GCSE
FRENCH
8652/WH

Paper 4 Writing

Higher Tier

Mark scheme

Version: 1.0

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' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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

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.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

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 read 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.

All questions can be answered using the defined content (vocabulary and grammar) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. For the productive skills of Speaking and Writing, students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

Higher Tier

Marks will be allocated in the following way at Higher Tier:

	AO2	AO3	Total
Section A			
Question 1		10	10
Section B			
Question 2	10	5	15
Section C			
Question 3	15	10	25
Total	25	25	50

In all questions, vocabulary and grammar which are not on the defined list will be given equal credit to items which are on it.

Section A

Question 01

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 1 is 10. When awarding the marks for Grid One and Grid Two, the student's response across all five sentences should be considered as a whole.

When awarding the mark for Grid One out of a maximum of five, the translation is divided into 15 elements as shown in the grid on page 5. A tick will be awarded for each element that is communicated, despite any minor inaccuracies. The number of ticks out of 15 in column 2 of Grid One below equates to a mark out of five in column 3.

Grid One: Rendering of the original meaning

Level	Number of ticks credited	Mark	AO3
5	13-15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10-12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7-9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4-6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1-3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid One is awarded, a mark out of five is awarded for Grid Two. This mark is based on the student's response across all five sentences as a whole.

Grid Two: Knowledge of vocabulary and grammar

Level	Mark	AO3
5	5	• Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items. • Grammar is highly accurate and any errors that occur are only minor.
4	4	• Good knowledge of vocabulary. Some inappropriate or omitted items. • Grammar is generally accurate with regular minor errors.
3	3	• Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items. • Grammar is more accurate than inaccurate. Regular major and minor errors.

2	2	• Limited knowledge of vocabulary. Many inappropriate or omitted items. • Grammar is generally inaccurate. Many major and minor errors.
1	1	• Very limited knowledge of vocabulary. Few appropriate items. • Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
0	0	• The language produced does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero in Grid One automatically results in a mark of zero in Grid Two, but apart from that, the Rendering of original meaning mark does not limit the mark for Knowledge of vocabulary and grammar.

- A **major error** is one which adversely affects communication.

- A **minor error** is one which does not affect communication.

Guidance for examiners

When deciding on whether an element is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

A **major error** is an error which adversely affects communication. Some examples are:

Incorrect verb forms.
Incorrect use of pronouns.

Examples of major errors:

Vous aimez le sport for *J'aime le sport.*
Hier je mange un sandwich.

A **minor error** is an error which does not affect communication. Some examples are:

Incorrect but close to correct spellings.
Incorrect genders and errors of agreement.
Incorrect or missing accents unless these alter the meaning.

Examples of minor errors:

Mon collège est grande.
Mes proffeseurs sont intéressant.

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	I have to	Je dois	Il est nécessaire de Il (me) faut	
2	to study a lot	étudier beaucoup	faire beaucoup d'études/de travail scolaire/devoirs	
3	every evening.	tous les soirs/chaque soir.		
4	Next month, my mother	Le mois prochain, ma mère/maman		
5	will buy	achètera/va acheter	Accept present tense 'achète' provided time marker in number 4 is there.	Wrong tense
6	a new car.	une nouvelle voiture.	Auto Accept use of 'neuve'	car
7	It is important to	Il est important de	C'est important de Tout le monde/On doit/Nous devons/Il faut/Il est essentiel/nécessaire de	Je dois
8	to protect the planet.	protéger la planète.		
9	I don't know	Je ne sais pas	je ne suis pas sûr(e)	
10	where I will go	où j'irai/je vais aller	où aller où passer ce/le week-end as this covers this element for numbers 10 and 11	ou
11	with my friends this weekend.	avec mes ami(e)s/copains/copines ce week-end.	Le week-end	
12	I have started to eat	j'ai commencé/je me suis mis à manger		
13	more vegetables	plus de légumes		
14	in order to be	pour être	garder/rester	
15	in good health.	en bonne santé.	sain/saine	

Other reasonable alternative renderings of the original meaning will also be accepted. However, verbs in the wrong tense and/or person will not be credited/accepted.

Once you have decided on the mark for Grid One, you should read through the translation once more and decide on the mark out of 5 for Grid Two.
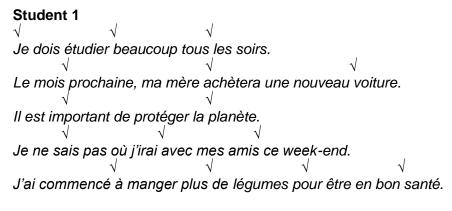
This mark is not limited by the mark for Grid One, unless the mark is zero, in which case the mark for Grid Two must also be zero.

If a student leaves gaps, you must assume that any attempt would have been highly inaccurate and take this into account when awarding marks in Grid Two. Not to do so will penalise unfairly those students who make an attempt but commit serious errors in so doing.

Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top level mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Grid Two, knowledge of vocabulary and grammar.
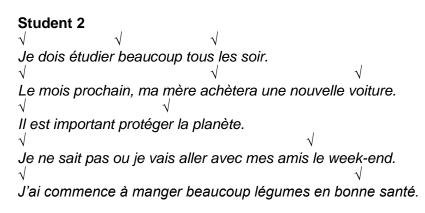
Exemplification of mark scheme

To exemplify the marking criteria, a range of exemplar student responses has been provided below with a commentary.

Student 1

√   √   √
Je dois étudier beaucoup tous les soirs.
          √   √   √
Le mois prochaine, ma mère achètera une nouveau voiture.
          √   √
Il est important de protéger la planète.
          √   √   √
Je ne sais pas où j'irai avec mes amis ce week-end.
          √   √   √   √
J'ai commencé à manger plus de légumes pour être en bon santé.

Grid One: **15 ticks = 5 marks**
Grid Two: **5 marks**

All elements of the original language are rendered. The only errors are 'prochaine, nouveau' and 'bon'. There is a very good knowledge of vocabulary and structures and the overall response is highly accurate.

Student 2

√   √   √
Je dois étudier beaucoup tous les soir.
√   √   √
Le mois prochain, ma mère achètera une nouvelle voiture.
√   √
Il est important protéger la planète.
√   √
Je ne sait pas ou je vais aller avec mes amis le week-end.
√   √
J'ai commence à manger beaucoup légumes en bonne santé.

Grid One: **12 ticks = 4 marks**
Grid Two: **4 marks**

Only three elements of the original language are not rendered: 'où plus de and 'pour être'. Therefore, most elements of the original language are rendered. The inaccuracies 'soir, sait, commence' and omission of 'de' are such that the response is generally, rather than highly accurate.

Student 3

√ √
Je dois étude beaucoup tous les soir.
√ √
Le mois prochaine, ma mère achèter une nouveau voiture.
√ √
Il est important protéger la planète.
√
Je ne sais pas ou je vais alle avec mon amis ce week-end.
√ √ √
J'ai commencé manger plus de légume être bon santé.

Grid One: **10 ticks = 4 marks**
Grid Two: **3 marks**

Four elements of the original language are not rendered: 'étudier, achètera, où' and 'mes amis'. Therefore, most elements of the original language are rendered. There are many errors such as 'soir, prochaine, nouveau, alle, légume, bon' and omissions of 'à, de, pour' and 'en'. However, there is a satisfactory knowledge of vocabulary and structures and the overall response is more accurate than inaccurate.

Student 4

√ √
Je dois étudie beaucoup tout le soir.
√ √ √
La mois prochain, ma mère achètera un nouvelle voiture.
√
Et important protége la planète.
√
Je ne pas ou aller avec mes amis le week-end.
√ √
Je commence à mange plus légummes pour le bon santé.

Grid One: **9 ticks = 3 marks**
Grid Two: **2 marks**

Some elements of the original language are rendered. These are: 'I have to study a lot, the second sentence, protect the planet, with my friends this weekend, more vegetables and good health'. There is a limited knowledge of vocabulary and grammatical structures and there are errors in every sentence, although these do not always affect the communication of required elements. The piece is generally inaccurate.

Student 5

             √

J'ai tres étude tout les soirs.

√   √

La mois prochain, ma mère va achète un voiture.

Important de protect la planète.

√

Je sais pas ou j'aller avec mon ami le week-end.

√   √

J'ai commencer mange légumes bon sante

Grid One: **6 ticks = 2 marks**
Grid Two: **2 marks**

Despite errors, six elements of the original language are rendered acceptably: 'tout les soirs, la mois prochain ma mère, va achète, je sais pas, j'ai commencer' and 'bon sante'. Therefore, few elements of the original language are rendered. There are omissions and many misspellings. The piece is generally inaccurate.

Student 6

             √

J'ai étude tout les soirs.

Prochain, ma mère achète un voiture.

C'et important ….. la planète.

                  √

Je ne c'est pas aller avec mes amis la week-end.

           √

Je mange légumes bonne santé

Grid One: **3 ticks = 1 mark**
Grid Two: **1 mark**

Only three, ie very few elements are rendered acceptably: 'tout les soirs, avec mes amis la week-end' and 'bonne santé'. There is a very limited knowledge of vocabulary and structures and the overall response is highly inaccurate.

Section B

Question 02

For this question, there are three compulsory bullet points which are assessed for AO2 (10 marks) and AO3 (5 marks), as specified in the criteria below. The maximum mark for Question 2 is 15.

The student is expected to produce approximately 90 words for this task. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. You must mark all work produced by the student even if it is well beyond the suggested number of words.

All bullet points must be covered, but there is no need for equal coverage of the bullets.

Level	Mark	AO2
5	9-10	• All three bullet points are covered. • Communication is clear. • Ideas are regularly developed with a lot of relevant information being conveyed.
4	7-8	• All three bullet points are covered. • Communication is mostly clear but perhaps with occasional lapses in clarity. • Ideas are often developed with quite a lot of relevant information being conveyed.
3	5-6	• At least two bullet points are covered. • Communication is generally clear but there are likely to be lapses in clarity. • A few ideas may be developed and some relevant information is conveyed.
2	3-4	• At least one bullet point is covered. • Communication is sometimes clear and there are regular lapses in clarity. • Little relevant information is conveyed.
1	1-2	• At least one bullet point is covered. • Communication is often not clear and there are very many lapses in clarity. • Very little relevant information is conveyed.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Guidance for examiners

- The information that the student gives must be clear. If what is written is unclear, this will have a bearing on the mark for AO2. For example, the student may convey information in relation to all three bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a student attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

- You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the student did last weekend, and he/she writes 'I went to see my aunt and then went to the cinema', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

  The levels refer to the amount of information that is conveyed, as follows:

9–10:	a lot
7–8:	quite a lot
5–6:	some
3–4:	little
1–2:	very little

  All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a student who writes approximately 90 words, clearly understandable and relevant to all three bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a student may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a student writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

- When deciding a particular mark, it is advisable to identify the level of marks first, and then consider how close the response is to the level above or to the level below. This will enable you to award an appropriate mark within the level. For example, if the response is closer to the descriptors in the level above, you would award the higher of the two marks in the level.

Level	Mark	AO3
5	5	• A good variety of vocabulary is used. • There are regular attempts at complexity of language and structure. • There are references to all three time frames which are mainly successful. • Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences.
4	4	• A variety of vocabulary is used. • There are some attempts at complexity of language and structure. • There are references to at least two different time frames which are mainly successful. • Errors are mainly minor but some major errors may occur.
3	3	• Some variety of vocabulary is used. • There may be occasional attempts at complexity of language and structure. • There are references to at least two different time frames, although these may not always be successful. • There may be some major errors, and minor errors occur regularly but overall the response is more accurate than inaccurate.
2	2	• A limited variety of vocabulary is used. • The language is mainly simple but there may be some attempts at longer sentences with appropriate linking words. • There may be no successful references to different time frames. • There may be frequent major and minor errors and overall the response is generally inaccurate.
1	1	• The range of vocabulary is narrow and/or repetitive. • The language is simple and sentences are short or may not be properly constructed. • There are no successful references to different time frames. • There may be frequent major and minor errors and overall the response is highly inaccurate.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

• A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.

• A **major error** is one which adversely affects communication.

• A **minor error** is one which does not affect communication

Guidance for examiners

A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3. For example:

• If a student has only addressed 2 bullet points clearly but has produced a response that includes a good variety of vocabulary, regular attempts at complexity of language and structure, successful references to all three time frames with errors that are mainly minor and some major errors in complex structures and sentences, then a mark of 6+5 is possible.

- If a student has clearly addressed all 3 bullet points but has produced a response with some variety of appropriate vocabulary, occasional attempts at complexity of language and structure, references to at least two different time frames, with some major errors and minor errors occurring regularly, then a mark of 10+3 is possible.

Once you have decided on the mark for AO2, you should read through the response once more and decide on the mark for AO3. A mark of 0 for AO2 automatically results in a mark of 0 for AO3 but, apart from that, the mark for AO2 does not limit the mark for AO3. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for AO3.

The whole of the response must be assessed when awarding the mark for AO3, even if some of it is irrelevant to the bullet points.

The following points should be taken into account when deciding on the mark to be awarded:

- Each level has four strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the four strands will not be consistently demonstrated.

- In order to score 5 marks, there **must** be reference to all three time frames (past, present and future). For 4 marks, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the level are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.

- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher students; b) that the criteria for AO3 in this question are not as demanding as the language criteria for Higher Question 3. However, for a mark of 3, 4 or 5, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the student attempts. Complexity may be shown in some of the following ways: different tenses; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.

- There is no requirement for students to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Glossary

The following glossary provides some guidance on terms used within the descriptors.

Lapse in clarity	Use of language that causes a delay in communication. For example: *Mon scolaire est grande.* *J'aime le football. C'est ennuyeux.* *Le soir je mange mon déjeuner à midi.*
Major error	An error which adversely affects communication. Some examples are: Incorrect verb forms. Incorrect use of pronouns. Examples of major errors: *Vous aimez le sport* for *J'aime le sport.* *Hier je mange un sandwich.*
Minor error	An error which does not affect communication. Some examples are: Incorrect but close to correct spellings. Incorrect genders and errors of agreement. Incorrect or missing accents unless these alter the meaning. Examples of minor errors: *Mon collège est grande.* *Mes proffeseurs sont intéressant.*
Development	A development is an additional detail, reasoning, justification and/or elaboration of a ideas, accounts and/or description. It can either be a clause ('*Ma maison est grande et c'est super')* or a phrase ('*J'habite à Manchester, dans le nord-ouest de l'Angleterre')*
Variety of language	Some examples: Different ways of expressing opinions – *j'aime/j'adore/je préfère, c'est super/génial/excellent.* Use of intensifiers. Different persons of the verb.
Complexity of language and structure	Some examples are : use of infinitive constructions introduced by prepositions (*avant de, pour, sans*), adjectives (*il est difficile de*), and after verbs (*je préfère aller, j'aime étudier, il faut travailler, il vaut mieux dormir)* **and the modal verbs *devoir, pouvoir, vouloir, savoir.*** use of object pronouns (*me, te, vous, le, la, lui).* use of emphatic pronouns (eg *avec/chez/pour moi/toi*). use of indefinite pronouns/adjectives such as *quelque chose, tout(e)(s),* etc. use of connectives such as *à part, malgré, en plus.* use of adverbs and adverbial phrases such as *d'abord, cependant, pourtant, c'est pourquoi, par exemple, par contre, malheureusement, plutôt.* use of negatives (eg *ne…pas/rien/personne/jamais*). use of comparative adjectives and expressions *(meilleur(e)(s)(es)* and *plus/moins/aussi…que).* use of demonstrative adjectives (*ce, cet, cette, ces*).

	use of a range of tenses (eg **Perfect, Imperfect, Periphrastic Future (***aller* **+ Infinitive**). use of subordinate clauses introduced by eg *parce que, car, si.* use of relative clauses introduced by *qui.* use of coordinating conjunctions: *donc, ensuite, ou, puis, mais, alors* (when using longer sentences).

Question 02.1

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• what sort of programmes you watch on TV or online	Accept one statement Accept names of artists/films/TV shows/sport
• a recent celebration	Accept one statement referring to any sort of celebration Accept any past time reference
• what you will do during the summer.	Accept one statement Accept any future time reference Accept any plans No direct reference to 'summer' needed

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

> *J'aime regarder la télé tous les soirs mais je préfère regarder la télé-réalité. Mon émission préférée s'appelle Love Island. J'adore ça. J'aime aussi regarder les vidéos de musique sur mon ordinateur. Récemment c'était l'anniversaire de mon beau-père et nous avons invité toute la famille à la maison. J'ai fait un grand gâteau, qui était vraiment excellent. En août je vais passer les vacances en Suisse avec mes amis. Nous allons rester dans un hôtel et nous allons visiter les musées. Ça va être super.*
> (90 words)
>
> **[15 marks]**

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although all three bullet points are covered.

> *Je regarde la télé tous les soirs. Je préfère regarder la télé-réalité. Mon émission préfère s'appelle Love Island. J'adore ça. J'aime aussi regarder les vidéo de musique de mon ordinateur. J'aime télécharger des films et j'ai regarde ça le week-end. Récemment c'était mon aniversaire. J'acheté un gâteau et c'était excellent. En août je vais passe les vacances en Suisse avec mes amis. Nous rester dans un tre grand hôtel et nous visiter des musées. Je voudrais faire la course dans les magasins.*
>
> (89 words)
>
> **[12 marks]**

AO2

All three bullet points are covered. Communication is mostly clear with the occasional lapses in clarity '*musique de mon ordinateur, j'ai regarde ça le week-end*' and '*faire la course*'. Ideas are often developed especially in the responses to bullets one and three. This places the work at the level 4 (7 – 8 marks). Since a lot of information, rather than quite a lot, is conveyed the work is closer to the level above than the level below, so a mark of 8 would be awarded.

AO3

A variety of appropriate vocabulary is used, for example different persons of the verb, different ways of expressing opinions and there are some attempts at complexity of language and structure. There is successful use of infinitive constructions, use of pronouns and use of present, perfect, imperfect and immediate future tenses. There are some unsuccessful attempts at the future time frame '*nous rester*' and '*nous visiter*'. Errors are mainly minor '*émission préfère, les vidéo, aniversaire, j'acheté, je vais passe, tre*'. This places the work at level 4 and is awarded 4 marks.

This response is awarded 12 marks out of a possible 15 marks.

Question 02.2

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• what you like about your area	Accept one statement No direct reference to 'your area' is necessary
• a recent visit to a place of interest	Accept one statement Accept any past time reference No direct reference to 'interest' needed
• a future event in your area.	Accept one statement Accept any future time reference Accept first person statements eg *Le mois prochain je vais voir Ed Sheeran en concert au centre-ville.*

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

J'aime habiter à Manchester. C'est une grande ville. Pour les touristes on peut trouver des magasins et des cinémas. Il y a aussi beaucoup de bons restaurants. Récemment, je suis allé dans un musée qui s'appelle Tate Modern avec mon collège. Nous avons vu beaucoup de choses et j'ai acheté des photos dans le magasin. C'était intéressant. En décembre à Manchester, il y aura un marché de Noël au centre-ville. Je vais aller avec mes amis. Je voudrais faire des courses et boire un café.
(91 words)

[15 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although all three bullet points are covered.

J'aime habiter à Manchester. C'est une grande ville. Pour les touriste on trouvé des magasin et des cinéma. Il y a aussi beucoup des bons restaurant. Nous aussi des stades de football. J'aller souvent car j'adore regarder le matchs. Récemment, je suis allé dans un musée avec ma collage. C'était intérresant. En décembre, il y a un marché de Noël au centre-ville et je vais aller avec mes ami. Je voudrais faire des courses et bu un café.

*(*84 words)

[9 marks]

AO2

There are lapses in clarity with language such as '*on trouvé, nous aussi des stades, ma collage*' and '*bu un café'*. This places the work at level 3 as the work is generally clear with lapses in clarity. Given that all three bullet points are addressed and ideas are developed the higher mark of 6 is awarded, as the work is closer to the level above.

AO3

Some variety of appropriate vocabulary is used, for example intensifiers and connectives and there is some attempt at complexity of language and structure, for example with infinitive constructions. There are both successful and unsuccessful references to time frames. Minor errors occur regularly, for example, '*des cinema, beucoup, des bons restaurant, le matchs, intérresant, mes ami'* and major errors occur, for example *'j'aller souvent'*. The work best matches the criteria for award of marks at level 3 and is awarded 3 marks.

This response is awarded 9 marks out of a possible 15 marks.

Section C

Question 03

For this question there are two compulsory bullet points, which are assessed for AO2 (15 marks), and AO3 (10 marks), as specified in the criteria below. The maximum mark for Question 3 is 25.

The student is expected to produce approximately 150 words over the whole question. The number of words is approximate – demonstration of the mark descriptors is more important than the word count. You must mark all work produced by the student even if it is well beyond the suggested number of words.

Both bullet points must be covered, but **there is no need for equal coverage of the bullets**.

Level	Mark	AO2
5	13-15	• A lot of information is conveyed in relation to the task. • Regular successful development of ideas, accounts and/or description. • Communication is clear with very few or no lapses in clarity.
4	10-12	• Quite a lot of information is conveyed in relation to the task. • Regular attempts at development of ideas, accounts and/or description which are mostly successful. • Communication is mostly clear but there are a few lapses in clarity.

3	7-9	• An adequate amount of information is conveyed in relation to the task. • Some successful development of ideas, accounts and/or description. • Communication is usually clear but there are some lapses in clarity.
2	4-6	• Some information is conveyed in relation to the task. • A little development of ideas, accounts and/or description. • Communication is sometimes unclear and there are regular lapses in clarity.
1	1–3	• A limited amount of information is conveyed in relation to the task. • Very limited or no development of ideas, accounts and/or description. • Communication is often unclear and there are frequent lapses in clarity.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

- A student who conveys information in relation to only one bullet point can score a **maximum** of 12 marks for AO2.

Guidance for examiners

- The student's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding the mark for AO2. However, as the bullet points are much more open-ended, there is scope for students to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a past holiday, students may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for AO2.

- As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place is missing.

- In order to score a mark of 13 or more for AO2, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.

- Provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

- The levels refer to the amount of information that is conveyed, as follows:

  13–15:   a lot
  10–12:   quite a lot
   7–9:   an adequate amount
   4–6:   some
  1 –3:   a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a student who writes approximately 150 words, clearly understandable and conveying a lot of information relating to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a student may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a student writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- Once the correct level has been decided upon, the middle mark in the level will be given to a student whose writing fits the level well. If the level above was a consideration, then award the higher of the three marks; if the level below was a consideration, then award the lower of the three marks.

In this question, the marks for AO3 are split between Range and use of language (Grid 1) and Accuracy (Grid 2). There is a maximum of five marks for each of these criteria, making a total of 10 marks for AO3 in this question.

The whole of the response must be assessed when awarding the marks for AO3, even if some of it is irrelevant to the bullet points.

Grid one: Range and use of language

Level	Mark	AO3 (Range and use of language)
5	5	• Very good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is often successful.
4	4	• Good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is generally successful.
3	3	• Some variety of appropriate vocabulary and grammatical structures. • Complex language is occasionally attempted and is sometimes successful.
2	2	• Little variety of appropriate vocabulary and grammatical structures. • Short and simple structures are often used but there is also regular use of longer sentences, with linking words.
1	1	• Very little variety of appropriate vocabulary. • Structures used are mainly short and simple.
0	0	The range of language produced does not meet the standard required for a mark at this tier.

Grid two: Accuracy

Level	Mark	AO3 (Accuracy)
5	5	• The response is usually accurate, although there may be occasional major and some minor errors, especially in attempts at more complex structures. • Verbs and tense formations are secure.
4	4	• The response is generally accurate with several major and minor errors, usually in attempts at more complex structures. • Verbs and tense formations are generally correct.

3	3	• The response is reasonably accurate. There are major and minor errors in both simple and complex structures. • Verb and tense formations are sometimes correct.
2	2	• The response is more inaccurate than accurate. There are frequent major and minor errors. • Verb and tense formations are often incorrect.
1	1	• The response is mostly inaccurate. There are major and minor errors in all sentences. • Verb and tense formations are nearly always incorrect.
0	0	The accuracy of language produced does not meet the standard required for a mark at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.

- A **major error** is a one which adversely affects communication.

- A **minor error** is one which does not affect communication.

Guidance for examiners

Once you have decided on the mark for AO2, you should read through the response once more and decide on the marks for AO3. A mark of 0 for AO2 automatically results in marks of 0 for AO3 but, apart from that, the AO2 mark does not limit the AO3 marks. However, a short piece is unlikely to show sufficient variety for a high mark in AO3 for Range and use of language.

The following points should be taken into account when deciding on the mark to be awarded:

- For AO3 Range and use of language there are two strands: variety of vocabulary and structures and complexity of sentences. For a mark of 5, there will be good evidence that the criteria for both strands have been met comfortably. Sometimes it will be necessary to adopt a 'best fit' approach, because the two strands will not be consistently demonstrated.

- There must be more complex sentences for the student to score 3 marks or more. See Glossary below. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.

- For the award of 5 marks for AO3 Accuracy, the writing need not be perfectly accurate. There may be occasional errors in attempts at more complex language, but these will be infrequent.

- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more inaccurate than accurate. If it is, then the **maximum** mark will be 2.

- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some students will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 5/Higher Question 2 to refer to all three time frames.

Glossary

The following glossary provides some guidance on terms used within the descriptors.

Lapse in clarity	Use of language that causes a delay in communication. For example: *Mon scolaire est grande.* *J'aime le football. C'est ennuyeux.* *Le soir je mange mon déjeuner à midi.*
Major error	An error which adversely affects communication. Some examples are: Incorrect verb forms. Incorrect use of pronouns. Examples of major errors: *Vous aimez le sport* for *J'aime le sport.* *Hier je mange un sandwich.*
Minor error	An error which does not affect communication. Some examples are: Incorrect but close to correct spellings. Incorrect genders and errors of agreement. Incorrect or missing accents unless these alter the meaning. Examples of minor errors: *Mon collège est grande.* *Mes proffeseurs sont intéressant.*
Development	A development is an additional detail, reasoning, justification and/or elaboration of a ideas, accounts and/or description. It can either be a clause ('*Ma maison est grande et c'est super'*) or a phrase ('*J'habite à Manchester, dans le nord-ouest de l'Angleterre'*) Both of these examples are successful because they communicate clearly. Unsuccessful attempts at developments are those which include lapses in clarity. Examples are: *A l'avenir, je vais trouver un bon travail. C'était une bonne idée pour gagner beaucoup d'argent.* *Récemment, je suis allé à un concert. C'était nul, parce qu' elle a une belle voix.*
Variety of language	Some examples: Different ways of expressing opinions – *j'aime/j'adore/je préfère, c'est super/génial/excellent.* Use of intensifiers> Different persons of the verb.
Complexity of language and structure	Some examples are : use of infinitive constructions introduced by prepositions (*avant de, pour, sans*), adjectives (*il est difficile de*), nouns (*j'ai l'intention de*) and after verbs (*je préfère aller, j'aime étudier, il faut travailler, il vaut mieux dormir* and the modal verbs *devoir, pouvoir, vouloir, savoir*) preposition (*après avoir*) + past participle.

	use of object pronouns ((*me, te, nous, vous, le, la, les, lui*). use of emphatic pronouns (eg *avec/chez/pour moi/toi/ lui/elle/nous,* etc). use of indefinite pronouns/adjectives such as *quelque chose, tout(e)(s),* etc. use of connectives such as *en plus, par contre, à part, malgré.* use of adverbs and adverbial phrases such as *d'abord, cependant, c'est pourquoi, par exemple, malheureusement.* use of negatives (*ne…pas/rien/personne/jamais/plus, ni… (ni …), ne… pas encore, ne…que* etc). use of *depuis* constructions and constructions such as *je viens de…* use of comparative adjectives and expressions (*meilleur(e)(s)(es)* and *plus/moins/aussi…que).* use of demonstrative adjectives and pronouns (*ce, cette, ces, ce qui/que* etc). use of possessive pronouns (*à moi,* etc). use of superlative adjective (*le meilleur, la meilleure, les meilleurs, les meilleures, le pire, la pire* and *les pires* etc). use of superlative adverb (eg *le mieux*). use of a range of tenses ((eg **Perfect, Imperfect, Periphrastic Future (*aller* + Infinitive**), **Inflectional Future, Conditional, Present participle**). use of subordinate clauses introduced by eg *parce que, car, puisque, si* etc. use of relative clauses introduced by *qui, que, quand, où.* use of coordinating conjunctions: *donc, ensuite, ou, puis, mais, alors* (when using longer sentences).

Notes

A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.

Question 03.1

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• the importance of living healthily	Accept one statement about the importance of living healthily
• how you will live a happy life in the future	Accept one statement about how the student will live a happy life in the future

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

> *Il est essentiel de mener une vie saine pour éviter les problèmes de tous les jours. Si on ne fait pas beaucoup d'exercice et si on mange trop de nourriture qui est mauvaise pour la santé, on peut tomber malade. Et aussi certains boivent trop d'alcool et fument. Ça peut causer des maladies graves. Beaucoup d'adolescents passent trop de temps devant leurs écrans et ça, ce n'est vraiment pas bon pour la santé.*
>
> *Pour être content à l'avenir, je vais trouver un bon travail pour gagner beaucoup d'argent. J'aimerais être avocat. Si j'étais riche, j'achèterais une très grande maison et une belle voiture. Avec un bon salaire, je pourrais aussi partir en vacances régulièrement. Je voudrais aussi être en pleine forme, alors à l'avenir je ferai beaucoup de sport et je mangerai plus de légumes. Comme ça, ma vie serait parfaite.*
> (150 words)
>
> **[25 marks]**

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although both bullet points are covered.

> *Il est essentiel mener une vie très saine pour les problèmes de tous les jour. Si on ne fais pas beaucoup d'exercice et si on manges trop de nourriture qui mauvaise pour la santé, on peut malade.*
>
> *Pour content à l'avenir, je vas trouver un bon travaille pour gagner beaucoup d'argent. Je voudrais avocat. Si j'étais riche, j'acheter une grand maison et une belle voiture. Avec un bon salaire, je pourrais aussi partir en vacances régulièrement. Je voudrais aussi être en pleine forme, alors à l'avenir je continuerai faire beaucoup de sport et je mangerez plus de légume. Je pense qu'être en bon santé est très importante pour une vie heureuse à l'avenir. Plus tard dans la vie j'aimerais rencontré le partenaire de mes rêves et je voudrais avoir des enfants. Comme ça, ma vie serais parfait.*
> (148 words)
>
> **[19 marks]**

AO2
Communication is mostly clear but there are a few lapses in clarity for example '*pour les problèmes, on peut malade*' and '*je voudrais avocat'*. There are regular attempts at development of ideas, accounts and description which are mostly successful. This places the work at Level 4. Given that there is still a lot rather than quite a lot of information conveyed, one would consider Level 5, so a mark of 12 is awarded.

AO3 Range and use of language
Variety of language includes the use of connectives, intensifiers, different persons of the verb. Complex language used includes infinitive constructions, subordinate clauses and present, imperfect, future and conditional tenses. However, these are not always successful for example in language such as; '*il est essentiel mener, qui mauvaise, pour content à l'avenir, je continuerai faire*' and '*j'aimerais rencontré'*. For this reason, complex language is generally rather than mostly successful and a mark of 4 at Level 4 is awarded.

AO3 Accuracy

The response is reasonably accurate. There are errors in both simple structures such as '*un bon travaille, une grand maison, plus de légume, en bon santé*,' and in complex structures '*tous les jour, ma vie serais parfait*' and '*j'achete*r'. Verb and tense formations are sometimes correct with the incorrect verb and tense formations '*on ne fais pas, on manges, je vas trouver, je mangerez*'. The work therefore best matches the criteria for award in Level 3 of 3 marks.

This response is awarded 19 marks out of a possible 25 marks.

Question 03.2

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• the positive aspects of being a celebrity	Accept one statement about the positive aspects of being a celebrity. Accept references to negative aspects as developments although positive aspects must be covered in order to fulfil the task.
• When you watched your favourite celebrity recently.	Accept one statement about when you watched a celebrity recently. No reference to 'favourite' needed

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points. It would be awarded full marks.

Les célébrités sont très riches et habitent dans des maisons énormes. Elles achètent des voitures chères et elles portent des vêtements de bonne qualité. Je serais très heureux si j'avais une vie comme ça. En plus, tout le monde aime suivre les célébrités. On les voit toujours sur les réseaux sociaux parce que leur vie semble être tellement passionnante. Elles sont toujours en train de faire des choses très intéressantes. Ma célébrité préférée est la chanteuse Adele. J'adore sa musique et elle semble être une personne sympa. Récemment, je suis allé à son concert et elle a chanté toutes ses chansons populaires. C'était vraiment super. J'ai pris beaucoup de photos. Elle était aussi à la télévision le week-end dernier et j'ai regardé l'émission. Elle vient d'enregistrer une nouvelle chanson. Je l'ai téléchargée hier soir et je l'ai beaucoup aimée.

(148 words)

[25 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although both bullet points are covered.

> *Les célébrités sont très riche et habité dans des maisons énorme. Elles des voitures cher et des vêtement de bonne qualité. On voit les souvent sur les réseaux sociaux et leur vie sembler être très passionnant. Elles sont toujours en train faire des choses très intéressantes. Ma célébrité préférée est la chanteuse s'appelle Adele. J'adore elle musique et elle semble une personne sympa. Récemment, je suis aller à son concert et elle chanté tout ses chansons popular. Elle a une très beau voix. C'étais à un endroit qui s'appelle O2 Arena et j'y suis aller avec mon amis. C'étais très super. J'ai pris beaucoup de photo. Elle est aussi à la télévision le week-end dernier et j'ai regarder l'émission. Elle était très drôle. Elle a enregistrer un nouvelle chanson. Je l'ai téléchargé dernier soir et je le beaucoup aimes.*
> (149 words)
>
> **[14 marks]**

AO2
Quite a lot of information is conveyed and communication is usually clear but with some lapses in clarity. Lapses in clarity include; '*habité dans, elles des voitures cher, j'adore elle musique, je l'ai téléchargé dernier soir*' and '*je le beaucoup aimes*'. There is successful development of ideas, accounts and descriptions. This best matches the descriptors for Level 3. Given the amount of information conveyed, one could consider a mark in Level 4. However, one cannot say that the regular attempts at development are mostly successful, so a mark of 9 is awarded.

AO3 Range and use of language
Variety of language includes the use of the connective '*et*', different persons of the verb and different ways of expressing opinions. However, there is the frequent repetition of the intensifier '*très*' and the connective '*et*'. Complex language used includes subordinate clauses, use of direct object pronouns and present, perfect and imperfect tenses. Nevertheless, these are not always successful for example in language such as; '*on voit les, sembler être, en train faire, la chanteuse s'appelle, semble une personne sympa*'. The work best matches the Level 3 descriptors. There is some variety of appropriate vocabulary and grammatical structures and complex language is sometimes successful. Therefore, a mark of 3 at Level 3 is awarded.

AO3 Accuracy
The response is more inaccurate than accurate. There are frequent major errors such as '*elle est aussi à la télévision le week-end dernier*' and minor errors such as '*riche, énorme, cher, passionant, tout ses chansons popular, beau, mon amis, photo, un nouvelle chanson*'. This matches the descriptors for award of marks at Level 2. Verb and tense formations are often incorrect, with only the present tense of '*être*' and '*avoir*' being mainly correct. Again, the work matches the criteria for the award of 2 marks at Level 2.

This response is awarded 14 marks out of a possible 25 marks.