



# General Certificate of Secondary Education

## French (Short Course) 3657

*3657/W Writing*

# Mark Scheme

*2006 examination – June series*

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

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

## WRITING TESTS - FOUNDATION AND HIGHER TIERS

### PART ONE

#### Principles of Marking

- All marking is to be done in accordance with the published Criteria for Assessment.
- The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- There is no need to count the number of words used to answer each question. The sole criterion is completion of the tasks set.

#### MARK ALLOCATION

| Foundation | Communication | Quality of Language | Total |
|------------|---------------|---------------------|-------|
| List       | 2             |                     | 2     |
| Message    | 12            | 8                   | 20    |
| Letter     | 8             | 12                  | 20    |
| Total      | 22            | 20                  | 42    |

| Higher     | Communication | Quality of Language | Total |
|------------|---------------|---------------------|-------|
| Letter     | 8             | 12                  | 20    |
| Question 2 | 8             | 12                  | 20    |
| Total      | 16            | 24                  | 40    |

#### FOUNDATION TIER QUESTION 1 - List Question

This question will be assessed for Communication only.

| Marks | Degree of Communication                 |
|-------|---|
| 1     | 1 - 2 words correct, without ambiguity. |
| 2     | 3 - 4 words correct, without ambiguity. |

Maximum mark – 2

#### QUESTION 2 - Message Question

This question will consist of six tasks and will be assessed for Degree of Communication and Quality of Language.

**DEGREE OF COMMUNICATION**

For each of the six tasks, the following criteria will be used.

| Marks            | Degree of Communication   |
|------------------|---|
| 0                | Required message not communicated.  |
| 1                | Comprehension difficult or ambiguous. Some relevant information conveyed. |
| 2                | Required message conveyed without ambiguity even if not totally correct.  |
| 6 x 2 = 12 marks |   |

**QUALITY OF LANGUAGE**

A global mark out of 8 will be awarded. The mark awarded for Communication will determine the mark range available for Quality of Language according to the following criteria.

| Marks awarded for Communication | Marks available for Quality of Language | Quality of Language   |
|---------------------------------|---|---|
| 0 - 1                           | 0                                       | Inaccuracy is almost always a barrier to communication.   |
| 2 - 4                           | 1 - 2                                   | Some of the messages are intelligible but the frequency of serious error makes communication difficult.                       |
| 5 - 6                           | 3 - 4                                   | Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader. |
| 7 - 8                           | 5 - 6                                   | Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.            |
| 9 - 12                          | 7 - 8                                   | Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.                      |

Maximum mark 12 + 8 = 20

**QUESTION 3 - Letter Question**

This question will consist of eight tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum mark of 20.

**DEGREE OF COMMUNICATION**

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 3 marks. This means that the candidate will have added an additional detail (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.

- Developments cannot be credited for a task which has been rejected.
- There can be only **one** Development per task in this question.

### Tasks to Marks - Degree of Communication

| Tasks         | Marks | Requirement   | Degree of Communication   |
|---------------|-------|---|---|
| 0             | 0     |   | Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.   |
| 1             | 1     |   | Communicates <i>a little</i> basic information (e.g. simple facts).   |
| 2 – 8 (0 Dev) | 2     |   |   |
| 3 - 8 (1 Dev) | 3     |   | <i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).   |
| 3 - 8 (2 Dev) | 4     |   |   |
| 5 - 8 (3 Dev) | 5     | Must include an opinion, if not, revert to 4 marks                  | Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts. |
| 5 - 8 (4 Dev) | 6     | Must include an opinion, if not, revert to 4 marks                  |   |
| 7 - 8 (5 Dev) | 7     | Must include justification of an opinion, if not, revert to 6 marks | Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.   |
| 7 - 8 (6 Dev) | 8     | Must include justification of an opinion, if not, revert to 6 marks |   |

**QUALITY OF LANGUAGE**

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
- For the award of 4 marks or more under Range/Complexity there must be at least one reference to each of past, present and future events.

| <b>Range / Complexity</b>  | <b>Marks</b> | <b>Accuracy</b>  |
|--|--------------|--|
| Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.   | <b>0</b>     | There is little, if any, evidence of understanding of the most basic linguistic structures.  |
| The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.   | <b>1</b>     | There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.   |
| Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.   | <b>2</b>     | Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.   |
| Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.   | <b>3</b>     | There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.   |
| There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame. | <b>4</b>     | There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable. |
| There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.  | <b>5</b>     | Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.   |
| A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.  | <b>6</b>     | There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.   |

The maximum mark for the Foundation Tier Paper is 42.

## HIGHER TIER

### QUESTION 1

This question is the same as that set for Foundation Writing Question 3. It should therefore be marked in accordance with the instructions given for Foundation Tier Question 3.

### QUESTION 2

This question will consist of *four* tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum of 20.

#### **DEGREE OF COMMUNICATION**

- The assessment of Communication depends upon recognising an attempt to write something about the task. All responses should be self-contained and comprehensible without reference to the rubrics.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 2 marks. This means that the candidate will have added an additional piece of information, in the form of a phrase or clause (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be *up to two* developments per task in this question.

#### **Tasks to Marks - Degree of Communication**

| Tasks         | Marks | Requirement   | Degree of Communication   |
|---------------|-------|---|---|
| 0             | 0     |   | Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.   |
| 1 – 4 (0 Dev) | 1     |   | Communicates <i>a little</i> basic information (e.g. simple facts).   |
| 1 - 4 (1 Dev) | 2     |   |   |
| 2 - 4 (2 Dev) | 3     |   | <i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).   |
| 2 - 4 (3 Dev) | 4     |   |   |
| 3 - 4 (4 Dev) | 5     | Must include an opinion, if not, revert to 4 marks                  | Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts. |
| 3 - 4 (5 Dev) | 6     | Must include an opinion, if not, revert to 4 marks                  |   |
| 4 (6 Dev)     | 7     | Must include justification of an opinion, if not, revert to 6 marks | Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.   |
| 4 (7 - 8 Dev) | 8     | Must include justification of an opinion, if not, revert to 6 marks |   |

**QUALITY OF LANGUAGE**

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
- For the award of 4 marks or more under Range/Complexity there must be at least one reference to two of past/present/future events.

| <b>Range / Complexity</b>  | <b>Marks</b> | <b>Accuracy</b>  |
|--|--------------|--|
| Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.   | <b>0</b>     | There is little, if any, evidence of understanding of the most basic linguistic structures.  |
| The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.   | <b>1</b>     | There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.   |
| Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.   | <b>2</b>     | Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.   |
| Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.   | <b>3</b>     | There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.   |
| There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame. | <b>4</b>     | There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable. |
| There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.  | <b>5</b>     | Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.   |
| A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.  | <b>6</b>     | There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.   |

The maximum mark for the Higher Tier paper is 40.

## Writing – Part 2 Mark Scheme

### Foundation Tier

Examples of the type of response qualifying for 0, 1 and 2 marks will be issued at the standardisation meeting.

#### Question 1

Examples of the types of response qualifying for 0, 1 and 2 marks will be issued at the standardisation meeting.

| 1. | Four sandwich fillings                              |                            |  |
|----|---|----------------------------|--|
|    | 2   | 1                          | 0  |
|    | 3 or 4 appropriate answers<br>accept any food items | 1 or 2 appropriate answers | English words that do not exist<br>in French<br>Drinks |

#### Question 2

There are 6 tasks:

Accept past tenses for reference to school as candidates may be writing as if they have left.

| 1. | Breakfast   |   |                             |
|----|---|---|-----------------------------|
|    | 2   | 1   | 0                           |
|    | Sentence needed<br>Accept Cereal Brands<br>Drinks | No verb<br>Je mange des cereals<br>infinitive<br>past tense | Cereals (tc) with no accent |

| 2. | What you wear   |                                     |   |
|----|-----------------|-------------------------------------|---|
|    | 2               | 1                                   | 0 |
|    | One item needed | No verb<br>infinitive<br>past tense |   |

| 3. | Which lesson you like |                       |                   |
|----|-----------------------|-----------------------|-------------------|
|    | 2                     | 1                     | 0                 |
|    | Accept Past Tense     | No verb<br>infinitive | English spellings |



|           |   |                       |               |
|-----------|---|-----------------------|---------------|
| <b>4.</b> | <b>Where you eat at lunchtime</b>         |                       |               |
|           | <b>2</b>                                  | <b>1</b>              | <b>0</b>      |
|           | Accept English Proper Nouns<br>past tense | No verb<br>infinitive | Canteen (Eng) |

|           |                                   |                                     |          |
|-----------|-----------------------------------|-------------------------------------|----------|
| <b>5.</b> | <b>What you do in the evening</b> |                                     |          |
|           | <b>2</b>                          | <b>1</b>                            | <b>0</b> |
|           | One activity                      | No verb<br>Past tense<br>infinitive |          |

|           |                                |                 |                                 |
|-----------|--------------------------------|-----------------|---------------------------------|
| <b>6.</b> | <b>What time you go to bed</b> |                 |                                 |
|           | <b>2</b>                       | <b>1</b>        | <b>0</b>                        |
|           | 8h00<br><br>je couche ✓        | 8.00<br>No verb | English times<br><br>8pm<br>8am |

**Foundation Question 3/Higher Question 1**

**Content**

There are eight tasks:

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| <b>1. What is your town like?</b> |                                   |
| <b>Accept</b>                     | <b>Reject</b>                     |
| one statement                     | J'habite à Manchester <b>t.c.</b> |

|                                       |               |
|---------------------------------------|---------------|
| <b>2. Do you like your town? Why?</b> |               |
| <b>Accept</b>                         | <b>Reject</b> |
| one statement for each part           | One part only |

| <b>3. How far your house is from town centre</b>                                     |               |
|--|---------------|
| <b>Accept</b>  | <b>Reject</b> |
| one statement<br><i>J'habite au centre-ville</i><br><i>près / loin</i><br>10 minutes |               |

| <b>4. How you travel to town</b> |                |
|----------------------------------|----------------|
| <b>Accept</b>                    | <b>Reject</b>  |
| one statement                    | <i>Je pied</i> |

| <b>5. What shops there are in your town</b>                        |               |
|--|---------------|
| <b>Accept</b>  | <b>Reject</b> |
| One shop – <i>il y a Marks and Spencers</i><br>English store names |               |

| <b>6. What you did last time you went to town</b> |                                   |
|---|-----------------------------------|
| <b>Accept</b>                                     | <b>Reject</b>                     |
| one statement<br>Past Tense                       | <i>Je suis allé en ville t.c.</i> |

| <b>7. Whether you will continue living there</b>  |               |
|---|---------------|
| <b>Accept</b>   | <b>Reject</b> |
| one statement<br>Future tense<br><i>Je vais habites en France</i> (i.e. no reference to current town) |               |

| <b>8. Question about entertainment</b>                         |  |
|--|--|
| <b>Accept</b>  | <b>Reject</b>  |
| Copied Task 5 (but no development)<br><i>Il y a un cinéma?</i> | Statement form with no ?<br>Tu joues au foot ? without reference to town |

**Question 3/Higher Question 1**

|                          |  |
|--------------------------|--|
| Degree of Communication: | Accept the inappropriate use of the infinitive for the present tense.<br>Accept the inappropriate use of the infinitive <b>with context</b> for past or future.<br>Accept the inappropriate use of the present for past or future <b>if the task is contextualised</b> . |
| Range/Complexity:        | Inappropriate use of the infinitive/inappropriate tense should be considered here.   |
| Accuracy:                | Errors in the formation of verbs/tenses should be considered here.   |

|                   |                    |
|-------------------|--------------------|
| je mangez         | present            |
| j'ai parti        | past               |
| j'ai manger       | past               |
| je suis mangé     | past               |
| je vais mangé     | future             |
| je voudrais mange | future/conditional |
| j'aime resté      | ✓                  |
| j'aime restais    | ✓                  |
| j'ai voudrais     | ✓                  |
| j'allerai         | ✓                  |
| j'ai vais         | present            |
| j'ai va           | present            |
| j'ai mangerai     | x                  |
| je suis mangerai  | x                  |
| a                 | = a ✓              |

## Higher Tier

### Question 2

#### Content

There are four tasks.

Each task needs an appropriate verb in an appropriate tense.

| <b>1. Description of friend</b>                                   |  |
|---|--|
| <b>Accept</b>   | <b>Reject</b>  |
| Physical description or description of character<br>One statement | <i>Avoir/être</i> confusion<br>Name only<br><i>je m'étends</i> |

| <b>2. Relationship with family</b> |   |
|------------------------------------|---|
| <b>Accept</b>                      | <b>Reject</b>   |
| One statement                      | Physical descriptions only<br><i>Avoir/être</i> confusion<br><i>je m'étends</i> |

| <b>3. Recent activities with friends</b> |   |
|--|---|
| <b>Accept</b>                            | <b>Reject</b>                                 |
| Appropriate tense<br>One activity        | Inappropriate tense<br>No reference to others |

| <b>4. Weekend in New York</b>                          |               |
|--|---------------|
| <b>Accept</b>  | <b>Reject</b> |
| Appropriate tense<br>Context needed<br>activity needed |               |