



General Certificate of Secondary Education

French 3651 *Specification A*

3651/W Writing

Mark Scheme

2005 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		
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.

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 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.

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 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

1	Four Items	
2	1	0
3 or 4 appropriate answers recognisable nouns professeur étudiant Food/Drink items porte fenêtre	1 or 2 appropriate answers	English spelling unless word exists in French Ignore accents Items not in classrooms (lit) libre for livre Spelling that interferes with communication Brand names

Question 2

There are 6 tasks:

1	Day of work	
2	1	0
Je travaille (le) lundi Ignore confusion of noun 'travail' and 'travaille' verb le week-end tous les jours Consider the whole sentence – ignore a separate clause	no verb travaillé forms Je travaille 5 jours infinitive	

2	Transport to work	
2	1	0
Je vais/voyage en bus. Je vas...	no verb Je travail à pied J'alle J'allé Je vas-tu à pied infinitive	Je travaille à pied

3	Earning		
2		1	0
Je gagne 3 livres Use of 'gagne' Accept Euro and Pound signs Je gagne 4 sterling Francs Accept any recognised currency		no verb gagné forms libre/pounds sterling infinitive Use of 'combien' Je gagne 100 tc.	libre t.c. pounds

4	Finish time		
2		1	0
Je finis à 5h Any present tense form Ignore confusion of noun 'travail' and 'travaille' verb Je finis à 5.00		no verb past tense infinitive Je finish.../fini 5 heures pm/5h pm omission of 'heures' 5 et demie heures	Use of hours 5 pm

5	Opinion		
2		1	0
C'est intéressant J'aime le/un travail/magasin Ignore confusion of noun 'travail' and 'travaille' verb Accept place of work		no verb Oui/Non tc. English spelling of cognate	'ami(e)' for 'aime'

6	What bought		
2		1	0
Accept past, present or future J'achète des CD Brand names		no verb infinitive English spelling of a cognate	use of 'avec ton argent'

Question 3 / Higher Question 1

Degree of Communication

There are 8 tasks.

1	Illness
Need/accept	Reject
Je suis malade J'ai la grippe Accept 'être/avoir' confusion but consider under Range/Complexity Accept past tense	Je malade Je mal à la tête

2	How long
Need/accept	Reject
Je suis malade depuis 2 jours = Tasks 1 & 2 Je malade depuis 2 jours = No Task 1 but Task 2 OK pour/pendant Accept past tense Identical error from Task 1 = no further penalty Reference to when they fell ill acceptable for how long	'hours' English spelling

3	Activity
Need/accept	Reject
Je regarde la télé Accept past tense Does not need to relate to the period of illness Accept any activity	'music' English spelling

4	What eaten
Need/accept	Reject
Je mange du poulet Accept past tense Accept any food Accept reference to meals tc. J'aime.... Drinks for development	Drinks as sole response to task 'amie' for 'aime' Je voudrais... Je mange beaucoup tc.

5	Work done for school
Need/accept	Reject
J'ai fait des maths J'ai fait mes devoirs Je travaille/Je fais du travail tc. - pour le collègue is needed use of 'collage' for 'collège'	

6	Return to school
Need/accept	Reject
Je retourne au collège la semaine prochaine Rentre Reviens ✓	past

7	Whether you like staying at home
Need/accept	Reject
J'aime rester à la maison	Je detest (English spelling)

8	Question about school
Need/accept	Reject
Tu aimes le collège? Question from the stimulus (but not acceptable as development) Décris ton college. Watch out for use of 'et toi ?'	Statement form with no ? 'Qu'est-ce que..' for 'Quel'

Question 3/Higher Question 1

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/infinitive for past or future **if the task is contextualised**.

The wrong context only negates **the statement** in which it occurs.

Present tense only with context for future, write F in margin. Infinitive with context for future, do not write F in the margin.

Infinitive/Present tense with context for Past, do not write P in margin.

Question 3/Higher Questions 1 and 2

Range/Complexity: Inappropriate use of the infinitive/inappropriate tense should be considered here.

Use of phrases such as 'merci pour ta lettre que j'ai reçue'... is an acceptable past tense to be considered under Range/Complexity.

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**.

1	Star personality
Need/accept	Reject
1 detail of character + 1 detail of physical appearance Person does not have to be universally famous 'sportif' OK for character	Missing element 'avoir/être' confusion Hobbies/Interests other than 'sportif'/musical

2	Influence + why
Need/accept	Reject
X a/est (accept) une grande influence sur moi parce que j'aime sa musique	Influence only

3	Quality of good friend
Need/accept	Reject
1 quality Accept hobbies/interests here	'avoir/être' confusion

4	Recent activity
Need/accept	Reject
Je suis allé(e) au cinéma avec Reference to friends not needed BUT 	Je suis sorti avec ma famille