



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### French A (Full Course)

3657

### Writing tests

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**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**

<b>Foundation</b>	<b>Communication</b>	<b>Quality of Language</b>	<b>Total</b>
List	2		2
Message	12	8	20
Letter	8	12	20
<b>Total</b>	<b>22</b>	<b>20</b>	<b>42</b>

<b>Higher</b>	<b>Communication</b>	<b>Quality of Language</b>	<b>Total</b>
Letter	8	12	20
Question 2	8	12	20
<b>Total</b>	<b>16</b>	<b>24</b>	<b>40</b>

**FOUNDATION TIER QUESTION 1 - List Question**

This question will be assessed for Communication only.

<b>Marks</b>	<b>Degree of Communication</b>
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.

<b>Marks</b>	<b>Degree of Communication</b>
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.

<b>Marks awarded for Communication</b>	<b>Marks available for Quality of Language</b>	<b>Quality of Language</b>
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 a 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

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 a 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

#### Question 1

This is Task:

Apply a no further penalty rule for IDENTICAL errors e.g. *pare* ✗ *grand-pare* ✓

1	Four Items		
2		1	0
3 or 4 appropriate answers recognisable nouns		1 or 2 appropriate answers	English spelling unless word exists in French Ignore accents and apostrophes Verbs <i>tant</i> <i>pare</i>  Proper names

#### Question 2

There are 6 tasks:

Wrong person in any statement carries no marks. Does not have to carry on from example i.e. dog.

1	Age		
2		1	0
<i>Il a (2) ans</i> <i>Il à (2) ans</i>		No verb <i>Il est (2)</i> <i>Il a 2</i> <i>Il est (2) ans</i> Infinitive Wrong tense	No verb + no 'ans' 'moins' for 'mois' <i>Il y a (2) ans</i>

2	Colour		
2		1	0
<i>C'est blanc</i> <i>Il est blanc</i>		No verb <i>Il a</i> } <i>blanc</i> <i>Il y a</i> }	Foreign language spellings 'jeune' for 'jaune'



N.B. Watch for 'nfp' rule – *il a blanc* (1) *il a grand* (2).

3	Size		
	2	1	0
	<i>C'est grand</i> <i>Il est grand</i>  Ignore mangled ' <i>assez</i> ' and ' <i>très</i> ' etc.	No verb  <i>Il a grand</i>  <i>Il y a grand</i>	

4	Opinion		
	2	1	0
	<i>Je l'aime</i> <i>J'aime mon/le chien</i> <i>Il est mignon</i>  Accept 'grand' <i>J'aime - les chiens</i> - <i>un chien</i>	No verb  <i>J'ai adore</i> <i>Il a super</i> <i>J'aime t.c.</i>	

5	What it eats		
	2	1	0
	<i>Il mange la viande</i>  Brand names	No verb Infinitive Wrong tense No pronoun  <i>Il est mange</i>	

6	Where it sleeps		
	2	1	0
	<i>Il dort dans la cuisine</i> <i>Il dorme</i> } <i>Il dort</i> } <i>à la maison</i> <i>Il reste</i> } <i>dans la maison</i> <i>Il habite</i> } <i>en la maison</i>	Infinitive  No verb  <i>Il est à la maison</i>  Wrong tense Omitted preposition	basket

**Question 3/Higher Tier Question 1**

**Content**

There are 8 tasks:

Accept past tenses throughout except for Task 7.

Wrong person carries no marks (e.g. *tu, vous*).

1	School times	
needs/accept		reject
Start and finish times <i>9 heures am</i> <i>collage</i> (but look at quality of language)		number + am/pm

2	How many lessons per day	
needs/accept		reject
1 statement List of subjects must have a context e.g. <i>lundi/chaque jour</i>  <i>J'ai cinq - heures</i> - <i>cours</i> t.c.		courses

3	What you did at lunchtime yesterday	
needs/accept		reject
Context needed – lunchtime or yesterday 1 activity Past tense Contextualised present e.g. <i>je mange à la cantine tous les jours</i> but look for past tense elsewhere		<i>'jour'</i> for <i>'jouer'</i>

4	What you wear at school	
needs/accept		reject
1 article of clothing <i>je porte un uniforme</i> 'j'ai' with context <i>mettre</i>		

5	Opinion about homework	
	needs/accept	reject
One opinion	<i>J'ai beaucoup de devoirs</i>	<i>Je n'aime pas le français t.c.</i>

6	Whether you like school	
	needs/accept	reject
1 statement of opinion	<i>c'est ne pas intéressant</i>	<i>je n'aime le collège c'est n'intéressant pas</i>

7	After exams	
	needs/accept	reject
Future	<i>Je vais rentrer à la maison</i>	
	Holidays	

8	Question about favourite subjects	
	needs/accept	reject
	<i>Tu aimes l'anglais? J'aime l'anglais, et toi? Quelle est la matière préférée?</i>	Statement form with no? 'et' for 'est'

**Question 3 Foundation/Question 1 Higher**

Degree of Communication: Accept the inappropriate use of the **infinitive** for the **present tense**.  
 Accept the inappropriate use of the infinitive **with context** for past or future  
 Accept the inappropriate use of the **present** for past or future **if the task is contextualised**.  
 The wrong context only negates the statement in which it occurs.

**Question 3 Foundation/Question 1 Higher**

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.

**Higher Tier**

**Question 2**

**Content**

There are four tasks:

Each task needs an appropriate verb **in an appropriate tense**

<b>1</b>	<b>Advantages and disadvantages of countryside</b>	
	<b>needs/accept</b>	<b>reject</b>
	1 advantage <b>or</b> one disadvantage could be in any tense 'garbled' context provided task is acceptable	

<b>2</b>	<b>Advantages and disadvantages of town</b>	
	<b>needs/accept</b>	<b>reject</b>
	1 advantage <b>or</b> 1 disadvantage could be any tense  traffic	

<b>3</b>	<b>Visit to town or country</b>	
<b>needs/accept</b>	<b>reject</b>	
Clear reference to town of country Past tense The wrong context only negates the statement in which it occurs	Present	

<b>4</b>	<b>Where to live in future and why</b>	
<b>needs/accept</b>	<b>reject</b>	
Reference to 'living' Statement and reason Statement in future/conditional Reason can be in present tense	Statement in present tense Where statement unacceptable Where reason unacceptable 1 element omitted  <i>J'aime...</i>	

## COURSEWORK

Each piece of work is assessed according to the following assessment criteria. Candidates submit three pieces of work, drawn from three different Themes.

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1 - 2	Communicates <b>a little</b> basic information (e.g. simple facts).
3 - 4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5 - 6	Communicates clearly <b>quite a lot</b> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7 - 8	Communicates <b>a lot</b> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

### Quality of Language

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	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.	1	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.	2	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.	3	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.	4	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.	5	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.	6	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

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 Quality of Language marks will then be added to the Communication marks to give a total of 20 for each piece of work.

## Additional Guidance on Application of Assessment Criteria

### COMMUNICATION

- The mark for Communication determines the maximum mark for Quality of Language. Once the Communication mark has been awarded, the mark for Range/Complexity and the mark for Accuracy may not be more than one mark higher (e.g. 3 + 4 + 4).
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy (e.g. 1 + 0 + 0 would not be possible).
- If a mark of 0 is awarded for Communication, no marks can be awarded for Range/Complexity or Accuracy.
- For the 5-6 band ‘descriptions and accounts’ are regarded as one concept.
- Candidates will have access to the 7-8 band provided there is at least one minimal example of each of ‘narration of events’, ‘full descriptions’, ‘justification of ideas’.

### QUALITY OF LANGUAGE

- The marks awarded for Range/Complexity and Accuracy are not interdependent.
- To score 4 marks or more for Range/Complexity candidates must refer successfully to a minimum of two time frames in each piece of work and refer to all three time frames across the three pieces as a whole. (The number of time frames used is assessed under Range/Complexity only and not under Accuracy. A candidate, therefore, producing only 1 time frame in a piece of work would be limited to a maximum mark of 3 for Range/Complexity, but could score 4 marks or more for Accuracy though this would probably be rare).

### GENERAL

- For candidates supplied with a template (whereby they only have to insert appropriate vocabulary items in order to complete the assignment) the mark awarded will be at best 2 + 1 + 1.
- Candidates writing the minimum recommended word length have access to the full mark range.