

## A-level French Unit 1

Exemplar student marked work – autumn 2014 v1.0

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# A-Level French Unit 1 autumn 2014

## Exemplar student marked work

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## Section B

## Writing

See the Insert for the questions.

Write the number of the question you have chosen in the box below, eg 10.

10.

Il est impossible à nier que les jeunes ont tendance à parler avec leurs amis lorsqu'ils tiennent à discuter d'un problème, au lieu de trouver un parent, un frère ou une sœur. Il existe plusieurs raisons pour ceci, que je projette d'expliquer; mais cela ne signifie pas forcément que les amis sont plus importants que la famille. Personnellement, j'attache plus d'importance à ma famille.

Tout d'abord, les jeunes normalement préfèrent passer leur temps libre avec leurs amis, s'ils ont le choix. Ils sont également avec leurs amis pendant la journée à l'école. Comme ils passent plus de temps avec leurs copains, il est plus naturel qu'ils leur disent leurs problèmes.

En plus, peut-être que les jeunes ont quelquefois peur que leurs parents ne se fâchent après avoir entendu les difficultés. Ceci ne représente pas de



problème pour moi-même, puisque j'ai des parents très compréhensibles, mais je connais bon nombre de gens dont les parents ne comprennent pas. Afin d'expliquer certains problèmes, il faudrait ~~que l'on~~ avouer que l'on a fait quelque chose de reprochable, comme boire de l'alcool. Je peux bien imaginer que certains jeunes n'auraient pas envie de les annoncer à leurs parents.

D'ailleurs, il est souvent plus probable que ses amis puissent mieux aider, surtout s'ils connaissent les gens dont il s'agit. Par exemple, il y a quelques semaines j'avais une difficulté avec une fille avec qui j'étais sorti - je n'avais pas envie de me confier à mes parents, puisqu'ils n'auraient pas eu l'occasion de m'aider, mais j'ai parlé avec mes amis, qui ont pu m'aider. Ainsi les jeunes préfèrent souvent discuter de leurs problèmes avec leurs amis.

Une autre raison qu'il ne faut pas négliger, c'est que les jeunes ne veulent pas annoncer leurs problèmes à leurs parents, de crainte qu'ils ne s'inquiètent. Par exemple, si l'on est intimidé par

Turn over ▶





certaines élèves méchants, on voudrait peut-être que ses ~~ses~~ parents ne sachent pas, pour qu'ils ne s'inquiètent pas. Dans ce cas, il serait beaucoup plus facile de se confier à ses amis, afin de ne pas trop inquiéter sa famille.

Finalement, s'il s'agit d'un problème à l'école, il est plus probable que ses amis comprennent la difficulté. Ils ~~savaient~~ ~~peut-être les personnes impliquées~~ ~~peut-être les personnes impliquées~~ connaîtraient peut-être les personnes impliquées, et les événements qui ont donné lieu au problème. Comme ils mieux comprennent ~~la difficulté~~, la difficulté, ils peuvent donner des meilleurs conseils. D'après moi, c'est la raison principale pour laquelle les jeunes préfèrent se confier à leurs amis.

En ce qui me concerne, les amis sont très importants, et j'aime passer la plupart de mon temps libre avec eux. Par exemple, nous aimons bien faire du sport ensemble, manger de la cuisine indienne indienne dans le restaurant du quartier, et bavarder ensemble. Nous racontons des histoires, et nous aimons sourire, et rire, d'une telle manière ~~je~~ <sup>sont</sup> je ne



Tick

pourrais jamais parler avec ~~mes~~ mes parents.  
En plus, je trouve ~~que~~ qu'il  
est plus facile de discuter de mes difficultés  
avec mes copains, surtout pour les problèmes  
qui ne sont pas trop graves. Pour ces  
raisons, il me faut annoncer que mes  
amis font partie intégrante de ma  
vie, et ~~je~~ que je ne pourrais jamais  
en passer. Tick

En revanche, je connais ma famille  
depuis plus longtemps, et je suis persuadé  
qu'ils ~~sont~~ ~~toujours~~ tiendront ~~je~~ toujours  
à m'aider. Tick Quoi qu'il se passe dans ma  
vie, je pourrais toujours être sûr que ma  
famille me soutiendra, ce que je ne peux pas  
dire par rapport à mes amis. Tick

Bien que je préfère passer mon  
temps avec mes amis, je suis convaincu  
que c'est ma famille que j'aime le plus. Tick  
Je suis vraiment proche avec mon frère :  
on nous n'avons pas les mêmes intérêts, mais  
c'est lui qui est le plus important pour moi.

D'après moi, la plupart de jeunes  
sont du même avis que moi. Afin de  
se sentir heureux, Tick faut les deux -  
les amis et la famille. Mais ce qui

Turn over ▶





comptera ~~le~~ toujours le plus, c'est la  
famille. ~~Après tout~~ Après tout, ce sont les  
rapports familiaux que l'on prend ~~en~~  
~~compte~~ vraiment au sérieux. Tick



## Student 1 Commentary

### Content

The essay is very well structured. It begins with a brief introduction, which agrees with the stimulus in rubric but the student uses his own words to summarise the main points. He then says what he intends to do in the essay, and mentions how he is to answer the second point about the relative importance of family and friends. Here he clearly states that he finds the family more important than friends and one assumes he will develop this later in the essay.

The paragraphs are well set out, each starting with an appropriate linking phrase – *tout d’abord, en plus, d’ailleurs*. In each paragraph when a point has been made there is a clear development and expansion and illustration of the point. For instance, when mention is made of the fear of young people making their parents angry by confessing to certain actions, the student gives a specific example such as drinking alcohol. Later, a point is made about not wanting parents to worry and this is immediately followed by a relevant illustration such as bullying. There is then a clear explanation of why educational problems are better discussed with fellow students, who are better placed to give advice. Therefore, we have four clearly written and well-expressed paragraphs answering the first part of the question. The student then tackles the second part. He explains that friends are important for social reasons but then goes on to say that family ties are more permanent. The essay concludes with a short paragraph, summing up the main points neatly.

All three elements of the marking criteria for the very good band are present. The response is fully relevant, there is evidence of depth of treatment in the illustrations and explanations given. The structure is well organised and the language used is clear and easy to read. There are no question marks used by the examiner to signal a lack of clarity or a confusing expression.

### Range of Vocabulary

There is much evidence of a wide range of appropriate vocabulary. The student’s knowledge of a wide variety of vocabulary is evident. *Egalement* is used as well as *aussi, convaincu* as well as *persuadé*. There is the correct and confident use of *se confier à*, expressions such as *tenir à*, the correct use of *meilleur* and *mieux*, and some good examples of topic specific vocabulary such as *soutenir, proche, une partie intégrante*.

### Range of Structures

The subjunctive is used confidently and tenses are well formed, even with tricky irregular verbs such as *connaître*. The use of a variety of tenses is particularly impressive in the third paragraph. Longer sentences with subordinate clauses are used frequently and with good effect.

### Accuracy

There are very few errors, with pronouns, both direct and indirect, used correctly. Reflexive verbs are well used and the piece reads fluently with very few of the mistakes which jar with examiners such as missing agreements on adjectives and incorrect genders. Verb forms are very secure in both the first and third person.

<b>Overall Score:</b>	
Content	20
Range of Vocabulary	5
Range of Structures	5
Accuracy	5
<b>Total</b>	<b>35</b>



## Section B

## Writing

See the Insert for the questions.

Write the number of the question you have chosen in the box below, eg 10.

11

De nos jours, l'ivresse devient un état de plus en plus populaire parmi les jeunes. En essayant de se défouler chaque ~~week-end~~ fin de semaine, ils ne pensent pas des dangers, pas seulement pour eux mais aussi pour les autres.

Il va sans dire que ~~boire trop~~ quand on boit trop, on met sa santé en péril. La consommation régulière de l'alcool ~~est~~ a un effet très nocif sur le corps, surtout le foie. ~~Les boissons alcoolisées~~ peuvent diminuer l'espérance de vie - la jeunesse ne dure longtemps et à l'avenir, les ados d'aujourd'hui vont souffrir pour leur comportement dangereux. Il est important qu'on fasse attention des problèmes potentiels, et n'oublions pas non plus que les maladies du foie et du cœur qui sont causés par l'alcool coûtent cher pour les services de soin. ~~à vrai dire,~~ c'est un gaspillage de temps et de l'argent quand énormément de gens souffrent des maladies inévitables. ~~Quel que soit les problèmes de l'avenir,~~ il y a certes aussi plein de dangers plus ~~évidents~~.



~~immédiats~~ immédiats. Si on boit beaucoup de l'alcool, on perd sa lucidité et on pourra comporter en un façon assez stupide. <sup>Tick</sup> Malgré leur comportement ~~apparemment~~ agréable et calme ~~all~~ dans la vie quotidienne, les personnes peuvent changer après avoir consommé quelques bières. <sup>Tick</sup> sans aucun doute, l'alcool peut facilement modifier le tempérament de quelqu'un. Donc, la violence et la vandalisme sont assez commun parmi les ~~êtres~~ personnes ivres, et dans les cas plus sérieux l'alcool peut conduire ~~all~~ au viol ou les autres crimes choquantes. <sup>Tick</sup> En outre, ceux qui conduisent sous l'influence de l'alcool causent les accidents de la route et blessent ou ~~quels~~ même tuent ~~les personnes~~ les gens innocents. <sup>Tick</sup>

Il faut souligner que ~~beaucoup~~ pas mal de jeunes boivent parce qu'ils ont le goût de la transgression. <sup>Tick</sup> Dans ce cas-ci, en demandant qu'ils ne boivent de l'alcool, nous ~~encourageons~~ les encourageons à boire plus, en fait. Ils aiment penser qu'ils ~~transgressent~~ transgressent les règles pour ~~les rendre~~ les rendre plus courageux et pour ~~faire~~ <sup>Tick</sup> faire adulte. Donc, il vaut mieux de ~~dépenaliser~~ <sup>Tick</sup> dépenaliser boire de l'alcool sous l'âge de dix-huit ans. <sup>Tick</sup> ~~si on permettait~~ si on permettait les jeunes ~~d'acheter~~ d'acheter une bière ou un cidre à l'âge de seize ans, par exemple, l'expérience deviendrait moins passionnante et les jeunes ne seraient pas

Turn over ►





obligé de boire énormément <sup>de l'alcool</sup> ~~l'alcool~~ à chaque occasion. Il est plus probable qu'ils ~~leur~~ achèteraient une ou deux verres dans un café ou un restaurant, peut-être avec un repas, donc le problème d'être soûl diminuerait.

En revanche, ~~pour~~ pour quelques adolescents, le souci est qu'ils ne savent pas les dangers avant ~~de~~ ~~commencer~~ ~~à~~ ~~boire~~ qu'ils commencent à boire fréquemment. Franchement, ~~la~~ la meilleure solution pour ce problème ~~est~~ est d'offrir une éducation plus informative au sujet des dangers de ~~l'alcool~~ l'alcool aux collégiens, nous <sup>devrions</sup> ~~devrions~~ enseigner les jeunes comment dire «non» et éviter la pression du groupe.

Nous devrions leur montrer les risques pour la santé et en plus, nous pourrions les encourager à parler avec leurs parents et leurs amis si ils s'inquiètent au sujet de l'alcool dans leurs vies. Pour leur part, les parents devraient écouter à leurs enfants sans les juger pour créer un rapport où ils veulent confier leurs soucis à leurs parents.

En un mot, il y a certes plein de dangers de boire trop, mais il en va de même pour le nombre de solutions. Pour chaque problème il y a un moyen de le réduire, et on constate avec certitude qu'on





Do not write  
outside the  
box

doit faire attention à l'excès pour aider les  
jeunes d'aujourd'hui ainsi que les jeunes de l'avenir.

Turn over ►



2 1

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## Student 2 Commentary

### Content

If we start by examining the first criterion for a mark in the top band for content, the relevance and depth of treatment, we can see immediately that this essay meets this requirement. Where there seems to be a slight lapse into irrelevance, such as in the fourth paragraph, where the student starts talking about why young people drink, it is made clear that this is included in order to answer the second part of the question about what action is needed to curb the excessive drinking of alcohol. When a point has been made there is an immediate development to illustrate the idea: for example, in the second paragraph the student talks about health dangers and then gives more specific details such as liver disease, followed by how this will affect life expectancy and the subsequent cost to the health service.

The essay is very well structured, which meets the second criterion. It begins with a very brief but appropriate introduction, which agrees with the stimulus in rubric but immediately mentions the dangers posed by alcohol. The student then lists some of the dangers, each exemplified in some detail. There is then some detailed examination of the possible solutions to the problem, rounded off with a neat and simple concluding paragraph.

The number of points made is clearly evident by the number of ticks awarded by the examiner, both for the validity of the arguments and the clarity of the development and illustration. For example, in the paragraph about how to educate young people as to the risks posed by alcohol, there is reference to appropriate health education, the role of teachers and the need for communication with parents and their responsibilities towards their offspring. Moreover, all of these points are expressed with total clarity.

The paragraphs are well set out, each starting with an appropriate linking phrase – *en revanche*, *en un mot*, *il va sans dire que*.

To summarise, all three criteria of the mark scheme for the very good band are present. The response is relevant, there is much depth of treatment in the examples and exemplifications given. The structure is neatly organised and the language used is crystal clear and reads fluently. There are no question marks used by the examiner to signal a lack of clarity or a confusing expression but there are many ticks.

### Range of Vocabulary

There is much evidence of a wide range of vocabulary appropriate to the topic. Words such as *consommer*, *le comportement*, *ivre*, *soûl*, *dépénaliser* are well used, as are such expressions as *l'espérance de vie* and *le goût de la transgression*. At the same time, there is not overreliance on words such as *boire* but *consommer* is used as an alternative and the student's knowledge of appropriate synonyms is also demonstrated by words such as *les ados* used as well as *les jeunes*. Notice also the use of *beaucoup*, *pas mal de*, *plein de* and *énormément de*.

### Range of Structures

The subjunctive is used confidently and tenses are well formed, and there are several examples of *si* clauses used correctly and effectively. Longer sentences with subordinate clauses are used frequently and the student has a very good repertoire of link phrases such as *il en va de même*, *il va sans dire que*, *il faut souligner que*.

### Accuracy

There are very few errors, with mistakes occurring in some of the more ambitious phrases such as *quel que soit les problèmes*. Towards the end, there are some minor errors, *écouter à*, *si ils* but none of these interferes with understanding and the essay is broadly very accurately written.

<b>Overall Score:</b>	
Content	20
Range of Vocabulary	5
Range of Structures	5
Accuracy	5
<b>Total</b>	<b>35</b>



## Section B

## Writing

See the Insert for the questions.

Write the number of the question you have chosen in the box below, eg 10.

12

De nos jours presque tout le monde a un portable, un objet qui est devenu vraiment indispensable, surtout parmi les jeunes. C'est évident que le portable nous offre énormément d'avantages de bienfaits. Par exemple ça va sans dire que le téléphone portable est très pratique pour rester en contact avec nos amis. Cependant, il y a certainement des inconvénients y a-t-il des inconvénients d'utiliser un téléphone portable?

P

Premièrement, il y a une possibilité que l'utilisation fréquente d'un téléphone portable pouvait mener à des problèmes de la santé. Récemment, j'ai lu un article scientifique dans un journal qui m'a dit informé que le téléphone portable peut causer les maux du tête, et même si on l'utilise tous les jours. Les chercheurs ont même découvert que en certains cas, l'utilisation du quotidienne du portable, pour au moins cinq heures



par jour <sup>Tick</sup> pouvait augmenter le nombre de gens avec les problèmes du cerveau. Cependant il y n'y a pas une évidence solide.

D'un autre côté, pour les jeunes, il existe une <sup>Tick</sup> pression pour avoir un portable très chic et moderne, et je crois que <sup>Tick</sup> il a est devenu un nouveau objet de convoitise. ~~Tous les jeunes~~ Par exemple, quand je n'avais pas un portable moderne, je me sentais un peu exclue, parce que je ne pouvais pas <sup>Tick</sup> envoyer les photos à mes amis ou surfer sur le Net. Je trouve que <sup>Tick</sup> ~~cette~~ ce problème existe maintenant parmi les jeunes <sup>ou et il peut</sup> ~~car et il peut~~ rend les jeunes d'une famille modeste isolés et souvent ~~ils sont~~ ils sont malheureusement les victimes d'harcelement. <sup>Tick</sup> C'est un problème dans notre société puisque en ce moment les portables et les forfaits sont très chers et le prix est même en hausse! <sup>Tick</sup> Par conséquent si <sup>un jeune</sup> ~~on~~ perd son portable, ~~on~~ il perd aussi beaucoup d'argent! Ce prix élevé peut aussi créer les disputes ~~de~~ familiales ~~et et peut~~ qui peuvent <sup>faire mal aux</sup> ~~nuire les~~ rapports entre les parents et leurs enfants. <sup>Tick</sup>

Un <sup>§</sup> D'après moi, un autre risque d'avoir un téléphone portable, c'est le fait qu'ils causent les accidents sur les routes parce qu'~~on~~ ~~est~~ que les

Turn over ►





jeunes sont occupés par leur téléphone portable.  
C'est très dangereux et personnellement je trouve  
que c'est la plus ~~gr~~ importante inconvé<sup>n</sup>ience. ~~Les~~  
~~les~~ ~~ou~~ les chiffres montrent que <sup>trente</sup> ~~quatre~~ pour  
cent, d'accidents <sup>Tick</sup> sur les routes sont ~~les~~ causés  
par les portables. En outre sur les routes ou en  
centre ville, ~~les~~ les portables ~~de~~ des jeunes  
peuvent être volés ~~parce~~ et quand on les jeunes  
~~ont~~ utilisent leur nouveau portable en public, souvent  
ils ne sont plus en toute sécurité. <sup>Tick</sup>

Malgré tous ces inconvénients les jeunes à utiliser  
leur téléphone portable et ~~je~~ cela ne me  
surprend pas que plus que 90% de ~~je~~ jeunes  
en ont un. <sup>Tick</sup> Je crois fermement que'ils continuent  
à les utiliser ~~par~~ ~~par~~ parce que tous leurs amis <sup>Tick</sup>  
ont un portable est ils veulent être comme eux.  
~~Le~~ portable s'aident à ~~être~~ rester en contact  
avec leurs amis et c'est plus facile d'organiser <sup>Tick</sup>  
les rendez-vous. Les jeunes sont toujours connectés  
et donc ils peuvent ~~envoyer~~ envoyer les messages  
~~et~~ quand ils n'ont rien à faire. ~~se~~ Il  
me semble que les jeunes <sup>Tick</sup> utilisent le téléphone  
portable pour se divertir.





semblablement

Je pense que les jeunes aiment leurs téléphones portables parce qu'ils peuvent surfer le net, et ~~avec~~ ils y trouvent beaucoup de choses à faire. Ils peuvent utiliser les réseaux sociaux comme facebook, écouter sur de la musique sur Youtube et jouer les petits jeux. Je suis d'avis que souvent ils utilisent le téléphone portable pour éviter leurs parents et pour être sociaux. Cependant, d'une autre part les jeunes ont les téléphones parents veulent que leurs enfants aient un des téléphones portable parce qu'avec un portable, les jeunes sont joignables. Par exemple si on ~~est~~ le jeune l'ado rate le bus, il peut envoyer un message pour prévenir ses parents.

Pour conclure, je crois que les téléphones portables resteront très populaire parmi les jeunes parce que pour eux, ~~la grande quantité de bienfaits~~ les ~~écarts~~ inconnuénients sont éclipsées par la grande quantité de bienfaits et le fait qu'ils veulent ressembler à leurs pairs. En outre ils sont les victimes de la publicité et donc pensent que c'est obligatoire d'avoir

Turn over ►



un portable. Cependant je pense que s'il y avait plus d'évidence q pour les problèmes de la santé causé par les portables, les jeunes les utiliseraient moins.



## Student 3 Commentary

### Content

Once again, this essay meets all the criteria of the very good band for content. The essay is very well structured with a brief introduction, which is then followed by a series of well written paragraphs setting out a large number of well expressed, valid and relevant points on the subject. There is a very good balance between the two parts of the question, with both aspects dealt with in some detail. All this is rounded off with a neat and appropriate concluding paragraph.

Each point made is backed up. The student starts with health issues, with illustrations of headaches and problems for the brain. The next danger is the risk of exclusion if you cannot afford the latest model, leading to possible bullying. The expense of phones is mentioned and possible damage to family relationships. The next paragraph deals with road accidents caused by phones with a development made concerning the possibility of theft. At this point, the student considers the second part of the question and talks of the advantages of mobile phones. Ease of communication, entertainment value, the ability to access the internet and social networks, downloading music and games and finally the security aspect and reassurance of being able to contact someone quickly are all mentioned in clearly expressed French.

All three elements of the marking criteria for the very good band are clearly there. The response is fully relevant, there is much evidence of depth of treatment in the illustrations and examples given. The structure is definitely well organised and the language used is clear and fluent.

### Range of Vocabulary

There is much evidence of a wide range of topic appropriate vocabulary. The student's knowledge of a wide variety of vocabulary demonstrates that the topic of mobile phones has been studied in some depth. If we look at the student's point about parents' ability to contact their children we see totally appropriate vocabulary items such as *joignable* and *prévenir*. Similarly, the cost of phones section contains a variety of appropriate words such as *forfaits*, *prix élevé*, *modeste*, *exclue*. *Scientific* is an unfortunate error but it is a rare one.

### Range of Structures

The passive voice is used confidently (*peuvent être volés*, *sont causés*) and tenses are usually well formed. The use of a variety of linking phrases and connectives is good. Longer sentences with subordinate clauses are used frequently and with good effect. The subjunctive is used correctly with *vouloir que*. There are many examples of the good use of pronouns, *ils y trouvent*, *pour se divertir*, *d'après moi*, *comme eux*. The last sentence contains an impressive *si* clause.

### Accuracy

There are very few errors, and agreements are sound, *les disputes familiales*, *en certains cas*. Reflexive verbs are well used despite the *le portable s'aident*, which is a strangely rare error in a piece of this standard. The student avoids many of the usual pitfalls such as *entre les parents et leurs enfants*, where many would have used *ses*. Knowledge of irregular verbs is sound, *ils veulent*, *ils peuvent*, and negatives are well formed as in *ils n'ont rien à faire*.

<b>Overall Score:</b>	
Content	20
Range of Vocabulary	5
Range of Structures	5
Accuracy	5
<b>Total</b>	<b>35</b>



## Assessment Criteria – suggestions for further guidance

### CONTENT

Marks	Criteria
17-20	<p><b>Very Good</b></p> <ul style="list-style-type: none"> <li>• Response to the task is fully relevant with a good depth of treatment</li> <li>• Well-organised structure in a logical sequence</li> <li>• Points made are well expressed and justified</li> </ul> <p>A full mark of 20 can be awarded for a performance which is as good as can reasonably be expected from an AS level candidate. The candidate answers the question fully and maintains a clear sense of direction, backing up a good number of points with detailed explanations and examples. The candidate expresses fine nuances of meaning and justifies her/his ideas convincingly. A mark of 17 or 18 is awarded for a performance which shows most, but not all, of the qualities described above. It is likely to be fully relevant, with generally good depth of treatment but with occasional weaknesses in the sequencing of ideas. There are likely to be some convincing explanations and examples, although opportunities may be missed to explore the full implications of points made. The candidate's expression is generally clear, but there may be occasional lapses where, for example, the candidate makes a lexical error.</p> <p>Do not be afraid to give a top score if you feel that there is nothing more the student could have done to answer the question in more depth.</p>
13-16	<p><b>Good</b></p> <ul style="list-style-type: none"> <li>• Response to the task is mostly relevant with some depth of treatment</li> <li>• Structure is generally well ordered</li> <li>• Points made are mostly well expressed and justified</li> </ul> <p>A mark of 15 or 16 is awarded for a response which is relevant to the broad topic area but may not always be fully focused on the chosen title. There is some depth of treatment and most views are supported by appropriate explanations and examples. Occasionally a valid point may not be fully developed or expanded. The sequencing of ideas within paragraphs is likely to be good, but the response as a whole may be disjointed in places and the conclusion may not be fully convincing. The candidate's expression is generally clear, but there may be occasional lapses due to lexical or grammatical errors.</p> <p>A mark of 13 or 14 is awarded for a response which is relevant to the topic but includes one or more paragraphs which are not clearly focused on the chosen title. There is some depth of treatment and some views are supported by appropriate explanations and examples, but a number of statements are left unsupported. The sequencing of ideas within paragraphs is likely to be good, but the response as a whole is likely to be disjointed and difficult to follow in places. The candidate's expression is generally clear, but there are likely to be some lapses due to lexical or grammatical errors.</p>
9-12	<p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Response to the task is generally relevant, but treatment is often superficial</li> <li>• Reasonable structure with occasional lapses</li> <li>• Points not always clearly expressed and justification is only just sufficient</li> </ul> <p>A mark of 11 or 12 is awarded for a response which is relevant to the broad topic area but not well focused on the chosen title. There are likely to be a few</p>

	<p>detailed explanations and examples, but the response is generally superficial. There is some attempt at structure, with limited paragraphing and some use of common linking words. Straightforward facts and ideas are conveyed successfully, but the communication of complex ideas may be impeded by lexical and/or grammatical errors.</p> <p>A mark of 9 or 10 is awarded for a response which is generally relevant to the broad topic area but is likely to include material which does not relate to the title. The response is largely superficial; it may be short and/or it may largely consist of a series of unsupported statements. There is some attempt at structure, but the paragraphing is likely to be unclear and the use of linking words may be limited. Most facts and ideas are conveyed reasonably successfully, but the communication of complex ideas is likely to be impeded by lexical and/or grammatical errors. There may be occasional repetition of points already made.</p>
5-8	<p><b>Limited</b></p> <ul style="list-style-type: none"> <li>• Limited response to the task with some relevant information conveyed</li> <li>• Limited evidence of structure</li> <li>• Points made sometimes difficult to understand and justification is weak</li> </ul> <p>A mark of 7 or 8 is awarded for a response which relates to the broad topic area but is not focused on the title and may include some irrelevant material. The response is superficial; it may be short and/or it may consist of a series of unsupported statements. There is little attempt at structure and limited use of linking words. Some facts and ideas are conveyed successfully, but the candidate rarely manages to convey complex ideas or explanations. Lexical and/or grammatical errors impede communication in places. There may be several occasions on which repetition of points occurs.</p> <p>A mark of 5 or 6 is awarded for a response which relates generally to the topic but is likely to include some irrelevant material. The response is superficial; it is likely to be short and/or consist of a series of unsupported statements. There is little attempt at structure. Some facts and ideas are conveyed successfully, but the candidate is unable to convey complex ideas or explanations. Lexical and/or grammatical errors impede communication significantly. There could be some significant repetition.</p>
1-4	<p><b>Poor</b></p> <ul style="list-style-type: none"> <li>• Limited response to the task with little relevant information conveyed</li> <li>• No real structure</li> <li>• Points difficult to understand and little or no justification</li> </ul> <p>A mark of 3 or 4 is awarded for a response which is only partially relevant to the broad topic area and may include a significant amount of irrelevant material. The response is superficial and is likely to be short. There is no attempt at structure. A small number of simple facts and opinions are conveyed successfully. Lexical and/or grammatical errors impede communication significantly.</p> <p>A mark of 1 or 2 is awarded for a response which is barely relevant to the broad topic area. It is likely either to be very short or to include a significant amount of irrelevant material. A small number of simple facts and opinions are conveyed successfully, but these are presented in a random fashion. Lexical and/or grammatical errors impede communication significantly.</p>
0	<p>The answer shows no relevance to the task set.</p> <p>A zero score will automatically result in a zero score for the answer as a whole.</p>

Where part of the required response is missing, eg in an advantage/disadvantage essay or where solutions are asked for but are not given, a penalty will be applied.

- (a) For example, in an advantage/disadvantage essay where only advantages or disadvantages are expressed, only a maximum mark of 12 for Content is allowed.
- (b) In an essay where solutions are asked for but are not given, only a maximum mark of 16 for Content is allowed.
- (c) In a three part question, for example:

“What are the consequences of smoking, why do people smoke and what can we do about it?”,

any part of the response omitted would mean that the essay was assessed one band or two bands lower than the rest of the Content would normally attract, ie

- 16 marks would be the maximum awarded if one part of the response were missing and the Content would otherwise have been in the 17-20 band.
- 12 marks would be the maximum awarded if two parts of the response were missing and the Content would otherwise have been in the 17-20 band.

## QUALITY OF LANGUAGE

### Range of Vocabulary

Marks	Criteria
5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

### Range of Structures

Marks	Criteria
5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures
0	Shows no grasp of grammatical structures

### Accuracy

Marks	Criteria
5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with a few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors makes comprehension difficult
0	Errors are such that communication is seriously impaired



## Additional guidance for marking

### **Introductions and conclusions**

Students are not expected to include an introduction or conclusion, but it enhances the structure if there is a brief introduction and a concluding short paragraph, possibly including a personal response. One of the criteria for inclusion in the higher bands for content is for a logical structure and this would enhance the overall structure of the essay.

### **Awarding ticks and question marks**

Ticks should be used for any valid, comprehensible point. This could be a statement, a personal opinion, the development or explanation of a point already made, an example or illustration and a justification of a point of view. A question mark should be placed in the margin for points which are unclear or muddled eg where the student makes up a word or uses confusing target language.

### **Repetition and irrelevance**

The symbol 'rep' should be placed in the margin where a student repeats a point already made. The symbol 'NR' should be used if a section is not relevant to the title eg a student talks about the consequences of smoking when the question asks for reasons for people smoking and for suggestions to reduce smoking.

### **Choosing the band for Content**

A mark in the 17-20 band will be awarded for an essay which contains a good number of valid points which have been expanded, which has a good structure and contains little if any irrelevance, repetition or lack of clarity. A mark in the 13-16 band will be awarded for a good essay which makes a fair number of points but may contain some of the weaknesses identified above. A mark in the 9-12 satisfactory band would suggest that the student makes a few valid points but fails to develop some of these points and the structure may be erratic and a number of sentences may be unclear. Where a limited number of points is made with very little development and much confusing language, a mark in the 5-8 will be appropriate. Such essays will lack a coherent structure and could be very repetitive and superficial. Rarely, a mark in the 0-4 band will be awarded but this will be limited to very poor (usually short) essays where there is very little content and much that is irrelevant.

## Possible content points

Below is a list of **possible** content points for each answer; it should be stressed that the list is not prescriptive nor exhaustive, but is illustrative of the points which could be made.

**10 Pourquoi est-ce que beaucoup de jeunes préfèrent se confier à leurs amis quand ils ont des difficultés ? A votre avis, est-ce que les amis sont plus importants que la famille ?**

- Easier to confide in friends
- Family more permanent than friends
- Trust is important in a family
- Friends same age and empathise more easily
- Parents can be like friends
- Understanding/trustworthy
- Strict/lenient
- Good listeners
- Generous
- Give advice and always be there

**(35 marks)**

**11 Quels sont les dangers de boire trop d'alcool ? A votre avis, qu'est-ce qu'il faut faire pour réduire la consommation d'alcool des jeunes ?**

- Liver damage/health dangers
- Violence
- Can become addictive
- False way of escaping reality
- The cost
- Increases taxes
- Ban advertising
- Information campaigns
- Lessons in school/education
- Parental supervision

**(35 marks)**

**12 Quels sont les inconvénients des téléphones portables ? A votre avis, pourquoi est-ce que les jeunes continuent à les utiliser malgré ces inconvénients ?**

- Health risks
- Cyberbullying
- Lack of real communication
- Expense
- Crime risks
- Useful in emergency
- Rapid communication
- Other uses eg camera
- Multimedia uses eg Internet
- Peer pressure

**(35 marks)**