

# GCSE 2004

## *June Series*



# Mark Scheme

## French B Module 4 *(Writing)*

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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.

Further copies of this Mark Scheme are available from:

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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

#### 4. 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.

#### 5. 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 (eg 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 (eg 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.

## 6. 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.

<b>Marks</b>	<b>Degree of Communication</b>	<b>Explanation</b>
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 (eg 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 (eg 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.



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.

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

(a)	Write down <b>four</b> places that you can visit in your town or region		
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• <b>only</b> the <b>first</b> four attempts by the candidate</li> <li>• any understandable places in French e.g. la ville / la mer</li> <li>• no / incorrect article</li> <li>• wrongly spelt words that would be recognisable to a sympathetic non-English speaking native speaker</li> <li>• misspellings eg la bibblioteque</li> <li>• words with no accents</li> <li>• la maison de..... once only. La maison de can be accepted more than once in different contexts eg. La maison de Paul / la maison des jeunes</li> <li>• magasin</li> <li>• magasaine</li> <li>• magasine</li> <li>• gym</li> <li>• maison publique</li> <li>• club</li> <li>• ciné</li> <li>• resto</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• anything in a language other than French (including place names eg York) and shop names eg Sainsburys: museum</li> <li>• English words made to look French eg le shopping centre</li> <li>• use of example, even with any additions eg stade municipal.</li> <li>• la maison tc.</li> <li>• la parque</li> <li>• magazine</li> <li>• activities eg la natation</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)	Describe your house and give your opinion about it (Write <b>two</b> full sentences.)	
	(ie using two verbs, which may be in one sentence.eg J’aime ma maison qui est moderne.) <b>Accept:</b> <ul style="list-style-type: none"> <li>• present / past tense</li> <li>• valid opinion within the context</li> <li>• opinion not directly linked to another sentence but relevant in context</li> <li>• es for est</li> <li>• j’amie</li> <li>• superb, super, modern</li> <li>• infinitives which reflect the stem of the verb eg j’aimer but not j’aller</li> <li>• <b>nfp</b> applies within bullet points but see final bullet point below.</li> <li>• accept name / position of house. / j’habite un appartement.</li> </ul> <b>Reject:</b> <ul style="list-style-type: none"> <li>• verbs in wrong person / no subject.</li> <li>• j’habite une maison without an adjective.</li> <li>• inappropriate tense for verb</li> <li>• answers not in sentence form ie with no verb eg ma maison moderne</li> <li>• avoir for être and vice versa unless as part of a perfect tense</li> <li>• et/ist for est</li> <li>• use of et for est Re-penalise at the start of each bullet point</li> <li>• penalise repeated use of English word on each occasion eg. le house est grand: le house est modern: j’aime le house = 0</li> </ul>	
	2	1
	0	
Both tasks communicated	One task communicated	Neither task communicated

(c)	<u>Write <b>one</b> sentence to describe your region and <b>one</b> sentence about what there is to do in your region</u>		
	<p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• town / village for region</li> <li>• one piece of information describing the region and one piece of information about possible activities</li> <li>• past tense</li> <li>• ma ville s'appelle</li> <li>• jobs outside the house</li> <li>• activities outside the house</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• j'habite à + town</li> <li>• verbs in wrong person</li> <li>• inappropriate tense for verb</li> <li>• general opinions eg j'aime ma région but accept j'aime + activities, places in the region.</li> <li>• rejections under Part (b)</li> <li>• activities inside the house / télé</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.*

**Annotate tasks as follows:**

**Item of information (containing a verb) = I**

**Development = D**

**Opinion = O**

**Reason/justification = R**

Bullet Point 1	Write a description of your school. What do you think of your school?	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Present / past tense</li> <li>• Infinitives which reflect the correct stem of the verb eg je porter but not j'aller</li> <li>• Opinion which is implied eg je m'entends bien avec les profs</li> <li>• <u>To award a tick there must be at least two items</u></li> <li>• Award ✓ + when the bullet point is fully covered ie at least two items of information and an opinion / an item of information and more than one opinion ie I, D, O ✓ +</li> <li>• Name of school</li> </ul>	<ul style="list-style-type: none"> <li>• Pieces of information not containing a verb</li> <li>• other inappropriate tense</li> </ul>

<b>Bullet Point 2</b>		Describe a typical day at school <b>last week</b> . What did you think about the day?
Accept		Reject
<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Opinion which is implied eg la journée était fatigante</li> <li>• If present tense used, total bullet point limited to √</li> <li>• Accept opinions in present tense.</li> <li>• Perfect tense which consists of auxiliary (accept avoir used for être) plus an attempt at a past participle</li> <li>• Infinitive of er verb used as a past participle</li> <li>• Award √ for answer with at least two items of information / one item of information and an opinion</li> <li>• Award √ + for fully communicated answer – at least two items of information and opinion / one item of information and more than one opinion ie I, D, O</li> <li>• School trip</li> </ul>		<ul style="list-style-type: none"> <li>• Pieces of information not containing a verb</li> <li>• Inappropriate tense</li> <li>• Opinions on their own unless school day is implied</li> <li>• Family outings</li> <li>• Infinitives without auxiliary as perfect tense These count as present tense if the stem is the same</li> <li>• Perfect tense with incorrect use of être as auxiliary eg je suis mangé</li> </ul>

<b>Bullet Point 3</b>		Write about your plans for the <b>future</b> . Explain why you have these plans
Accept		Reject
<ul style="list-style-type: none"> <li>• Must have future indicator or future clearly implied with use of present tense</li> <li>• Any future plans</li> <li>• Award √ for at least two items of information about future plans / one item and one opinion</li> <li>• Award √ + for at least two items of information with a reason / one item and more than one opinion, I, D, R</li> <li>• Je voudrais travail / travaille</li> <li>• J'ai voudrais....</li> </ul>		<ul style="list-style-type: none"> <li>• Pieces of information not containing a verb</li> <li>• Inappropriate tense</li> <li>• Je voudrais professeur</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>
<b>0</b>	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.
<b>1-2</b>	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
<b>3-4</b>	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.
<b>5-6</b>	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.
<b>7-8</b>	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.
<b>9-10</b>	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.
<b>11-12</b>	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 - 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. Round up ½ marks.

If a mark is awarded for communication then a mark must be awarded for quality.



**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.

**Annotate tasks as follows:**

**Item of information (containing a verb)= I**

**Development = D**

**Opinion = O**

**Reason/justification = R**

Bullet Point 1	Write a description of your school. What do you think of your school?	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Present / past tense</li> <li>• Infinitives which reflect the correct stem of the verb eg je porter but not j'aller</li> <li>• Opinion which is implied eg je m'entends bien avec les profs</li> <li>• <u>To award a tick there must be at least two items</u></li> <li>• Award ✓ + when the bullet point is fully covered ie at least two items of information and an opinion / an item of information and more than one opinion ie I, D, O ✓ +</li> <li>• Name of school</li> </ul>	<ul style="list-style-type: none"> <li>• Pieces of information not containing a verb</li> <li>• other inappropriate tense</li> </ul>

<b>Bullet Point 2</b>		Describe a typical day at school <b>last week</b> . What did you think about the day?
Accept		Reject
<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Opinion which is implied eg la journée était fatigante</li> <li>• If present tense used, total bullet point limited to √</li> <li>• Accept opinions in present tense.</li> <li>• Perfect tense which consists of auxiliary (accept avoir used for être) plus an attempt at a past participle</li> <li>• Infinitive of er verb used as a past participle</li> <li>• Award √ for answer with at least two items of information / one item of information and an opinion</li> <li>• Award √ + for fully communicated answer – at least two items of information and opinion / one item of information and more than one opinion ie I, D, O</li> <li>• School trip</li> </ul>		<ul style="list-style-type: none"> <li>• Pieces of information not containing a verb</li> <li>• Inappropriate tense</li> <li>• Opinions on their own unless school day is implied</li> <li>• Family outings</li> <li>• Infinitives without auxiliary as perfect tense. These count as present tense if the stem is the same.</li> <li>• Perfect tense with incorrect use of être as auxiliary eg je suis mangé</li> </ul>

<b>Bullet Point 3</b>		Write about your plans for the <b>future</b> . Explain why you have these plans
Accept		Reject
<ul style="list-style-type: none"> <li>• Must have future indicator or future clearly implied with use of present tense</li> <li>• Any future plans</li> <li>• Award √ for at least two items of information about future plans / one item and one opinion</li> <li>• Award √ + for at least two items of information with a reason / one item and more than one opinion, I, D, R</li> <li>• Je voudrais travail / travaille</li> <li>• J'ai voudrais....</li> </ul>		<ul style="list-style-type: none"> <li>• Pieces of information not containing a verb</li> <li>• Inappropriate tense</li> <li>• Je voudrais professeur</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>	Faites une description de votre région. Donnez votre opinion de votre région	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Description of town / village</li> <li>• Present / past tense</li> <li>• Award √ for at least two items of information / one item and one opinion</li> <li>• Award √ + for at least two items of information and an opinion / one item and more than one opinion ie I.D.O.</li> </ul>	<ul style="list-style-type: none"> <li>• Piece of information containing no verb</li> <li>• Inappropriate tense</li> </ul>
<b>Bullet Point 2</b>	Parlez de vos impressions d'une visite à la campagne <b>ou</b> au bord de la mer que vous avez faite <b>dans le passé</b> et donnez votre opinion de la visite	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Past tense. Auxiliary (accept avoir for être) plus attempt at past participle. Count er infinitive as attempt at past participle</li> <li>• If present tense used, total bullet point limited to √</li> <li>• Visit must be relevant to rubric</li> <li>• Award √ for at least two items of information / one item and one opinion</li> <li>• Award √ + for at least two items of information plus opinion / one item and more than one opinion ie I.D.O.</li> </ul>	<ul style="list-style-type: none"> <li>• Piece of information containing no verb</li> <li>• Inappropriate tense</li> </ul>
<b>Bullet Point 3</b>	Donnez des avantages et des désavantages d'habiter en ville. Où voulez-vous habiter plus tard dans la vie et pourquoi?	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Award √ for one advantage and one disadvantage</li> <li>• Award √ for one advantage, one disadvantage and reason</li> <li>• Award √ for one (dis)advantage with reason</li> <li>• Award √ for where going to live with reason</li> <li>• Award √ + for one advantage, one disadvantage, place of future living and one reason</li> </ul>	<ul style="list-style-type: none"> <li>• Piece of information containing no verb</li> <li>• Past tense unless candidate is clearly basing case on past experiences</li> <li>• Reason with no link with other communication</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>
<b>0</b>	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.
<b>1-2</b>	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
<b>3-4</b>	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.
<b>5-6</b>	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.
<b>7-8</b>	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.
<b>9-10</b>	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.
<b>11-12</b>	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 by 4 to give a Quality of Language mark out of 18. (Half marks are rounded up).