	3	2	1	0
a) <i>Que penses-tu des magasins dans ta ville ? Pourquoi ?</i>	CCR e.g. <i>Ils sont bons (parce qu'il y a beaucoup de choix)</i>		Reason only	Opinion only	
b) <i>Qu'est-ce que tu aimes acheter ? Two items</i>	CCR e.g. <i>(j'aime acheter) (j'achète) (des) CD et (des) vêtements</i>			1 item	
c) <i>Et ton argent de poche ? Two details</i>	CCR e.g. <i>J'ai un petit job dans un magasin/ Mes parents me donnent 10 livres</i>			1 detail	
d) <i>!Que penses-tu de faire les courses avec tes parents ? Pourquoi ?</i>	CCR e.g. <i>Je n'aime pas. Je préfère aller au cinéma</i>		Reason only	Opinion only	

ROLE-PLAY 12 HIGHER					
TASK	4	3	2	1	0
a) <i>Qu'est-ce que tu as fait le week-end dernier ?</i> Where & who with	CCR e.g. <i>Je suis allé(e) à la campagne avec mes parents</i>			1 element only present/imperfect	
b) <i>!Qu'est-ce que tu as fait là ?</i> Two activities	CCR e.g. <i>(J'ai fait) une randonnée (et) j'ai pris des photos</i>			imperfect 1 activity	
c) <i>Qu'est-ce que tu as fait pour manger ?</i> Where and what	CCR e.g. <i>J'ai mangé des sandwiches dans un café</i>			imperfect 1 element only	
d) <i>Tu es rentré(e) comment ? A quelle heure ?</i>	CCR e.g. <i>(je suis rentré(e) à) 5 heures et demie en autobus</i>		<i>5 et demie heures in</i> OCR	imperfect 1 element only	

GCSE FRENCH SPEAKING TEST

ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME

MINOR/MAJOR ERRORS

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

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

MINOR ERRORS

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

1. Articles

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

2. Gender

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

3. Number

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

4. Word Order

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

5. **Tense formation**

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

6. **Prepositions**

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

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

8. 's e.g. *mon père's anniversaire*

9. Confusion of *qui/que*.

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

MAJOR ERRORS

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

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

These lists are not exhaustive and are to be used as a guide to the marking of the 2007 tests only. There may be additional clarification for the marking of the 2008 tests.