

# GCSE FRENCH

(8658)

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## Marked Papers

Paper 4: Writing

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Understand how to apply the mark scheme for the writing paper

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# EXAMPLE RESPONSES



This resource comprises example answers with senior examiner commentaries and mark schemes for GCSE French (8658) Paper 4 Writing.

Examples of student work at both Foundation and Higher Tier are contained in this resource.

Also included is a commentary for each piece of work, with the marks awarded. The resource aims to show how the mark scheme is applied. Whilst every attempt has been made to show a range of student responses, they are not intended to be viewed as 'model' answers and the marking has not been subject to the usual standardisation process.

## Foundation Tier

### Question one

<b>0</b>	<b>1</b>
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*Vous envoyez une photo WhatsApp à votre ami(e) français(e).*

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*Qu'est-ce qu'il y a sur la photo? Ecrivez **quatre** phrases en **français**.*

[Extract from mark scheme](#)

#### **Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

<b>Mark</b>	<b>Communication</b>
<b>2</b>	The relevant message is clearly communicated.
<b>1</b>	The message is relevant but has some ambiguity and causes a delay in communication.
<b>0</b>	The message is irrelevant or cannot be understood.

## Foundation student one

### Response

- 01.1 *Je mange de salade*
- 01.2 *Je bu du l'eau minerale*
- 01.3 *Je suis parle avec mes copains*
- 01.4 *Il y a professeur*

### Commentary

Question part	Comments
01.1	2 marks. The message is clearly communicated with no ambiguity.
01.2	2 marks. The message is clearly communicated with no ambiguity. N.B. General principle – it is acceptable for students to describe what is on the photo in the past tense.
01.3	2 marks. The message is clearly communicated with no ambiguity.
01.4	1 mark. There is some ambiguity here. Is it 'the/a/my teacher?'

Total: 7 marks

## Foundation student two

### Response

- 01.1 *Le garçons manger une salade*
- 01.2 *Le fille manger un hamburger*
- 01.3 *Le garçon travaille dans un restaurant*
- 01.4 *Le waiter était sympa*

### Commentary

Question part	Comments
01.1	1 mark. There is a delay in communication. Note: General principle – use of infinitive would delay communication.
01.2	1 mark. There is a delay in communication.
01.3	1 mark. There is some ambiguity here. Does 'garçon' refer to a waiter/the boy eating salad/another boy who might be a waiter?
01.4	0 marks. The message cannot be understood.

Total: 3 marks

## Question two

0	2
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*Vous êtes en vacances et vous écrivez à votre ami(e) français(e).*

*Mentionnez:*

- *où vous êtes*
- *la météo*
- *l'hôtel*
- *vos activités de vacances.*

*Ecrivez environ 40 mots en français.*

**[16 marks]**

### Extract from mark scheme

#### Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]**

#### Content

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

## Foundation student one

### Response

*Je suis dans le Grece et le temps est super car il y a soleil et il y a chaud. Je suis dans le Grece dans un hôtel. Il y a une bon restaurant et un piscine et une bar chiq. Dans ma chambre il y a un grand television, un balcone et une grand lit. Je suis dans le Grece avec mes amis et chaque jour nous avons jouer au foot ensuite nous avons visiter au restaurant et je mange un pizza.*

### Commentary

#### Content

There is a full coverage of the required information: where they are, the weather, the hotel and the activities. Communication is totally clear for two of these. There are some areas in bullets 2 and 4 where there is some delay: *'il y a chaud'* and the last sentence does not communicate clearly. The work fits the criteria for award of marks in the top band, but the lower mark of 9 is appropriate.

#### Quality of language

The work is more accurate than inaccurate. There is some attempt at variety, although the structures in the last sentence are not totally accurate. This, together with the number of minor errors would suggest a mark of 3 rather than 4.

Total:  $9+3=12$

## Foundation student two

### Response

*Je suis alle en Italie au bor de la mer avec mes aimes pour deux mois et reste dans une hôtel. En vacances le temps en Italie qu'en beau en Angleterre. Pendant les vacances, j'ai joue au foot avec mes aimes et fair du vello. L'hotel est grand et modern.*

### Commentary

#### Content

The information relating to where they are, the hotel and activities is covered. The message relating to the weather does not communicate and there is some delay with language such as: *'mes aimes, fair du vello'*. The piece is borderline, but it is true to say that communication is mostly clear. A mark of 7 is awarded.

#### Quality of language

There is some attempt at variety but there are the minor errors; *'je suis alle, bor, une hôtel, j'ai joue, modern'*. A mark of 3 seems appropriate as one would be tempted more by the level below than the level above.

Total:  $7+3=10$

### Question three

0	3
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 Translate the following sentences into **French**.

My father is tall.

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At school I like maths and science.

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I listen to music in the evening.

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In my town there is a cinema and a museum.

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I played football in the park with my friends.

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**[10 marks]**



## Extract from mark scheme

### Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

**[10 marks]**

#### Conveying key messages

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

#### Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

## Foundation student one

### Response

**My father is tall.**

*Mon perre est grande*

**At school I like maths and science.**

*Au collages J'aime la maths et sience*

**I listen to music in the evening.**

*Je ecoute un musique la soir*

**In my town there is a cinema and a museum.**

*en ville ils a cinema et museum*

**I played football in the park with my friends.**

*Je joue au foot avec mes amis des un parc*

### Commentary

#### **Conveying key messages**

The decision lies between whether 'some' or 'most' key messages are conveyed. A mark of 3 is awarded as outlined as follows: in sentence 2, despite the use of 'collages' and 'sience', a residual message is conveyed. Sentences 4 and 5 only communicate partial messages. However, both sentences do communicate some required information.

#### **Application of grammatical knowledge of language and structures**

The work is generally more inaccurate than accurate. There are errors in every sentence. The work is therefore awarded the mark of 2.

Total: 3+2=5

## Foundation student two

### Response

**My father is tall.**

*Mon pere est grande*

**At school I like maths and science.**

*Au college j'aime le mat et les science*

**I listen to music in the evening.**

*Le soir je ecoute le musique*

**In my town there is a cinema and a museum.**

*En ville il y a un cinema et un muse*

**I played football in the park with my friends.**

*Je joué au foot avec mes amis*

### Commentary

#### **Conveying key messages**

Messages are fully conveyed in 1, 3 and 4. Partial messages are conveyed in 2 and 5. This being the case, it would be true to say that nearly all key messages are conveyed, and so a mark of 4 is awarded.

#### **Application of grammatical knowledge of language and structures**

Although there are errors in every sentence, the decision is around whether the work is generally inaccurate or more accurate than inaccurate. The work fits the latter description as the inaccuracies do not interfere with key messages being conveyed. A mark of 3 is appropriate.

Total: 4+3=7

## Question four

### EITHER Question 4.1

0	4
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1
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 Vous décrivez là où vous habitez pour votre blog. Décrivez :

- votre ville et ses attractions
- les aspects positifs et négatifs de votre maison
- une visite récente à votre ville
- où vous voulez habiter à l'avenir.

Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

**[16 marks]**

### OR Question 4.2

0	4
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2
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 Vous décrivez votre vie d'adolescent(e) pour votre blog. Décrivez :

- vos passe-temps préférés
- vos rapports avec votre famille
- une activité récente avec un(e) ami(e)
- vos projets pour le week-end prochain.

Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

**[16 marks]**

## Extract from mark scheme

### Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]**

## Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

## Notes

There may be some imbalance in the coverage of the four 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.

### Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

## Foundation student one (Question 04.1)

### Response

*Je h'abiter en Leigh-on-Sea en le Southend, dans en sud est de l'Angleterre. J'aime mon maison car il est très grand. En Leigh, il y a un grand plage. Ma maison c'est trop beau et tres grande. J'ai visité un museo en ville. Aussi, nous avons nagé au la plage. C'est très amusant. Je voudrais visiter en Francais l'annee prochain car je voudrais visiter en parc d'attraction. En el futur, je voudrais habiter en petit ville en la plage. Je pense que est plus beau que habiter en la grande ville.*

### Commentary

#### **Content**

Almost all aspects of the task are covered as the negative aspect of the house is not mentioned. This places the work at the level where 5 – 6 marks should be awarded. As communication is mostly clear and opinions are expressed, the higher of the two marks is awarded.

#### **Quality of language**

There is some variety of language and a limited attempt at complex structures/sentences, these mainly being attempts to connect and to use intensifiers. There are references to three time frames. There are some major errors '*c'est trop beau, je pense que est*' and the use of Spanish words together with frequent minor errors. This places the work at level 2. A mark of 3 is awarded as one would be tempted more by the level below than above.

Total: 6+3=9

## Foundation student two (Question 04.1)

### Response

*J'habite en Southend-on-Sea, qui est un grande ville, près de London. Les attractions dans Southend, il y a beaucoup de là ! Il y a la jetee, la plage et la mer !*

*J'adore ma maison parce que c'est grande et belle, mais je n'aime pas le jardin parce que petit.*

*A récente, j'ai visité le cinéma, voir Ghostbusters car c'est beaucoup bien. Nous avons nagé. Il y a aussi un parc à theme.*

*Je voudrais habiter dans le France ou la Portugal à l'avenir. Je n'habiterai jamais en l'etats uni parce que n'est pas belle.*

### Commentary

#### Content

All bullet points are covered and developed. Opinions are expressed. For the award of 9 – 10 marks, communication needs to be clear. This response contains language where this is not the case; *'il y a beaucoup de là, parce que n'est pas belle'* and the response to the second bullet point causes some delay. The work is therefore 'mostly clear' and is awarded 8 marks as one might be more tempted by the level above than the level below.

#### Quality of language

Some variety of language is used and there are some attempts at complex structures. Examples of this are *'qui est, je n'habiterai jamais'*. There are also connectives. There are references to three timeframes and verb formations across the four tenses are sound. Errors do not always occur in attempts at complexity so the work fits level 2 rather than level 3. A mark of 4 is awarded as the work is closer to the level above than the level below.

Total: 8+4=12



## Foundation student one (Question 04.2)

### Response

*Ma favori passe-temps c'était faire les magasins. Maintenant je sais que j'aime jouer au basket avec mes copains.*

*Je sais que je n'entend pas avec mon père parce que il est très stricte. Mon père je ne laissent jamais sortir le soir.*

*Le weekend prochain, ma copine et moi jouons au netball. C'était grêt. Après que nous mangé dans un restaurant.*

*A l'avenir, je voudrais jouer au tennis, si j'avais les temps. J'espère aller en Inde pour mes grands vacances. J'aimerais rester dans le maison de grands-parents.*

### Commentary

#### Content

The response covers all aspects of the task. Opinions are expressed. Communication is not always clear, however, in areas such as '*je n'entend pas, je ne laissent jamais, grêt,*' so a mark of 7 – 8 is considered. As one would be tempted more by the level below, a mark of 7 is awarded.

#### Quality of language

There is some variety of language and some complex structures are attempted; '*je sais que, j'aime jouer, j'aimerais rester*'. The three timeframes are largely successful. There are some major errors '*après que, nous jouons*' and there are frequent minor errors. The work fits the criteria for the award of the 3 – 4 marks. The work is more accurate than inaccurate and the intended meaning is usually clear. The higher mark is awarded as one might be more tempted by the level above.

Total: 7+4=11

## Foundation student two (Question 04.2)

### Response

*Mon passe-temps préféré est regarder la télé. Tous les jours, avant de collège, je regarde une comédie car ça me fait rire. Hier soir, j'ai allé au cinéma avec ma sœur, qui s'appelle Abbie. Nous regardons un film d'action s'appelle Kingsman, c'était incroyable ! Mes projets pour le weekend sont, d'abord je vais faire du shopping pour ma vacance avec ma mère. Si on me demandait mon avis, je dirais que, ce serait vraiment passionnant. Avec mon père, je fais du vélo tous les samedis. C'est très fatigant.*

### Commentary

#### Content

The first, third and fourth bullet points are covered and developed. There is no attempt at bullet point 2. The work therefore matches the descriptors at level 3, therefore 5 – 6 marks. Almost all aspects of the task are covered. An opinion is expressed and communication is clear. As it is nearer the level above than the level below, the mark of 6 is awarded.

#### Quality of language

The work fits the criteria for the award of 3 – 4 marks. There is some variety of vocabulary and some attempt at complexity; '*ça me fait rire, qui s'appelle, d'abord, si on me demandait mon avis, je dirais que*'. Although two timeframes incorporating four tenses are used successfully, the formation of the perfect tense is inaccurate, and there are many minor errors. As one would be tempted by the level above, the higher mark of 4 is awarded.

Total: 6+4=10

## Higher Tier

### Question one

#### EITHER Question 1.1

0	1
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1
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 Vous décrivez là où vous habitez pour votre blog. Décrivez:

- votre ville et ses attractions
- les aspects positifs et négatifs de votre maison
- une visite récente à votre ville
- où vous voulez habiter à l'avenir.

Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

**[16 marks]**

#### OR Question 1.2

0	1
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2
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 Vous décrivez votre vie d'adolescent(e) pour votre blog. Décrivez:

- vos passe-temps préférés
- vos rapports avec votre famille
- une activité récente avec un(e) ami(e)
- vos projets pour le week-end prochain.

Ecrivez environ **90** mots en **français**. Répondez à chaque aspect de la question.

**[16 marks]**

### Extract from mark scheme

#### Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

**[16 marks]**

## Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

## Notes

There may be some imbalance in the coverage of the four 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.

### Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

## Higher student one (Question 1.1)

### Response

*J'habite à Bolton. A Bolton il y a beaucoup à faire. Par exemple, on peut visiter les magasins avec ses copains/famille. Aussi on peut visiter le grand musée, c'est très intéressant. On peut faire du promenade dans le parc et on peut jouer au foot avec ses copains. On peut regarder un film au cinéma. On peut jouer les sports au centre de sports. Ma maison est grande et modern mais le jardin est mal. Aussi, ma chambre est petite. Le weekend dernier je suis visité le centre-ville. Je suis allé au cinéma et regardé un film. C'était bien mais quelquefois ennuyeux. Aussi dans le cinema j'ai acheté des chips parce que j'ai ne mangé le petit déjeuner. A l'avenir j'habiterai aux Etats-Unis parce que c'est très chaud et amusant.*

### Commentary

#### Content

All aspects of the task are covered. A lot of information, especially relating to the first task, is conveyed. Opinions are expressed. A mark in the top band is appropriate. However, a mark of 9 is awarded because of one or two lapses in communication, examples being '*le jardin est mal, j'ai ne mangé.*'

#### Quality of language

There is a variety of vocabulary, albeit some repetition of '*on peut*'. There is some complexity: '*il y a beaucoup à faire, on peut*', and four tenses used. Errors are mainly minor. A mark at level 3 is appropriate, but there are too many errors for full marks. A mark of 5 is awarded.

Total: 9+5=14

## Higher student two (Question 1.2)

### Response

*Normalement je joue au football dans ma passe-temps. Je joue pour mon équipe s'appelle Bromley Cross Tempête. J'aime jouer au football parce que c'est très passionnant et bon pour ma santé.*

*Quelquefois moi et ma famille vont au Trafford Centre acheter les nourriture et casquettes. Je pense que c'est vraiment drôle.*

*Le week-end dernier je suis allés au cinema avec mon meilleur ami. Nous avons regardé un film d'action s'appelle Die Hard. Il pense que c'est d'accord mais j'adore ça.*

*Le weekend prochain moi et ma famille irons l'Espagne en vacances. Ma grandmère habit en l'Espagne depuis deux mille quatre. Quand nous visitons, nous irons a la plage et beaucoup de restaurants ensemble. Je suis impatient sa rencontré.*

### Commentary

#### Content

Almost all aspects of the task are covered as the second bullet point has been misinterpreted by the student. The work, therefore, does not meet the descriptors for award of marks above level 3. Although opinions are expressed and a lot of information is conveyed, sometimes communication is not always clear; *'il pense que c'est d'accord, je suis impatient sa rencontré'*. However, as the work is nearer the descriptors for the levels above, the higher of the two marks is awarded.

#### Quality of language

There is a variety of language and complex structures are attempted *'j'aime jouer, ma et ma famille irons, je pense que'*. Errors do not always occur in complex structures *'les nourriture et casquettes, irons l'Espagne, habit'*. The work is borderline, but overall the piece matches better the level 3 descriptors rather than level 2, so a mark of 5 is awarded.

Total: 6+5=11

## Question two

### EITHER Question 2.1

0	2	.	1
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*Vous écrivez un article sur la qualité des collèges en Grande-Bretagne pour un magazine français.*

*Décrivez :*

- pourquoi votre collège est un bon collège*
- un événement scolaire mémorable.*

*Ecrivez environ 150 mots en français. Répondez aux deux aspects de la question.*

**[32 marks]**

### OR Question 2.2

0	2	.	2
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*Vous écrivez un article sur les vacances pour un magazine français.*

*Décrivez :*

- l'importance des vacances*
- des vacances mémorables.*

*Ecrivez environ 150 mots en français. Répondez aux deux aspects de la question.*

**[32 marks]**

## Extract from mark scheme

### Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

**[32 marks]**



## Content

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 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.

### Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

### Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

## Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

## Higher student one (Question 2.1)

### Response

*Mon collègue, qui est au centre-ville, est assez moderne. C'est très bien équipé car on a un centre sportif, deux gymnases, des champs, beaucoup de salles d'informatique et une grande bibliothèque où je fais des recherches sur l'Internet, et je lu, naturellement.*

*Les équipes de sport sont bien connues et je respecte de mes profs qui sont travailleuses et diligents. Donc, à mon avis, c'est un bon collègue.*

*Il y a deux mois j'ai participé à un spectacle au collège. On a fait 'Oliver' qui est une pièce musicale et j'ai joué Nancy. C'était tellement génial. J'ai chanté et tout le monde a applaudi. La première nuit j'étais nerveuse, mais Peter, qui jouait Oliver n'a dit j'étais douée et ça m'a plu.*

*J'aime participer à une autre pièce l'année prochaine, mais j'aurai des examens à passer, alors je n'en suis pas sûre.*

### Commentary

#### Content

The response is fully relevant and detailed. A lot of information is conveyed. Opinions are expressed and justified '*C'est très bien équipé car on a un centre sportif; mes profs qui sont travailleuses et diligents. Donc, à mon avis, c'est un bon collègue*'. Communication is clear, on the whole. However, there is lack of clarity around '*je lu, je respecter, n'a dit j'étais douée*'. For this reason, a mark of 14 rather than 15 would be appropriate.

#### Range of language

There is a good variety of vocabulary/structures – first and third person, different ways of expressing opinions and a range of subordinate clauses. There are four tenses, present, perfect, imperfect and future. Complex sentences are generally handled with confidence, although there are some unsuccessful attempts; '*Les équipes de sport sont bien connues, J'aime participer à un autre pièce l'année prochaine*'. For this reason, a mark of 11 would be appropriate.

#### Accuracy

Verb and tense formations are nearly always correct apart from '*je lu, applaudi, j'étais nerveuse*'. There are also the minor errors '*équipé, une spectacle, un autre pièce*'. A mark of 4 is awarded.

Total: 14+11+4=29

## Higher student two (Question 2.1)

### Response

*Le college s'appelle DHS. C'est un bon college. C'est assez grande et tres mixte. Il y a trois etages et neuf cents eleves. Recemment on a construit un nouveau bâtiments pour les medias qui s'appelle Inspire qui est bien équipé. J'aime le college parce qu'il y a beaucoup de l'occasions et mes amis viennent ici. Il y a beaucoup de règles par exemple il faut porter un uniforme. C'est une bonne idée parce que il n'y a pas de différence entre les élèves. Il ne faut pas mastiquer le chewing-gum ni fumer. On devrait respecter les autres. En classe, j'aime l'histoire parce que c'est tres interessant et le prof explique bien sa matière. Par contre, je n'aime pas les maths parce que c'est trop dure et le prof parle trop !*

*Il y a deux ans j'ai fait une visite scolaire. Nous sommes allés à l'université qui s'appelle Manchester University. Nous avons quitté à 9h et nous avons arrivé à 10h. J'ai voyage en car c'est assez sale mais tres rapide ! Pendant la journée j'ai recontres les gens interessantes et j'ai pris plein de photos. C'était une experience inoubliable !*

### Commentary

#### Content

A lot of information is conveyed and the piece is almost always relevant, the negative view of maths not addressing the bullet point directly. Opinions are expressed and justified; '*C'est une bonne idée parce que il n'y a pas de différence entre les élèves, j'aime l'histoire parce que c'est tres interessant*'. Communication is mostly clear but there are a few ambiguities; '*tres mixte, il y a beaucoup de l'occasions*'. The work matches the descriptors at level 4 but as one might not be tempted by the level above, mark of 11 is awarded.

#### Range of language

There is some variety of language; adjectives, first person singular and plural, third person. More complex structures are attempted '*qui s'appelle, Il ne faut pas, On devrait,*' together with present, perfect, imperfect and conditional tenses. There are occasional lapses in areas such as '*Nous avons quitté à 9h, j'ai recontres les gens*'. The work matches the descriptors at level 3 and as one would not be tempted by either the level below or above, a mark of 8 is awarded.

#### Accuracy

There are many minor errors here and many accents are omitted. However, verbs and tense formations are nearly always correct and major errors have been considered under content and range of language. The work therefore merits a mark of 4 for accuracy.

Total:  $11+8+4=23$

## Higher student one (Question 2.2)

### Response

*Les vacances c'est super. Mon vacances préféré est le ski parce que j'adore faire du ski, aussi j'aime faire du ski avec ma famille. Le ski c'est super parce que j'alle très rapide dans le montagne. Mon ski station préféré est les Alpes parce que j'alle le ski comme le temps dans les Alpes. Aussi les ski vacances c'est tres bon pour ma sante parce que tu fais beaucoup d'exercice. Aussi un vacances mémorables pour moi était à Majorca dans le soleil. C'était génial parce que c'était tres chaud et j'adore aller à la plage.*

*Les vacances sont tres important parce qu'ils sont tres relaxant pour beaucoup de gens. Aussi ils sont bon pour votre sante mais les vacances chaud sont plus relaxant que les vacances frais, par exemple aller à la plage est plus relaxant que faire du ski. Donc beaucoup de gens aller sur les vacances chaud.*

### Commentary

#### Content

The response is relevant and detailed and conveys a lot of information. Opinions are expressed and justified; '*Mon vacances préféré est le ski parce que j'adore faire du ski, C'était génial parce que c'était tres chaud et j'adore aller à la plage*'. In terms of communication, there are some areas that cause delay in comprehension; '*Mon vacances préféré est le ski, j'alle très rapide, j'alle le ski comme le temps dans les Alpes, c'est tres bon pour ma sante parce que tu fais beaucoup d'exercice, c'était tres chaud*'. The piece just matches the descriptors for award of marks at level 4 and a mark of 10 is awarded.

#### Range of language

The student produces a variety of language and there are some successful attempts at complexity: '*j'aime faire, j'adore aller, aller à la plage est plus relaxant que faire du ski*'. There are present and imperfect tenses. However, there is some repetition, for example, the use of '*relaxant*' and complex sentences, although regularly attempted, are not mostly successful and there are more than 'occasional lapses'. The work fits the criteria for an award of marks at level 2, but is worth the highest mark of 6.

#### Accuracy

The decision lies between 2 and 3 marks for accuracy. There are many errors, both major and minor. However, the intended meaning is generally clear and verb and tense formations are nearly always correct, the only errors here being '*j'alle, beaucoup de gens aller*'. The piece therefore is awarded the higher mark of 3.

Total: 10+6+3=19

## Higher student two (Question 2.2)

### Response

*Les vacances est très importante parce que vous pouvez relaxer sur la plage, faire du shopping dans le centre commercial ou juste avoir le temps à ta maison. Ils t'aident pour relaxer car vous n'avez pas travailler. Ils sont très bon pour passer le temps avec votre famille aussi. Vous pouvez manger/essayer la spécialité de la région comme le chocolate du Belgique, c'est très délicieux. Vous pouvez visiter les attractions ou les parcs des themes pour les enfants. Il est très importante pour ton santé car c'est sympa avoir un change d'environnement.*

*Les grandes vacances sont très cher mais c'est le même pour tout le monde cependant vous pouvez aller sur l'Internet pour bonnes marches sur tes vacances.*

*L'année dernière je suis allé en Espagne. L'avion a été tard. Cependant, les vacances c'était super et relaxant. Je pense que les vacances est un temps superbe pour relaxer avec ta famille quand tu n'es pas dans ton collège.*

### Commentary

#### Content

A lot of information is conveyed. Opinions are expressed and justified; '*Les vacances est très importante parce que vous pouvez relaxer sur la plage, les vacances est un temps superbe pour relaxer avec ta famille quand tu n'es pas dans ton collège*'. Communication is mostly clear with some ambiguity. '*Vous n'avez pas travailler, un change d'environnement, bonnes marches sur tes vacances*'. The work matches the level 4 descriptors and is awarded 11 marks as one would not be tempted by the level above.

#### Range of language

In terms of variety, there is the use of the different persons of the verb. Present, perfect, imperfect tenses are there. Attempts at complex structures are also there: '*pour passer le temps, le même pour tout le monde*'. There are also infinitive constructions and a varied use of connectives. Although the inconsistent use of personal pronouns might reflect the level 2 descriptor that 'style and register might not always be appropriate', overall the work matches the criteria at level 3 and is awarded a mark of 7.

#### Accuracy

There are major and minor errors, not always in attempts at complex structures. Although verb and tense formations are nearly always correct, there are too many errors for a mark of 4. A mark of 3 is appropriate.

Total: 11+7+3=21

## Question three

0	3
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Translate the following passage into French.

To celebrate my birthday, I invited my friends to my house. My mother prepared a special meal. I received a computer. It is useful because I have a lot of homework. Next year in September I will do an apprenticeship in a college in the town centre and I would like good results.

[12 marks]

### Extract from mark scheme

#### Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]

#### Conveying key messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.



## Higher student one

### Response

*Pour celebre mon anniversaire, j'ai invitée mes amies à ma maison. Ma mère a préparée la cuisine. J'ai recivée un ordenador. C'est util parce que j'ai beaucoup des devoirs. L'année prochaine en septembre je vais faire une apprentice en un lycée dans le centre de la ville et je voudrais le gagne bien.*

### Commentary

#### Conveying key messages

Apart from 'la cuisine, J'ai recivée un ordenador, une apprentice, le gagne bien', the other key messages are conveyed. It is true to say, therefore, that most, rather than nearly all key messages are conveyed, and a mark of 4 is awarded.

#### Application of grammatical knowledge of language and structures

The decision lies between whether the work is generally accurate or more accurate than inaccurate. In terms of accuracy there are errors in every sentence, which points to a piece which is not 'generally accurate', but rather 'more accurate than inaccurate'. Similarly, the lexical items highlighted above suggest that there is a 'reasonable' rather than a 'good' knowledge of vocabulary and structures. A mark of 3 is therefore awarded.

Total: 4+3 =7

## Higher student two

### Response

*Pour celebrate mon anniversaire, j'ai invité mes amies chez moi. Ma mere à préparé un plat especial. J'ai recivé un ordinateur. C'est utile car j'ai beaucoup de devoirs. L'année dernière dans Septembre j'aimerais un apprenticeship en un collège dans la centre-ville et je voudrais bonne resultats.*

### Commentary

#### Application of grammatical knowledge of language and structures

The key messages conveyed are: 'j'ai invité mes amies chez moi, C'est utile car j'ai beaucoup de devoirs, je voudrais bonne resultats' together with some key elements of other messages. The work fits the criteria for the award of 3 marks as 'some key messages are conveyed'.

#### Conveying key messages

Application of grammatical knowledge of language and structures

This is a borderline piece of work. Although the piece is inaccurate, it is not true to say that there is a limited knowledge of vocabulary and structures, so the work is awarded 3 rather than 2 marks.

Total: 3+3=6

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