



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### French B (Modular)

3652

### Module 4: Writing tests

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## WRITING TESTS – FOUNDATION AND HIGHER TIERS

### PART ONE

#### 1. 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 language successfully conveying the target message without ambiguity.
- There is no need to count the words used to answer each question. The sole criterion is completion of the tasks set.

#### 2. Mechanics of Marking

- All part marks awarded as indicated in the marking schemes must be clearly shown on the candidate scripts. Carefully check marks which may need multiplying and / or dividing to arrive at any weighted totals.

#### 3. MARK ALLOCATION

Foundation	Communication	Quality of Language	Total
Question 1a	2		2
Questions 1b & 1c	4		4
Question 2	8	12	20
Total	14	12	26

Higher	Communication	Quality of Language	Total
Question 1	8	18	
Question 2	8	Awarded globally across both questions.	
Total	16	18	34

### 3. Foundation Tier Question One

This question will be assessed for Communication only. The marks are allocated in the following way:

#### Question 1a (List Question):

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

**Maximum mark - 2**

#### Questions 1b and 1c:

Each task has a total of 2 marks. The Part 2 Mark Scheme each year will outline in detail how those communication marks should be divided and awarded.

### 4. Question Two

This question is marked out of 8 for Communication and 12 for Quality of Language.

- 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.

Marks	Degree of Communication	Explanation
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a <b>little</b> basic information (e.g. simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
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.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
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.	Full descriptions in relation to all of tasks set.

### 5. Quality of Language

- Marks will be awarded out of 12 for each of Range/Complexity and Accuracy. The resulting total mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

Marks for Quality of Language are awarded according to the criteria below.

<b>Quality of Language</b>		
<b>Mark</b>	<b>Range &amp; Complexity</b>	<b>Accuracy</b>
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	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.
11-12	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.	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.

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.

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

The prescribed tasks in Question Two at Foundation Tier and Question One at Higher Tier offer an opportunity for the candidate to write in three time frames. Successful use of these opportunities will give the candidate an opportunity to gain access to the higher quality mark bands. Items of communication containing obviously incorrect / ambiguous time frames / tenses will not score for Communication.

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

**The maximum mark for the Foundation Tier paper is 26.**

## HIGHER TIER

**Both questions are assessed for Communication using the same criteria as at Foundation Tier.**

- 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.
- Further details of how to award the marks for Communication will be given in the Part 2 Mark Scheme.

Marks	Degree of Communication	Explanation
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a <b>little</b> basic information (e.g. simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
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.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
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.	Full descriptions in relation to all of tasks set.

At Higher Tier the whole script is marked globally for Quality of Language. Each script is marked out of 12 marks for Range and Complexity and 12 marks for Accuracy according to the table below. These two marks are then totalled, multiplied by 3 and divided by 4 to give a Quality of Language mark of 18.

<b>Quality of Language</b>		
<b>Mark</b>	<b>Range &amp; Complexity</b>	<b>Accuracy</b>
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	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.
11-12	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.	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.

## Mark Scheme

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The following restrictions apply in the award of marks for Range and Complexity and Accuracy:

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
4	6	6
8	8	8
12	10	10
16	12	12

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

**The maximum mark for the Higher Tier paper is 34.**



## Writing – Part 2 Mark Scheme

### Foundation Tier

#### Question 1

##### Part A

(2 marks)

This question is assessed for Communication only.

**In Part A** accept all **understandable** school subjects in French. Tick each word you accept.

Marks	Degree of Communication
0	No understandable words
1	1 – 2 understandable words
2	3 – 4 understandable words

(a)	<p><u>Write down <b>four</b> school subjects that you have studied</u></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• if more than four subjects are given accept <b>any</b> four correct ones</li> <li>• any understandable school subject in French</li> <li>• no article</li> <li>• wrongly spelt words that would be recognisable to a sympathetic non-English speaking native speaker</li> <li>• misspellings e.g. le francis</li> <li>• (le) sport</li> <li>• drame, education de théâtre, soin des enfants, art, historique, géographique, historie etc</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• anything that would not fit into this category</li> <li>• anything in a language other than French</li> <li>• English words e.g. la geography</li> <li>• Angleterre/France</li> <li>• Ordinateur</li> <li>• do NOT credit example (maths)</li> <li>• sportif, P.E., R.E., I.T., C.D.T. etc</li> </ul>	
2	1	0
Three or four words communicated	One or two words communicated	No words communicated

Parts B & C

(4 marks)

This question is assessed for Communication only.

In Parts B and C tick each task that is successfully communicated.

(b)	<p><b>Describe your school and give your opinion about it. (Write in full sentences.)</b></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• past tense/present tense</li> <li>• opinion not apparently linked to another sentence</li> <li>• être : es for est</li> <li>• description and opinion in one sentence with appropriate verbs e.g. mon école est grande (description) et moderne (opinion)</li> <li>• collage for collège</li> <li>• superb, super, modern</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• answers which are not in complete sentences containing a verb</li> <li>• voir for être and vice versa unless as part of a perfect tense e.g. J'ai allé</li> <li>• voir for</li> <li>• t/ist for est</li> <li>• <b>nfp</b> apply within bullet points</li> <li>• se of et for est) re-penalise at the start of each new bullet point</li> <li>• enalise repeated use of English word on each occasion e.g. le school est grand : le school at modern : j'aime le school = 0</li> </ul>		
2	1	0	
Both tasks communicated	One task communicated	Neither task communicated	
(c)	<p><b>Write about a typical school day (times of lessons, what you do at lunchtime). (Write in complete sentences.)</b></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• any two details about a school day e.g. getting up, transport, lessons, times, sports</li> <li>• past tense/present tense</li> <li>• odd times : ignore am/pm</li> <li>• award 1 mark for lists e.g. lundi j'ai les maths, mardi j'ai les sciences, mercredi j'ai l'histoire</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• opinions</li> <li>• answers which contain no verbs</li> </ul>		
2	1	0	
Both tasks communicated	One task communicated	Neither task communicated	

**Question 2**

**(8 marks – Communication)  
(12 marks – Quality of Language)**

As per the descriptors in the Part 1 Mark Scheme a mark between 0 and 8 will be awarded for Degree of Communication and a further 12 marks for Quality of Language.

There are 3 tasks. Any relevant information on these tasks will be rewarded.

*The point at which the task has been successfully completed will be indicated within the body of the text.*

<b>Bullet Point 1</b>	Describe a member of your family – physical description, personality and what you think about this person.	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Any complete sentences or parts of complete sentences which fulfil the requirements of the task.</li> <li>• Accept pets</li> <li>• Opinion could be implied (e.g. je m’entends bien avec.....)</li> <li>• Accept interests as character/personality</li> <li>• Apply <b>nfp</b> within sections e.g. Ma mère est un grand nez. Elle est les cheveux blonds <b>nfp</b> for second sentence</li> <li>• Partially communicated answer = √ (e.g. one point of rubric : physical description) = √</li> <li>• Award + when bullet point is fully answered</li> <li>• First person but do not award extension √</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences without verbs</li> <li>• Inappropriate tense</li> </ul>

<b>Bullet Point 2</b>	Describe a recent family visit – destination, activities and what you thought about it.	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Present tense for √ only</li> <li>• English names for destinations</li> <li>• At least one activity</li> <li>• Opinion could be implied (e.g. le parc était super)</li> <li>• J’ai visté (mis-spelling)</li> </ul>	<ul style="list-style-type: none"> <li>• entences without verbs</li> <li>• nfinitives (unless an attempt at a past participle)</li> <li>• nglish place names where French exists e.g. Je suis allé en Germany</li> <li>• opinions on their own unless there is a clear connection with visit through verb or noun</li> </ul>

<b>Bullet Point 3</b>	Write about your plans for the future, including marriage and children. Why do you have these plans?	
Accept	Reject	
<ul style="list-style-type: none"><li>• Must have future indicator</li><li>• Any future plan = √</li><li>• A plan with development or two plans without development + a reason for √ +</li><li>• J'ai voudrais</li></ul>	<ul style="list-style-type: none"><li>• Inappropriate tense</li></ul>	

**Quality of Language**

Quality of Language marks are awarded according to the Quality of Language criteria grid below.

<b>Quality of Language</b>		
<b>Mark</b>	<b>Range &amp; Complexity</b>	<b>Accuracy</b>
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may often contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors
3-4	Vocabulary is appropriate to the basic need of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempts to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	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.
11-12	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.	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.

**Mark Scheme**

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The following restrictions apply in the award of marks for Range & Complexity and Accuracy.

<b>Max. Communication mark</b>	<b>Max. Range &amp; Complexity mark</b>	<b>Max. Accuracy mark</b>
0	0	0
1 - 2	6	6
3 - 4	8	8
5 - 6	10	10
7 - 8	12	12

*Marks are given out of 12 for Range and Complexity and out of 12 for Accuracy. The resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language.*

**Higher Tier****Question 1****(8 marks – Communication)  
(12 marks – Quality of Language)**

As per the descriptors in the Part 1 Mark Scheme a mark between 0 and 8 will be awarded for Degree of Communication.

There are 3 tasks. Any relevant information on these tasks will be rewarded.

*The point at which the task has been successfully completed will be indicated within the body of the text.*

<b>Bullet Point 1</b>	Describe a member of your family – physical description, personality and what you think about this person.	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Any complete sentences or parts of complete sentences which fulfil the requirements of the task.</li> <li>• Accept pets</li> <li>• Opinion could be implied (e.g. je m'entends bien avec.....)</li> <li>• Accept interests as character/personality</li> <li>• Apply <b>nfp</b> within sections e.g. Ma mère est un grand nez. Elle est les cheveux blonds <b>nfp</b> for second sentence</li> <li>• Partially communicated answer = √ (e.g. one point of rubric : physical description) = √</li> <li>• Award + when bullet point is fully answered</li> <li>• First person but do not award extension √</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences without verbs</li> <li>• Inappropriate tense</li> </ul>

<b>Bullet Point 2</b>	Describe a recent family visit – destination, activities and what you thought about it.	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Present tense for √ only</li> <li>• English names for destinations</li> <li>• At least one activity</li> <li>• Opinion could be implied (e.g. le parc était super)</li> <li>• J'ai visté (mis-spelling)</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences without verbs</li> <li>• Infinitives (unless an attempt at a past participle)</li> <li>• English place names where French exists e.g. Je suis allé en Germany</li> <li>• Opinions on their own unless there is a clear connection with visit through verb or noun</li> </ul>

<b>Bullet Point 3</b>	Write about your plans for the future, including marriage and children. Why do you have these plans?	
Accept	Reject	
<ul style="list-style-type: none"><li>• Must have future indicator</li><li>• Any future plan = √</li><li>• A plan with development or two plans without development + a reason for √ +</li><li>• J'ai voudrais</li></ul>	<ul style="list-style-type: none"><li>• Inappropriate tense</li></ul>	



**Question 2****(8 marks – Communication)**

There are 3 tasks. Any relevant information on these tasks will be rewarded.

*The point at which the task has been successfully completed will be indicated within the body of the text.*

As per the descriptors in the Part 1 Mark Scheme a mark of between 0 and 8 will be awarded for Degree of Communication.

<b>Bullet Point 1</b>	Describe school (buildings, subjects, teachers, rules). Give opinion of school	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Past tense/present tense</li> <li>1 of the above = <math>\sqrt</math></li> <li>3 of the above + an opinion = <math>\sqrt+</math></li> <li>Descriptions/opinions of uniform for rules</li> <li>For buildings accept facilities (e.g. Swimming pool)</li> </ul>	<ul style="list-style-type: none"> <li>Sentences which do not contain a verb</li> <li>Name of school</li> </ul>
<b>Bullet Point 2</b>	Part-time job OR work experience (where, what, hours & opinions)	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Past tense</li> <li>Section totally in present tense = <math>\sqrt</math> only</li> <li>Name of job for 'what' e.g. J'étais vendeur / serveuse</li> </ul>	<ul style="list-style-type: none"> <li>Sentences which do not contain a verb</li> <li>Infinitives (unless an attempt at a past participle)</li> <li>Future tense</li> <li>Opinion, unless attached to relevant verb or noun construction</li> </ul>
<b>Bullet Point 3</b>	Advantages/disadvantages of working in France, future work & reason	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Must have at least one advantage and one disadvantage</li> <li>Where candidate wants to work in future and reason</li> </ul>	<ul style="list-style-type: none"> <li>Past tense, unless candidate makes clear that he/she has worked there</li> <li>No implication of France</li> <li>Reason, unless attached to relevant verb or noun construction</li> </ul>

**Quality of Language**

**Questions 1 & 2**

**18 marks**

As per the descriptors in the Part 1 Mark Scheme a mark of between 0-18 will be awarded globally over both questions for Quality of Language.

<b>Quality of Language</b>		
<b>Mark</b>	<b>Range &amp; Complexity</b>	<b>Accuracy</b>
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may often contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors
3-4	Vocabulary is appropriate to the basic need of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempts to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	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.	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.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	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.
11-12	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.	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 following restrictions apply in the award of marks for Range & Complexity and Accuracy:

<b>Max. Communication mark</b>	<b>Max. Range &amp; Complexity mark</b>	<b>Max. Accuracy mark</b>
0	0	0
1-4	6	6
5-8	8	8
9-12	10	10
13-16	12	12

The mark for Range & Complexity and Accuracy are added together to give a mark out of 24. This mark is then multiplied by 3 and divided into 4 to give a Quality of Language mark out of 18. (Half marks are rounded up).